



Making More Out of Technology Available To Us

Two-Way Communication Using
Today's Technology

Presented by

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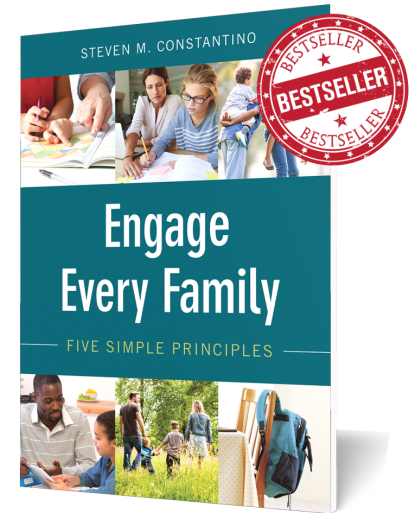
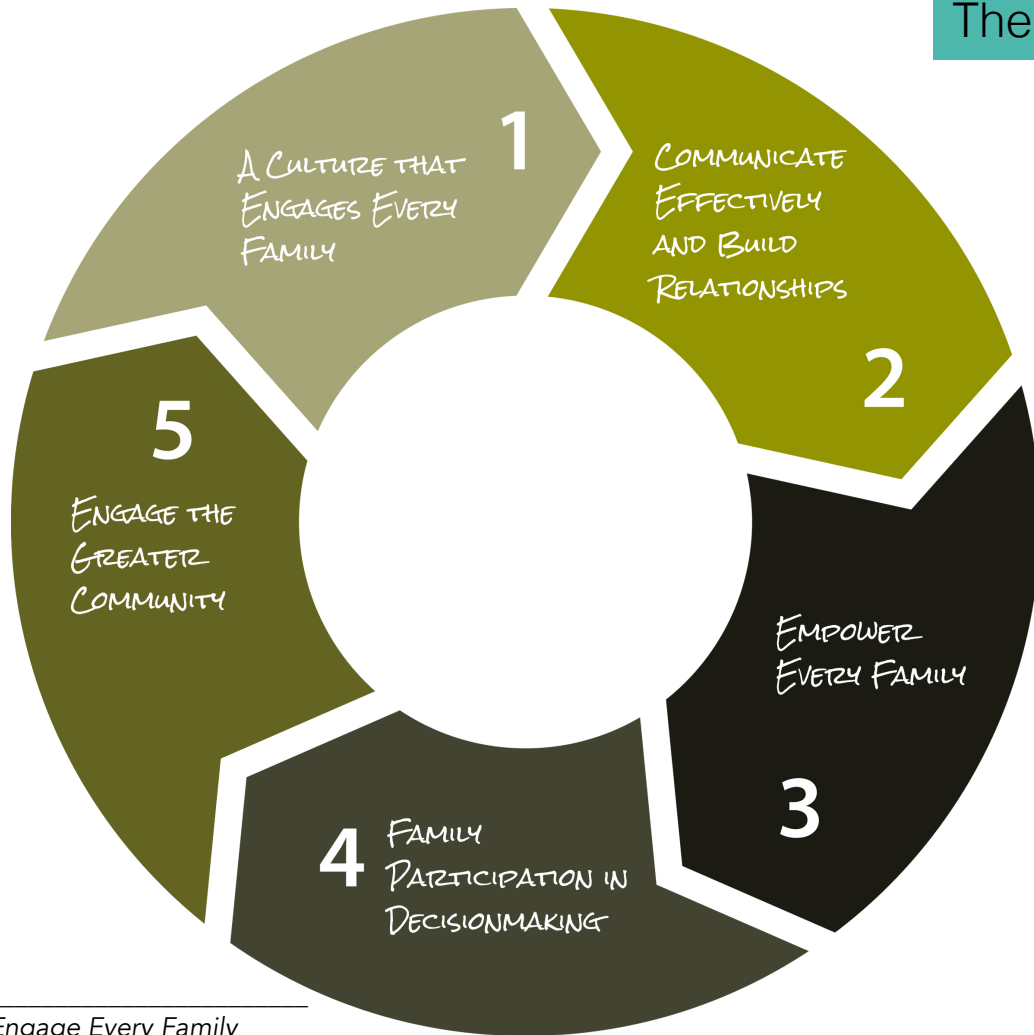


Our Agenda

What is Two-Way Communication and How Does it Differ From Engagement

Why Is Promoting Family Efficacy Important?

How Can We Leverage Technology to Promote Family Efficacy

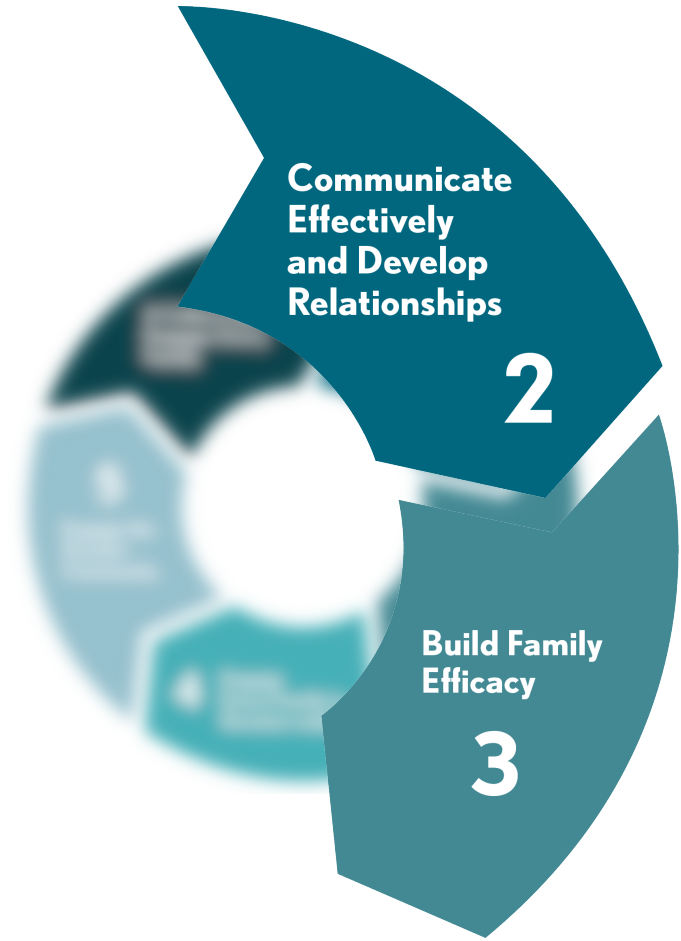




Watch for the 2nd Edition this Fall!

Principles #2 & #3

- 2-Way Communication
- Developing Relational Trust
- Promote Efficacy
- Technology as a Vehicle



Six Considerations During Distance Learning

- Acknowledge the Contextual Changes in Learning
- Re-imagine the Pace of Learning
- Account for the Emotional Strain of Learning at Home
- Give Families an Active Role in Learning
- Consider the role of teacher shifting to coach
- The Landscape is Already Changed

One-Way Communication

Impart Information/News



Two-Way Communication



Exchange Information/News

Engagement

Emotional Commitment
Mutually Beneficial



...that the person 'engaged' is an integral and essential part of a process, brought into the act because of care and commitment –Dr. Debbie Pushor

Efficacy = Empower

- Efficacy is the power for one or many to produce an effect on a desired outcome.
- Families feel like they can contribute to the education of their children and make a positive difference in their child's educational outcomes
- They must believe, however, that their skills and abilities are suitable to making this happen.



Efficacy = Empower

- **Empowered families, meaning families whose efficacy levels have been supported and improved, are more likely to be engaged with their children's educational experiences in a variety of ways, all of which support a healthy learning environment in school.**



Efficacy-Based Learning Checklist

- ✓ Teacher encourages and welcomes the family in the learning process. (Perception)
- ✓ Engages the family as a component of the planning and learning process not in a monitor or compliance role. (Motivation)
- ✓ Encourages dialog between the classroom teacher, family and student. (Feedback)
- ✓ Families are not required to “learn” the lesson to have a role in the learning process. (Motivation)
- ✓ Connects learning with home learning environment, when feasible (Context)
- ✓ The learning experience empowers family participation. (Efficacy)

Where Technology First Met Engagement...

Ed Leadership, 1989

JEROLD P. BAUGH

The TransParent School Model: New Technology for Parent Involvement

A model that links telephones with computers is enabling teachers to communicate with parents daily, and both parties are delighted.

First, they want to know what is going on in school and how their child is doing. Second, they want to know how the "system" works and how they can be a part of it. Third, they want to know what they can do with their child at home to help him or her achieve in school (pp. 9-10).

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While George Kersey, principal of Carter Lawrence Middle School, looks on, Jerry Baugh, originator of the TransParent School Model, shows Jackie Baker how to store a brief daily message for parents of her 5th grade students.

The TransParent Process

(Bauch, 1989)



- The technology of the day: Voice mail
- Developed a process for teachers to share learning and engage families in daily learning.
- Teachers learned through PD, how to leave targeted “messages” that were one minute or less.
- The TransParent Process: Promoting Family Efficacy
- Can the idea be transferred to 2020 technology?

Let the Technology Promote Efficacy

- Think “engagement” not “communication”
- Encourage and make two-way communication easy for families.
- Consider an active role for families in learning. (Feedback).
- Use the checklist to develop lessons sent via technology



Hello Class!

Today's lesson is on finding the main idea and details. I've made a short video for you about it [here](#). Watch the video and read the paragraph below. Circle the main idea. Underline the details. Submit your work via e-mail or by using _____ . I hope all is well. Don't forget we will have our "live" class this Friday afternoon.

Directions: Circle the main idea. Underline the details

Ocean Animals

Do you like sharks? Sharks live in the ocean. Whales and dolphins live in the ocean, too. In the ocean, you can also see crabs, eels, and lots of fish. You can even see the octopus. They can all swim. Would you like to see the ocean?

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I hope all is well and safe for your family. I miss you and cannot wait to see you again!

We are going to have a blast learning all about the main idea and details in writing! Here is a link to a video I made on main ideas and details ([link](#)). Feel free to watch it together as a family if you can. Our third graders are learning about finding the "main idea" of writing, as in a story or a paragraph. Main ideas are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage. Main ideas are also found in the concluding sentences of a paragraph.. Sometimes you can find the main idea in the title! Ask your child to explain how they can find a main idea and details. (They should say something close to what is above or in the video). Then, take a moment to click on this [link](#) to a quick and easy "find the main idea" activity you can do at home that will help your child with this concept. When you are finished, hit "submit." I encourage you to do it together with your child. Friday afternoon, I will be conducting a live web session to review this concept. Families are encouraged and welcomed to participate. We will find the main idea together!! Please remember I am here for you if you need me. You can do this!! Remember, doing your best is just perfect!

I look forward to "seeing" you on Friday! Stay well!!! Have fun with main ideas!

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What Families Are Saying So Far...

PRO

- Compassion
- Okay if remote learning is not perfect
- Less is more
- Work that is open-ended, student directed (HS)
- Communicates a parent role
- Classes broken into smaller groups
- Creative assignments
- Relationship building with families and students
- Creative assignments
- Opportunity to discuss with teacher other parents via web

CON

- Communicating uncertainty (“...until we get more clarity and direction...”)
- 8 Classes of busywork (MS)
- No teacher directed activity. No information for families. On-your-own drills
- Lack of or inconsistent communication
- No parent voice
- Lack of continuity between teachers/schools
- Unrealistic expectations
- Negative assumptions regarding family ability to assist

From the Field: Ideas to Include Families During COVID-19

- We are going from sharing resources for the sake of sharing, to sharing meaningful family resources and support through collaboration (GA)
- We have shifted our focus to support those families who were already disengaged with their child's school. We are working to give some of that power and voice back to these families. (VA)
- I believe that we have observed now what should have happened before: Teachers communicating and engaging families into learning. Our tools are focused on this idea. (TX)
- We are sending weekly family engagement tips to our schools which can be shared via social media. We've created an "idea brochure" to build staff and parent capacity with engagement. (GA)
- We are meeting the family where they are. We are planning WITH the family, not FOR the family. We are focusing on their strengths, setting mutually acceptable goals and providing services that are meaningful and beneficial to families. (VA)
- Our main goal is connection with families. We want to make sure they are okay and hear their concerns. (VA)

Thank You!

Send additional questions to:
steve@drsteveconstantino.com

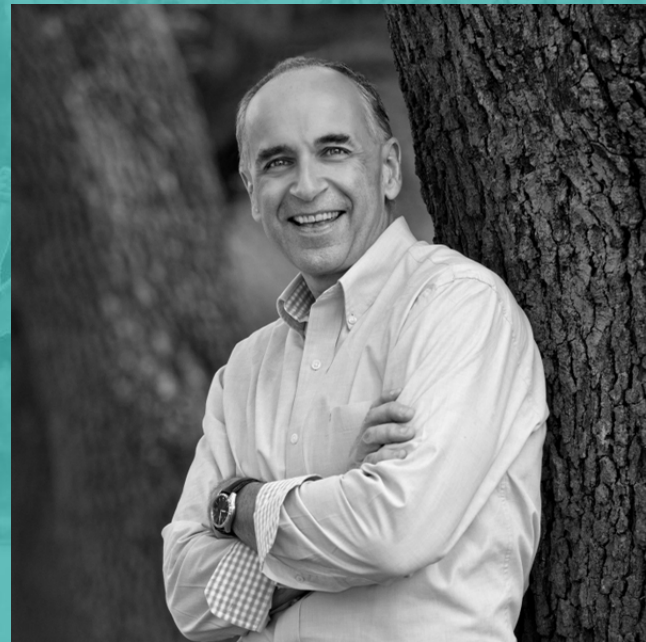
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Next week's webinar: **Family Academic Socialization: What Does It Mean and Why Is It Now Important?**

4/21/2020. 2:00 p.m. EST



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<https://drsteveconstantino.com/e-newsletter/>

