

Teacher Parent Training 2023-24

# TITLE I PARENT ENGAGEMENT

# What does that parent want?

- Parents of our students have reported that their interactions with teachers have been positive.
- Teachers are said to be welcoming and helpful to parents in the building.
- Parents want teachers to know that they are there to support their child. They will do what they can to provide supports at home.
- The best interactions occur when the teacher is open to parent questions, concerns, and supports.
- It is important that teachers see education and issues from the parents perspective.

# What does that parent want?

- Parents indicate that they do spend time with their children preparing materials for the next school day and monitoring homework completion.
- Afternoon and evening activities within the family dynamic are important to family structure.
- It is important that teachers understand that our kids are kids and they are involved in evening activities.
- Family activities are important and need time in the day. Most families only have the evenings to interact.
- Please understand that some families are not structured in the traditional manner with parents separated or divorced.
- Family dynamics may change throughout the school year or they are drastically different then teachers may be aware of.

# What does that parent want?


- Parents appreciate being contacted by teachers when situations present themselves. This includes discipline issues and academic problems.
- Parents also enjoy the personal interactions within the hallways when they are visitors in the building.
- Parents want teachers to be mentors and able to educate their child on social issues to improve school and community interactions and participation.
- Teachers can engage parents with contacts related to positive school outcomes.

# Parent Contacts

- Parents prefer to be contacted by email or text message.
- Parents would like to see links to social media and connectivity to these resources.
- Paper-based information can be overwhelming at times. Most parents may just sit newsletters aside.
- Older students often do not bring the appropriate materials home to their parents.
  - (School work and Parent information)
- Promote classroom events and grade level happenings through email chains or the school messenger system.



# Please Be Specific!

- Parents want to be involved in classroom activities. However, the easiest way to have them participate is to supply them with specific support needs. These could include a mystery reader, copy support, or field trip chaperones. If parents know what is expected, they are more likely to become involved in the classroom.
  - Providing details will often ease parent reluctance to volunteer.
  - Make sure that communication is clear and concise.
  - Gather emails and other information to make contacts.
- 



# Supporting Parents

- Parents want teachers that are accommodating and show interest in parent concerns.
- If a parent is asking for ideas to support their child, be specific and provide information that the parent is requesting.
- Parents are appreciative of our timely responses to emails and phone calls.
- Teachers can promote positive interactions with parents by being accepting of situations.




# See Yourself through the Parents Eyes

- Understand that parents may feel intimidated to even enter the school.
- Teachers who are loud and focused on what they do can sometimes miss the parents concerns or needs for supports.
- Teachers are resources to students, parents, and other staff members. Carry yourselves in this manner.
- Be a role model for students and parents at all times.
- Parents want teachers to be supportive of their child, a calm mentor that extends a helping hand and shows a child how to manage conflict and situations of hardship.
- You can catch more flies with honey than vinegar.
- Look for supportive parents and invite them to help!





# What Concerns Do Parents Have

- Drug use in our community.
  - Internet safety.
  - Megan's List – How to access and locate child predators.
  - Gaming: What is good and bad about Gamers.
  - Common Core/Pa Core Standards.
  - Supporting math at home.
  - Developing homework supports/routines/the demand for home instruction.
  - Virtual learning and support from teachers.
- 

# Parents Largest Concern: Kids being Kids.

- Time spent on school materials after school: Homework
  - Consistency in homework as students progress through the elementary.
  - Very little homework in K-4<sup>th</sup> grade and then piles of homework in 5<sup>th</sup> and 6<sup>th</sup> grade.
  - Please realize that children are tired after 7 ½ hours of instruction.
    - Students need time to be kids after school. 2 to 3 hours of homework leaves no time for afterschool activities and family time.
    - We have improved on this since 2017. We need to keep after school demands down.
  - If homework is assigned it should be graded or have some ties to accountability. If students do it is should mean something.
  - Problem of the Week: Supports for parents needed. Examples sent home and demonstrated to students.
  - Homework on the weekends?
  - Open communication between grade level teachers related to homework.