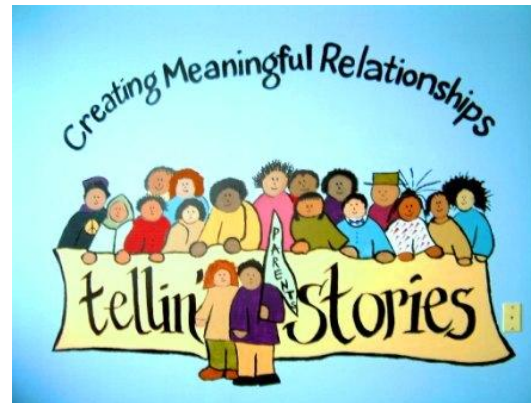


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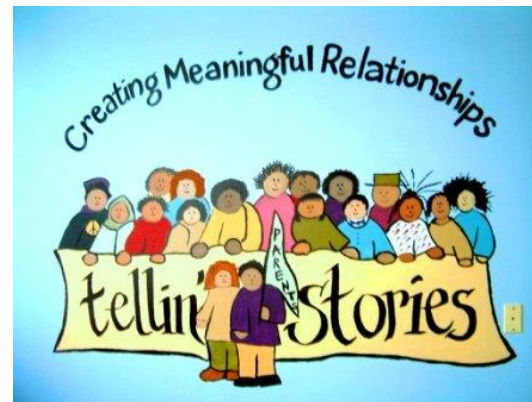
Teaching for Change



*Using the power of story to connect
parents and schools for quality
education for all students*

Tellin' Stories Project

Teaching for Change

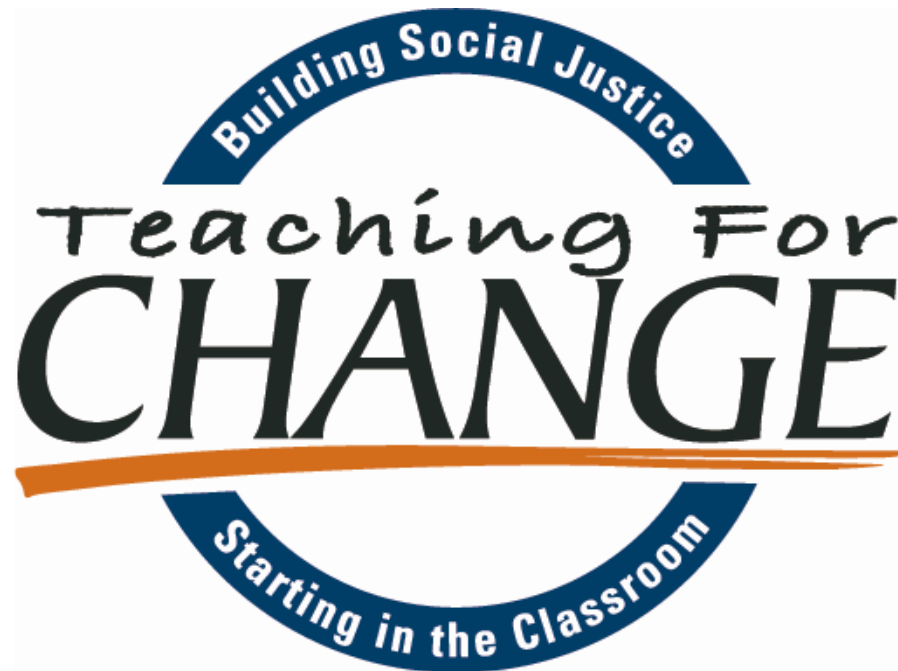


Allyson Criner Brown

Associate Director/Tellin' Stories Project Manager

Deborah Menkart

Executive Director



Teaching for Change provides teachers and parents with the tools to create schools where students learn to read, write, and change the world

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Session Objectives

Participants will learn approaches from Teaching for Change to:

- Help teachers and administrators rethink their assumptions about parent involvement and why traditional approaches are often unsuccessful
- Adopt new approaches to parent-school relations so that there is a level playing field



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Agenda

- Welcome and Introduction
- Ice Breaker
- Turning the Tables on Prof. Devel.
- Top Family Engagement Strategies
- *How We Do It* – Principles for PD
- Closing and Evaluation



Where and with Whom We Work

“Tellin’ Stories did not just increase the numbers of parents involved – it literally changed the face of who we saw coming in the door and advocating for their children.”

-- Michelle Molitor, principal



“They've really helped us learn how to help our kids. We [Spanish-speaking parents] were closed to those activities and opportunities before, but now they are open to us.”

-- Imelda Marroquín, parent

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School-based approach

- Build relationships between families and schools
- Address the cultural differences, understand diversity, and develop multicultural relationships
- Help parents to develop skills needed to advocate and assist their children in getting a quality education
- Prioritize parents' concerns and develop action plans to enhance their school community
- Professional development, coaching, and support for principals, teachers, and parent coordinators



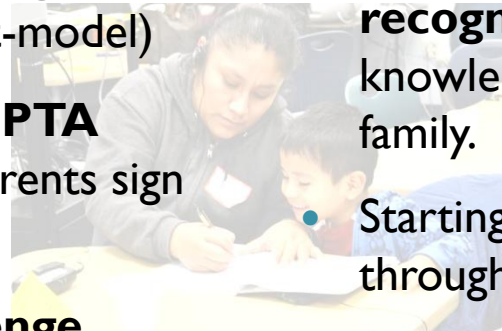
Assumptions

TRADITIONAL

- Parents **roles are limited**: fundraising, chaperoning, attending PTA meetings.
- Parents need to have **specific skills** to be involved. Many lack the **capacity or willingness** to be involved. (deficit-model)
- Starting point: Hold a **PTA meeting** and have parents sign up for committees.
- **Diversity is a challenge.** School culture needs to be imposed on the school community.

TELLIN' STORIES

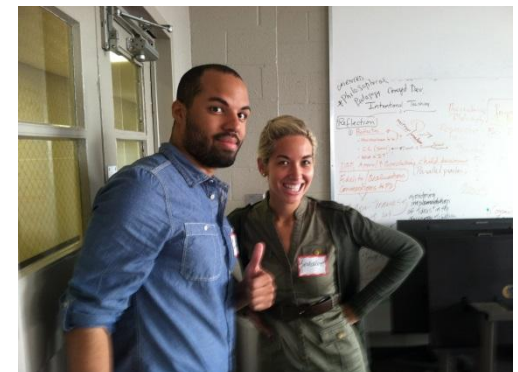
- Parents play **multiple roles**: teachers, supporters, monitors, advocates, decision makers and more.
- **All parents** are resources to their children's schools. Schools must **recognize and cultivate** the knowledge and strength of each family.
- Starting point: **building trust** through sharing our stories.
- **Diversity is a strength.** School culture and leadership must reflect the diversity of the school community.



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Signature Activities

- Story Quilting Series
- Community Walk
- Welcoming Climate Walkthrough
- Roving Readers
- Grade Level Dialogues
- Cross-City Parent Coordinator Training



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Ice Breaker!



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What can happen as a result of effective PD with teachers and family engagement practitioners?

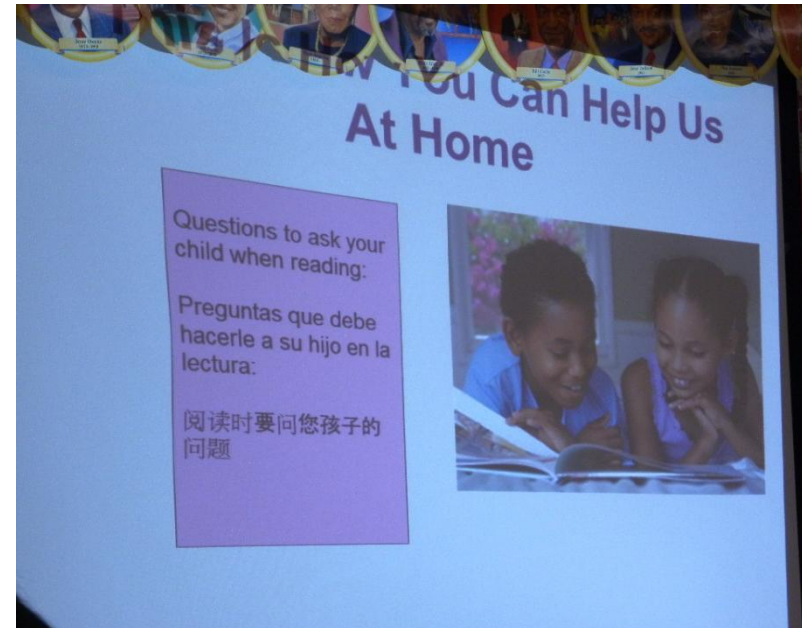
- Schools become more aware of the language, culture, and experiences of their families



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What can happen as a result of effective PD with teachers and family engagement practitioners?

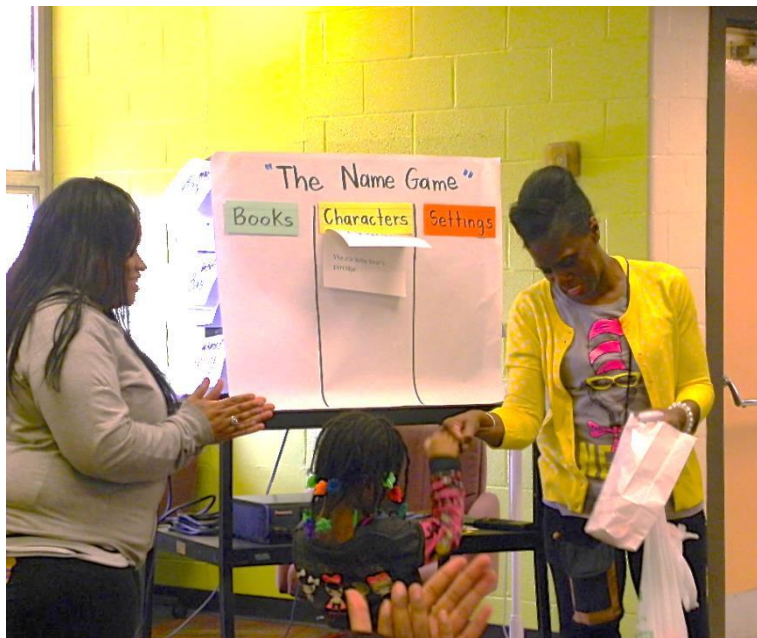
- Teachers, staff, and administrators approach parents as partners



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What can happen as a result of effective PD with teachers and family engagement practitioners?

- School meetings include and engage families in meaningful ways



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What can happen as a result of effective PD with teachers and family engagement practitioners?

- Schools appreciate parents and see them as resources



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What can happen as a result of effective PD with teachers and family engagement practitioners?

- Parents emerge as leaders and advocates for their children



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What can happen as a result of effective PD with teachers and family engagement practitioners?

- Teachers welcome – and request! – parent involvement



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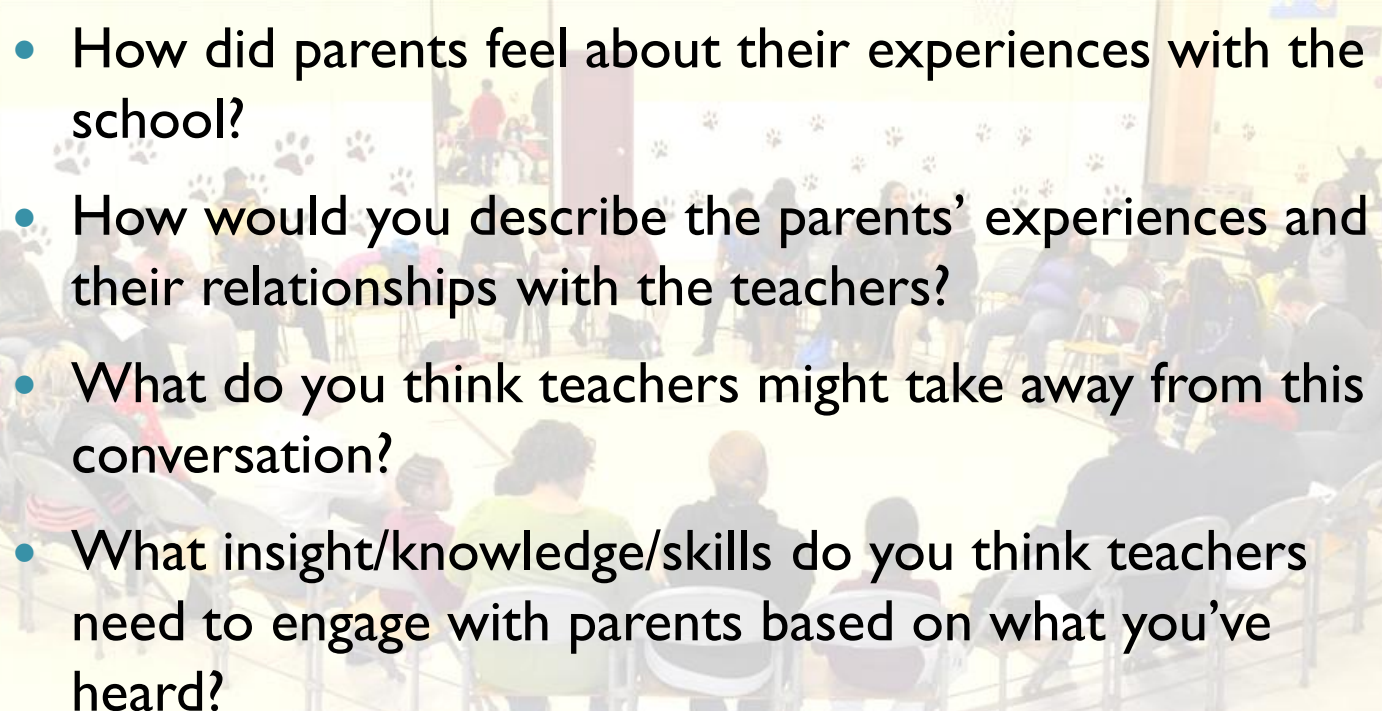
What can happen as a result of effective PD with teachers and family engagement practitioners?

- Build relationships that break down barriers and create direct links in the home-school partnership



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Parent Panel Debrief

- What themes or trends did you notice?
 - How did parents feel about their experiences with the school?
 - How would you describe the parents' experiences and their relationships with the teachers?
 - What do you think teachers might take away from this conversation?
 - What insight/knowledge/skills do you think teachers need to engage with parents based on what you've heard?
- 

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Family Engagement Strategies



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Family Engagement Strategies

- Positive phone calls home
- Home visits
- Including families in the curriculum
- Parent-teacher academic meetings (Grade Level Dialogues)
- Parent Centers/
Parent Coordinators



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How We Do It: Principles for PD

- Encourage community/relationship building
- Acknowledge power dynamics when parents engage with schools
- Lead teachers to question and confront their assumptions about families



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How We Do It: Principles for PD

- Promote shared learning: between teachers, between parents and teachers
- Tap into what families/teachers already know and are doing
- Include family voices in PD



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How We Do It: Principles for PD

- Encourage respectful and responsive family engagement
- Find ways to be interactive, welcoming, accessible
- Develop strategies specific to ***their*** families



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www.TeachingforChange.org