

DESIRED RESULTS TRAINING



Slide 1

PARENT SURVEY AND DFP Handout

for New Administrators

Desired Results

Session IV: Desired Results Parent Survey



©2019 California Department of Education

PRESENTER NOTES:

In this session, participants will learn about the Parent Survey form. They will also learn how to group the data from the surveys in a summary.

DESIRED RESULTS TRAINING

Slide 2

PARENT SURVEY AND DFP

Handout

for New Administrators

Desired Results

2

Watching My Child Grow

WATCHING MY CHILD GROW
Video Viewing Guide

As you watch the video consider some of the following questions:

- What were some things that were of interest to me?
- In what ways will I share the information?
- What will I do to create opportunities for families to view this video?

Three things that were of interest to me:	I will share the information by:
1.	
2.	
3.	

Complete the Video Viewing Guide

My first step will be:

Copyright © 2019 California Department of Education, Child Development Division with WestEd Center for Child and Family Studies, Desired Results TSTA Project

©2019 California Department of Education

Desired Results for Children and Families Training

WATCHING MY CHILD GROW

Video Viewing Guide

As you watch the video consider some of the following questions:

- What were some things that were of interest to me?
- In what ways will I share the information?
- What will I do to create opportunities for families to view this video?

Three things that were of interest to me:	I will share the information by:
1.	
2.	
3.	

My first step will be:

© 2019 California Department of Education. All rights reserved.

PRESENTER NOTES:

Activity: Watching My Child Grow

Desired Results for Children and Families Training

Watching My Child Grow

Session 4

GOALS:

The goal of this activity is to provide the participants with the opportunity to view the DVD, *Watching My Child Grow*, and to create an action plan on how they might use it with their staff and families.

MATERIALS:


- DVD – *Watching My Child Grow*
- Video Viewing Guide for Administrators
- Video Viewing Guide for Teachers (optional)

TIME: 25

ACTIVITY PROCESS:

1. This video was developed for agencies to explain the Desired Results system to families and all agencies received a copy. Let participants know that ordering information is available on the website.
2. Ask participants to take out the video viewing guide and review it briefly. There are two options for them to use, one for use with administrators, and one for use with staff.
3. Participants will watch the video and then have five minutes to complete the viewing guide after the video.
4. Show DVD 12 minutes in length.
5. Give five minutes for participants to write down thoughts.
6. Give five minutes to share what they wrote with an elbow partner.

Copyright © 2011 California Department of Education, Child Development Division with WestEd Center for Child and Family Studies, Desired Results TSTA Project.

for New Administrators	<h2>The Desired Results Parent Survey</h2>
Desired Results	<ul style="list-style-type: none">• Determines parent satisfaction with their child's program• Provides information about how parents are achieving their goals• Gives programs access to information from parents to use to improve program quality• Is conducted at least once per year
	
<small>©2019 California Department of Education</small>	

PRESENTER NOTES:

The Parent Survey was designed to collect information on how well each program supports the following two desired results for families:

- Families support their children's learning and development.
- Families achieve their goals.
- The Parent Survey provides a uniform procedure for getting information on the same set of issues from parents. It also gives programs new insights that can be used for improving program quality.

PARENT SURVEY AND DFP Handout

PARENT SURVEY AND DFP Handout

Desired Results for New Administrators

Desired Results Parent Survey

California Department of Education
Early Education and Support Division

Name of Administrator _____
 School Name _____
 Date _____

Desired Results for Children and Families – Parent Survey

This survey allows you to share feedback on the quality of care and the program quality of the center you are currently attending. The survey is confidential and the information you provide will be used to improve the quality of care and the program quality of the center you are currently attending. The survey is confidential and the information you provide will be used to improve the quality of care and the program quality of the center you are currently attending. The survey is confidential and the information you provide will be used to improve the quality of care and the program quality of the center you are currently attending.

1. How satisfied are you with the overall quality of the program?

Very Satisfied
 Satisfied
 Not Satisfied
 Not Very Satisfied

100% 0%

2. How satisfied are you with the program?

Very Satisfied
 Satisfied
 Not Satisfied
 Not Very Satisfied

100% 0%

3. How satisfied are you with the program?

Very Satisfied
 Satisfied
 Not Satisfied
 Not Very Satisfied

100% 0%

4. How satisfied are you with the program?

Very Satisfied
 Satisfied
 Not Satisfied
 Not Very Satisfied

100% 0%

5. How satisfied are you with the program?

Very Satisfied
 Satisfied
 Not Satisfied
 Not Very Satisfied

100% 0%

6. How satisfied are you with the program?

Very Satisfied
 Satisfied
 Not Satisfied
 Not Very Satisfied

100% 0%

7. How satisfied are you with the program?

Very Satisfied
 Satisfied
 Not Satisfied
 Not Very Satisfied

100% 0%

8. How satisfied are you with the program?

Very Satisfied
 Satisfied
 Not Satisfied
 Not Very Satisfied

100% 0%

9. How satisfied are you with the program?

Very Satisfied
 Satisfied
 Not Satisfied
 Not Very Satisfied

100% 0%

10. How satisfied are you with the program?

Very Satisfied
 Satisfied
 Not Satisfied
 Not Very Satisfied

100% 0%

11. How satisfied are you with the program?

Very Satisfied
 Satisfied
 Not Satisfied
 Not Very Satisfied

100% 0%

12. How satisfied are you with the program?

Very Satisfied
 Satisfied
 Not Satisfied
 Not Very Satisfied

100% 0%

13. How satisfied are you with the program?

Very Satisfied
 Satisfied
 Not Satisfied
 Not Very Satisfied

100% 0%

14. How satisfied are you with the program?

Very Satisfied
 Satisfied
 Not Satisfied
 Not Very Satisfied

100% 0%

15. How satisfied are you with the program?

Very Satisfied
 Satisfied
 Not Satisfied
 Not Very Satisfied

100% 0%

California Department of Education
 Early Education and Support Division

Name of Administrator _____
 School Name _____
 Date _____

Encuesta – Resultados Esperados en los Niños y Familias

Esta encuesta permite a usted compartir su retroalimentación sobre la calidad de la atención y la calidad del programa del centro al que actualmente está asistiendo. La encuesta es confidencial y la información que usted proporcione se utilizará para mejorar la calidad de la atención y la calidad del programa del centro al que actualmente está asistiendo. La encuesta es confidencial y la información que usted proporcione se utilizará para mejorar la calidad de la atención y la calidad del programa del centro al que actualmente está asistiendo. La encuesta es confidencial y la información que usted proporcione se utilizará para mejorar la calidad de la atención y la calidad del programa del centro al que actualmente está asistiendo.

1. ¿Cómo está satisfecho con la calidad general del programa?

Muy Satisfecho
 Satisfecho
 No Satisfecho
 No Muy Satisfecho

100% 0%

2. ¿Cómo está satisfecho con el programa?

Muy Satisfecho
 Satisfecho
 No Satisfecho
 No Muy Satisfecho

100% 0%

3. ¿Cómo está satisfecho con el programa?

Muy Satisfecho
 Satisfecho
 No Satisfecho
 No Muy Satisfecho

100% 0%

4. ¿Cómo está satisfecho con el programa?

Muy Satisfecho
 Satisfecho
 No Satisfecho
 No Muy Satisfecho

100% 0%

5. ¿Cómo está satisfecho con el programa?

Muy Satisfecho
 Satisfecho
 No Satisfecho
 No Muy Satisfecho

100% 0%

6. ¿Cómo está satisfecho con el programa?

Muy Satisfecho
 Satisfecho
 No Satisfecho
 No Muy Satisfecho

100% 0%

7. ¿Cómo está satisfecho con el programa?

Muy Satisfecho
 Satisfecho
 No Satisfecho
 No Muy Satisfecho

10

PRESENTER NOTES:

- The Parent Survey is available in English, Spanish, on the DR website. Copies in Vietnamese, and Mandarin Chinese languages by calling the DR T&TA Project office 800.770.6339.
- Parent surveys are confidential.
- It is distributed one time a year, but can be done twice if desired.

DESIRED RESULTS TRAINING

Slide 5

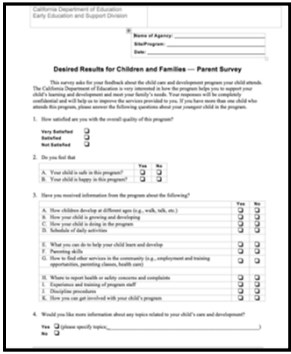
PARENT SURVEY AND DFP

Handout

for New Administrators

Desired Results

Becoming Familiar with the Parent Survey



©2019 California Department of Education


5

PRESENTER NOTES:

Activity: Option One (1) – Becoming Familiar with the Parent Survey


Desired Results for Children and Families Training

Becoming Familiar with the Parent Survey




GOALS:
The goal of this activity is to provide the participants with the opportunity to become familiar with the Parent Survey.

Session 4




MATERIALS REQUIRED:
Parent Survey



Time: 15-20 minutes

ACTIVITY PROCESS OPTION ONE



- Participants will form small groups of 10-12 people to review and discuss the Parent Survey.
- Participants read the Parent Survey, and then discuss how the responses might benefit their program.
- Ask participants to complete the Parent Survey form. Have participants take on the role of a parent evaluating an imagined program.

ACTIVITY PROCESS OPTION TWO

- Ask the participants to form small groups of 10-12 people to review and discuss the Parent Survey.
- Have participants note what made sense, what surprised them, and what they still have questions about.

Copyright © 2011 California Department of Education, Child Development Division with Invaluable Center for Child and Family Studies, Desired Results TERA Project.

DESIRED RESULTS TRAINING
Slide 6




PARENT SURVEY AND DFP
Handout


for New Administrators

Desired Results

Becoming Familiar with the Parent Survey

TAKING A LOOK

	This makes sense to me.
	This surprises me.
	I have questions about this.



©2019 California Department of Education

PRESENTER NOTES:

Activity: Option Two (2) – Becoming Familiar with the Parent Survey



for New Administrators

Desired Results

7

Data from Parent Surveys Is...

- Compiled by contract
- Analyzed to identify key findings
- Used to write the Parent Survey Summary of Findings



©2019 California Department of Education

PRESENTER NOTES:

The data collected from the Parent Surveys is grouped and analyzed. Administrators then identify key findings and develop action steps to complete the Parent Survey Summary of Findings.

DESIRED RESULTS TRAINING

Slide 8

PARENT SURVEY AND DFP Handout

for New Administrators	<p>Find forms on the Desired Results Web site www.wested.org/desiredresults to assist in compiling data.</p>
Desired Results	 <p><small>©2019 California Department of Education</small></p>

PRESENTER NOTES:

The next three slides are intended to help new administrators know where to find resources to help them compile data.

DESIRED RESULTS TRAINING

Slide 9


PARENT SURVEY AND DFP Handout

for New Administrators

Parent Survey Group Data Summary Excel File

Parent	Q1	Question 2			Question 3			
		VS	S	NS	A-Y	A-N	B-Y	B-N
1		x			x		x	
2			x			x		x
3				x		x	x	
4			x			x		
5		x			x		x	
6				x	x			x
7			x			x	x	
8		x			x			x
9				x		x		x
10				x	x			x
11				x	x		x	
12			x		x		x	
13		x				x		x
14				x	x		x	
15		x			x		x	

Desired Results



©2019 California Department of Education

PRESENTER NOTES:

Programs may download the Parent Survey Group Data Summary Excel file from the Desired Results Web site.

DESIRED RESULTS TRAINING

Slide 10

PARENT SURVEY AND DFP

Handout

for New Administrators	Parent Survey Group Data Summary Excel File Structure												10
	SUMMARY TOTALS												
Desired Results	Question 2			Question 3				Question 4					
	33			33				33					
	# VS	# S	# NS	# A-YES	# A-NO	# B-YES	# B-NO	# A-YES	# A-NO	# B-YES	# B-NO	# C-YES	# C-NO
	9	12	12	16	17	17	16	18	15	21	12	20	13
	VS	S	NS	A YES	A NO	B YES	B NO	A YES	A NO	B YES	B NO	C YES	C NO
	27%	36%	36%	48%	52%	52%	48%	55%	45%	64%	36%	61%	39%
	Total %			Total %				Total %					
	100%			100%				100%					



©2019 California Department of Education

PRESENTER NOTES:

- The Parent Survey Group Data Summary Excel file is structured much like the DRDP (2015) Group Data Summary file.
- It provides numbers and percentages for the possible response options.
- There are two (2) worksheets - the Input Data sheet and the Overview sheet.

DESIRED RESULTS TRAINING

Slide 11

PARENT SURVEY AND DFP

Handout

for New Administrators

Desired Results

11

Parent Survey Group Data Summary Tally Sheet

Revised Nevada Parent Survey Overview Chart

Name of Agency: _____ Site/Program: _____ Date: _____

Question 1: This question is not reflected on the Overview Chart.		Parent Satisfaction	Program Satisfaction	Parent Satisfaction
Question 2: How satisfied are you with the overall quality of this program?				
Question 3: Do you feel that:				
Section 4: How you received information from the program about the following:				
Section 5: How children develop at different ages?				
Section 6: How your child is growing and developing?				
Section 7: How your child is doing in the program?				
Section 8: Schedule of daily activities?				
Section 9: What you can do to help your children and themselves?				
Section 10: Parenting child?				
Section 11: How to find other services in the community?				
Section 12: Where to report health or safety concerns and complaints?				
Section 13: Experience and training of program staff?				
Section 14: Discipline practices?				
Section 15: How you can get involved with your child's program?				

Page 1

©2019 California Department of Education

PRESENTER NOTES:

- There is also a Parent Survey Group Data Summary Tally Sheet for calculating parents' responses by hand.
- After the Parent Survey Group Data Summary is complete, the next step is to analyze the data.

DESIRED RESULTS TRAINING

Slide 12

PARENT SURVEY AND DFP Handout


for New Administrators

Desired Results

12

Desired Results Parent Survey Return

- ELCD requires the Parent Survey to be distributed one time a year.
- Getting parents to return surveys is important.
- Good strategies for getting surveys back does NOT include punishing children for parents not returning the survey.



PAR
113-114

©2019 California Department of Education

PRESENTER NOTES:

See Activity Sheet - Parent Survey Returns

The Parent Survey is distributed to find out how they are feeling about our program. The data is then gathered to inform the Summary of Findings.

Trainer note: Before revealing bullet 3, tell participants there will be a contest and they should consider how this contest may pertain to collecting parent surveys. Tell participants to raise their hand if they have what you are looking for, and they will receive a reward. Give each person who raises their hand a piece of candy.

1. Who received a warm hug from a loved one this morning? Raise your hand.
 2. Who has parents who always attended their school events? Raise your hand.
 3. Who has had a surprise party thrown for them? Raise your hand.
- Pause after the second question and ask a few of the participants that did not receive a piece of candy how they are feeling.
 - When you have completed the activity ask participants what they think this activity may have to do with collecting Parent Surveys? Give everyone a piece of candy and reveal the last bullet. Share that children do not have control over their families and should not be punished for their actions.
 - Remind them that their strategies should NOT include punishing children, e.g., child gets a sticker if the survey is returned, child gets a prize if the survey is returned, etc.
 - Having a positive relationship with parents will increase the odds of your getting a survey back.

DESIRED RESULTS TRAINING

Slide 13

PARENT SURVEY AND DFP Handout



for New Administrators

Desired Results

13

Provide this...and they will return!

- With the participants at your table, assign a recorder and a reporter.
- With your table group, write down your successful strategies for collecting parent surveys.
- Be prepared to share your top three.




©2019 California Department of Education

PRESENTER NOTES:

Trainer note: Depending on the size of your group this can be a table or elbow partner activity.

- Provide participants with 3 x 5 index cards. Write one idea per card.
- Give time for participants to share out their top three.
- **Slide introduction:** “Getting Parent Surveys returned can be tricky, but I also know the answer is typically in the room! Now we are going to work smarter, not harder, and take this opportunity to share some of our most successful strategies for collecting Parent Surveys.”
- Introduce the activity (about 5 minutes for brainstorming and 5 minutes for sharing out).
- Share with participants that the ideas will be collected, compiled, and posted on the Web site by the end of October.

for New Administrators	<h2>Motivating Parents to Return the Survey</h2> <ul style="list-style-type: none">• Review the Parent Survey with families at a parent meeting prior to giving it to families.• Host a <i>Just for the Fun of It</i> night periodically.• Provide a comfortable space to complete.• Share the <i>Watching My Child Grow</i> DVD with families so they understand Desired Results.• Provide a small reward such as a raffle ticket, prize, etc.
Desired Results	 <p>©2019 California Department of Education</p>

PRESENTER NOTES:

Trainer note: Go through each bullet briefly that has not already been addressed by the group.

- To ensure family members have a clear understanding of the Parent Survey's purpose and contents, many sites review the survey during a parent meeting and have families fill them out during or after the review.
- *Just for the Fun of it Night* might include movie, potluck dinner, game night. Families are more apt to come out if it involves fun, family and food!
- See handout with other strategies.
- Providing a comfortable space to fill out the survey could be a treat for busy families. Provide adult size chairs, soft music, and refreshments such as coffee, tea, and muffins, or a bowl of treats.
- *Watching My Child Grow* gives families a great overview of the Desired Results System which may encourage more understanding and support from families.
- Suggestion for gift: one program took a photo of each child and put it in a frame from the dollar store.
- Raffle prize might be donated by local stores or other community organizations.

DESIRED RESULTS TRAINING

Slide 15

PARENT SURVEY AND DFP Handout

for New Administrators

Desired Results

Completing the Parent Survey Summary of Findings

EEEO 4003

California Department of Education
Early Education and Support Division
March 2016

Parent Survey Summary of Findings

Contractor Legal Name	Contract Type and/or FCSRN
Planning Site	Lead Planner Name and Position
Follow-up Site(s)	Lead Planner Name and Position

This form can be expanded and is not limited to a single page.

Key Findings from Parent Surveys	Action Steps (Including communication, training, materials, space, instructional materials, and supervision changes)	Expected Completion Date and/or Ongoing Implementation and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time estimated)

©2019 California Department of Education

PRESENTER NOTES:

Activity: Completing the Parent Survey Summary of Findings and Exploring the Action Step Further Activity (30 minutes)

- After collecting the Parent Surveys, compile the data and use that data to write a Summary of Findings.
- Find the Summary of Findings in the handouts.
- Walk through the handout.
- The process is the same for each Summary of Findings completed, i.e., the DRDP and the ERS.

Desired Results for Children and Families Training

Completing the Parent Survey Summary of Findings

Session 4

GOALS:
Participants will learn to identify key findings. These findings will be used to inform program and/or steps on the Parent Survey Summary of Findings form.

MATERIALS:

- Parent Survey Group Data Summary (Sample)
- Parent Survey Summary of Findings form

Time: 15 - 30 minutes

ACTIVITY PROCEDURE:

1. Have participants work in small groups.
2. Explain to participants that key findings are based upon the survey results that were completed.
Example: Question A102 shows that 55% of parents said, "No" when asked, "Do you feel you have enough information on what you can do to help your child learn and develop?"
3. Participants may use the above example to write key findings. Fill in the final column of the Summary of Findings report.
Example: A key finding using the example above, is that over 1/2 of the parents feel they don't receive enough information on what they can do to help their child learn and develop.

Copyright © 2019 California Department of Education. This document is a sample and is not intended to be used as a template. All rights reserved. This is a sample document.

DESIRED RESULTS TRAINING

Slide 16

PARENT SURVEY AND DFP

Handout

for New Administrators

Desired Results

Parent Survey Summary of Findings–Action Steps

EESD 4003

California Department of Education
Early Education and Support Division
March 2019

Parent Survey Summary of Findings

Contractor Legal Name ABC Preschool	Contract Type and/or FCHEN COPC OFCC
Planning Date 1/20/2019	Lead Planner Name and Position Ms. Jones – Director
Follow-up Date(s) 2/15/2019	Lead Planner Name and Position

This form can be expanded and is not limited to a single page.

Key Findings from Parent Surveys	Action Steps (including communication, training, schedule, space, instructional materials, and supervision changes)	Expected Completion Date and/or Ongoing Implementation and Persons Responsible	Follow-Up and Reflections (Changes made, time assessed)
52% of families did not receive information on the experience and training of program staff.	All staff will write biographies of themselves, including their education level, and work experience as a parent(s) to working with children. These will be posted at the front door of all preschool classrooms. Family child care teachers will carry a biography with them and offer one to each family.	11/5/2019- Ms. Jones	
48% of families did not receive information about the schedule of daily activities.	Families will be invited to join "Feedly" an app that will allow teachers to text families the weekly schedule and specific daily activities. The text will include strategies the families can try at home that connect with the weekly activities to make a home-school connection. Classroom teachers will have copies of weekly schedules printed on Monday mornings and by the sign in sheet for families to take home.	1/14/2021- Ms. Laura (Rm3) Ms. Lisa (Rm2)	

©2019 California Department of Education

PRESENTER NOTES:

Be specific when writing action steps. For example, instead of sayings “Send home monthly newsletter,” try “Send home newsletter that includes a section, How to Support Children’s Growth and Development.” Using the language from the survey may be helpful.

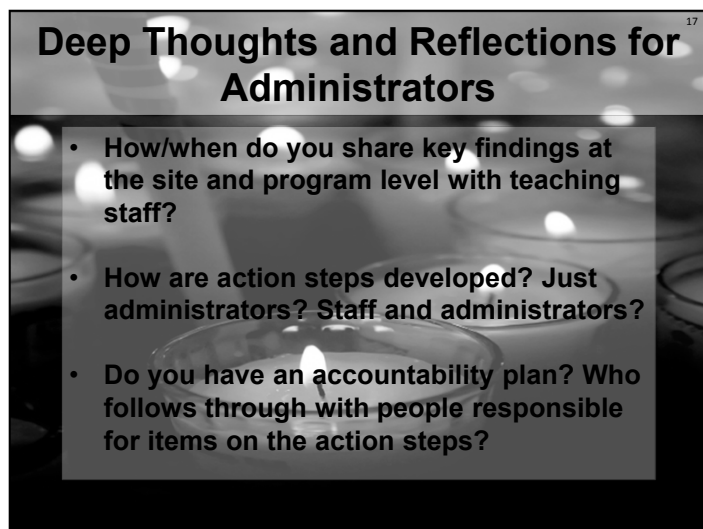
Also consider if the information provided is written in parent’s home language?

Has the information been offered multiple ways, such as a parent night, follow up newsletter, personal note home, online video presentation, or PowerPoint with voice over?

DESIRED RESULTS TRAINING

Slide 17

PARENT SURVEY AND DFP Handout



Deep Thoughts and Reflections for Administrators¹⁷

- How/when do you share key findings at the site and program level with teaching staff?
- How are action steps developed? Just administrators? Staff and administrators?
- Do you have an accountability plan? Who follows through with people responsible for items on the action steps?

PRESENTER NOTES:



Give participants 10 minutes to discuss these questions at the table groups or with their elbow partner.

DESIRED RESULTS TRAINING
Slide 18

PARENT SURVEY AND DFP
Handout



PRESENTER NOTES:

for New Administrators	<div>19</div> <h2>Developing Partnerships with Families</h2>  <p>FAMILY PARTNERSHIPS and CULTURE</p> <p>California Department of Education Sacramento, 2019</p> <p>©2019 California Department of Education</p>
Desired Results	

PRESENTER NOTES:

Now we will look at developing partnerships with families and how to effectively use the Parent Survey and the Child's Developmental Progress form when conferencing with families.

We will also take a look into the Family Partnership and Culture publication from the California Department of Education. A big part of building long lasting family partnerships is tapping into the family as a primary resource.


“This publication promotes understanding of children's cultural or multicultural experiences at home and helps teachers use those experiences as building blocks for teaching and learning in early education settings” (Family Partnership and Culture, p. v).

Desired Results	for New Administrators
-----------------	------------------------

[illegible]

©2019 California Department of Education

MY FAMILY TREE



A cartoon tree with a thick trunk and a large, bushy canopy. The trunk and canopy are dark grey. The canopy is composed of several rounded, cloud-like shapes. The trunk is thick and tapers slightly towards the bottom. The tree is standing on a small patch of ground. The title 'MY FAMILY TREE' is written in bold, black, uppercase letters above the tree.

Activity: Make a Family Tree

Self examination and self awareness are powerful tools for forming meaningful relationships with others. This activity is adapted from the CDE publication, Family Partnerships and Culture. It allows teachers to appreciate the strength of their own cultural group and gives the opportunity to appreciate other cultures.

Activity Sheet: Making a Family Tree

INTENT: Provide opportunities for teachers to self-reflect on their own families and the culture and beliefs they bring to the classroom program.

GOAL: Reaffirm to teachers that the culture, beliefs and attitudes that families bring into their programs are important and need to be appreciated.

MATERIALS REQUIRED:

- PowerPoint slides
- Family tree graphs
- Pages 7-8 of the Family Partnership and Culture publication

TIME: 15 minutes

ACTIVITY PROCEDURE:

Make sure each participant has a family tree graphic.

Participants are to complete their family tree to the best of their ability.

Invite participants to first of one, second, or symbol that they could draw on their family tree that represents a family situation that has great meaning in their family culture. For example, some may draw food because it's always a part of every celebration, a special object because it has been passed down for generations, etc.

Once participants have completed their tree and drawing, provide time for each table group to share with each other.

Once they are done, have them read the questions on the next slide.

Then pass out pages 7-8, to share other ways to self-reflect on culture and beliefs.

REFLECTION:

Encourage participants to share out answers to the questions on the slide.


Ask participants, how this activity can be beneficial in their classroom program?

• Clarify any questions the group has.

OPTIONS:

Encourage participants to do the family tree activity with families and children they serve.

© 2017 Culture Department of Education

for New Administrators	<h2>Making a Family Tree—continued</h2> <ul style="list-style-type: none">• What ethnic groups are reflected in your family?• What cultural traditions are represented?• What family practices have been passed down in your family?• Why are they important to you? 	21
	Desired Results	<small>©2019 California Department of Education</small>

PRESENTER NOTES:

As you finish your family tree, reflect on these questions for yourself. Now as a teacher, how are you bringing this information about the children and families you serve into your program?

Remember to take time and learn about the children in the program and their families. Become familiar with the cultural group with which the children's families' identify, recognizing that each family creates its own "culture" by drawing from their members' interpretations.

"Over time, gather information about things the families do, their customs, habits, routines, and preferences. Embrace and value others' cultural perspectives" (Family Partnership and Culture, p. 7).

Pages 7- 9 of the Family Partnerships and Culture publication, provide several other strategies for self reflection on cultural background and perspectives.

DESIRED RESULTS TRAINING

Slide 22


PARENT SURVEY AND DFP Handout

for New Administrators

Activity: Do You See What I See?

- Look at the abstract piece of art with an elbow partner?
- Discuss what you see for 3-5 minutes.
- Be ready to share with the group.

Desired Results



©2019 California Department of Education

PRESENTER NOTES:


Note to trainer:

This activity is adapted from “Project Exceptional, Volume 2A Guide for Training and Recruiting Child Care Providers to serve Young Children with Disabilities.”

Do You See What I See? This activity is from Project Exceptional


INTENT:
This activity is intended as an icebreaker to illustrate that perceptions vary from one person to another.

GOAL: Participants will have the opportunity to reflect on how their perceptions may differ from those of others.



MATERIALS REQUIRED:

- PowerPoint slides
- Piece of abstract art (e.g., an art print, a sculpture) TIP: Select abstract art that lends itself to multiple interpretations, not a piece of work with a “hidden” image in the design.



TIME: 10-15 minutes

ACTIVITY PROCESS:

1. Participants work with an elbow partner
2. Invite participants to look at and think about the abstract art presented. (2-3 minutes.)
3. Do not make any comments about the art.
4. After one to two minutes, instruct the participants to turn to the person next to them and share what they saw. Allow 3-5 minutes for a brief discussion.
5. Return the group's attention. Ask for volunteer to share views. Trainer holds up the art while asking for responses.
6. Accept all answers and, after hearing a range of responses, circle with the key points on the slides. Some possible responses include: an adult, child drawing, volcano erupting, tree, wind blowing branches off a tree, woman holding a baby, the back of a woman walking.
7. Share key point slides and look at trainer's notes in the PowerPoint that offer additional information.

OPTIONS:

1. Trainer may make a piece of art and use it for this activity.
2. Each pair does not need their own piece. Instead, trainer holds up or places art in the front for all to see.

© 2019 California Department of Education. All rights reserved.

DFP – 55

DESIRED RESULTS TRAINING
Slide 23

PARENT SURVEY AND DFP
Handout


for New Administrators	<h2>Do You See What I See?–2</h2> 
Desired Results	 <p>©2019 California Department of Education</p>

PRESENTER NOTES:

DESIRED RESULTS TRAINING

Slide 24


PARENT SURVEY AND DFP Handout

for New Administrators	<h3>Do You See What I See?—3</h3> <ul style="list-style-type: none">• Perceptions are as unique and diverse as human beings.• Rarely will two individuals see or hear exactly the same thing.
Desired Results	<ul style="list-style-type: none">• It is often difficult to see things as others may see them.• Each person's view or perception is of equal value. <p><small>- Project Exceptional, Volume 2: A Guide for Training and Recruiting Child Care Providers to Serve Young -Children with Disabilities, CDE Sacramento (1996), pp 96-97.</small></p>  <p><small>©2019 California Department of Education</small></p>

PRESENTER NOTES:

DESIRED RESULTS TRAINING
Slide 25

PARENT SURVEY AND DFP
Handout

for New Administrators	25
Desired Results	<h2>Do You See What I See?—4</h2> <ul style="list-style-type: none">• There is no right or wrong about individual perceptions.• We learn from each other when different perspectives are shared. <p><small>- Project Exceptional, Volume 2: A Guide for Training and Recruiting Child Care Providers to Serve Young -Children with Disabilities, CDE Sacramento (1996), pp 96-97.</small></p>  <p><small>©2019 California Department of Education</small></p>

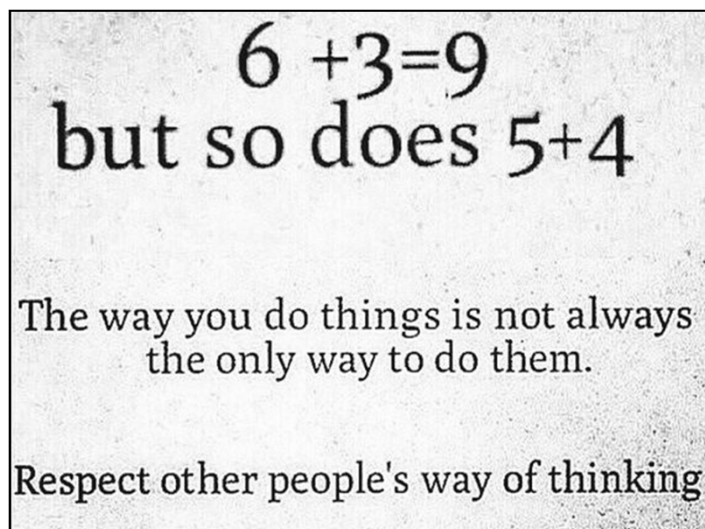
PRESENTER NOTES:

- Abstract art lends itself to multiple interpretations by viewers. As in personal perceptions of life events, there is not a “right” or “wrong” to what one perceives.
- When people share differing perspectives, they almost always learn something new.
- What does this have to do with families? It is a reminder that we call from different perspectives and if we can keep this in mind it can help us in building positive relationships with our families.

DESIRED RESULTS TRAINING

Slide 26

PARENT SURVEY AND DFP Handout



PRESENTER NOTES:

DESIRED RESULTS TRAINING

Slide 27

PARENT SURVEY AND DFP Handout

for New Administrators

Desired Results

Building Successful Relationships With Families

What does it take to build successful relationships?

- Mutual trust and respect
- Environments that give positive messages to families like, "You belong here."
- Supportive communication
- Recognition of working with families as partners



What else does it take?

27

©2019 California Department of Education

Strategies for Building Successful Relationships with Families

- ♥ Learn the names of each child's family members and greet each family member by name – even if it's a challenge.
- ♥ Focus on the strengths of families – they know their child better than anyone else.
- ♥ In the classroom, create an effective photo display of the families involved in the program.
- ♥ Acknowledge family support to the program by posting thank you messages on a dry erase board where all families can see the messages when talking and picking up children.
- ♥ Send positive notes home often.
- ♥ Make positive phone calls home often.
- ♥ Check in often with families about how their child is feeling about school.
- ♥ Send home "Good News Postcards" often.
- ♥ Understand one key reason for parent non-involvement: Lack of information. One minute, send 100s of letters and notes and signs and calls and TV and radio and newspaper. Repetition works and works and works.
- ♥ Provide a brief parent newsletter. One sheet of paper is best.
- ♥ Create a survey that gives families options for how to support the program.
- ♥ Provide a volunteer training about specific areas of learning for family members who would like more information about how to support children in the classroom.
- ♥ Offer family fun nights that cover specific topics such as:
 - Game Night (families bring their favorite games to share and play, you may also provide games for families to make and take)
 - Storytelling Night (ask a local librarian to visit to tell or read stories to the families)
 - Music Night (ask a high school or middle school band to perform or have a music and movement event with children and families)
 - Discovery Night (set up "stations" with math or science materials and activity cards for families to do with their children)
- ♥ Know the SECRET to getting parents to attend meetings of school: make sure they know they're genuinely invited.
- ♥ During meetings, always offer children, food, and raffle prizes.
- ♥ Develop written policies encouraging parent involvement. If it's not in policy, the message is we don't care much about it.

© 2019 California Department of Education. All rights reserved.
DFP - 58

PRESENTER NOTES:

Activity Sheet #2 –Building Successful Relationships with Families (15 minutes)

- Mutual trust and respect– Families feel like they are heard and that their opinion matters.
- Environments give the message that families are important by reflecting their culture and ethnicity; they are welcome in the classroom.
- Communication happens on a regular basis that is supportive, such as contacting the family with positive information about their child before something negative happens.
- Letting parents know that you want to work as a partner and that the parent is the child's first teacher.

Building Successful Relationships with Parents

OBJECTIVE:
Participants will learn strategies for building successful relationships with parents.

KEY TAKEAWAYS:
• Mutual trust and respect
• Environments that give positive messages to families like, "You belong here."
• Supportive communication
• Recognition of working with families as partners

ACTIVITY PROCEDURE:
1. Participants will learn about building successful relationships with families.
2. Participants will learn about the importance of communication with families.
3. Participants will learn about the importance of creating a supportive environment for families.
4. Participants will learn about the importance of recognizing families as partners.

DISCUSSION:
1. Participants will share on 10 minutes of time and share on a video wall.
2. Participants will share on 10 minutes of time and share on a video wall.
3. Participants will share on 10 minutes of time and share on a video wall.
4. Participants will share on 10 minutes of time and share on a video wall.

© 2019 California Department of Education. All rights reserved.
DFP - 58

for New Administrators	<h2>Strategies for Building Relationships</h2> <ul style="list-style-type: none">• Learn first, teach second.• Participate in community cultural gatherings that are open to the public. <p>http://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf</p> 
	<p>Desired Results</p>  <p><small>©2019 California Department of Education</small></p>

PRESENTER NOTES:

These are examples of strategies to start the lines of communication with families.

Participate in community cultural gatherings that are open to the public. If you are invited, your attendance at cultural celebrations may provide an opportunity to foster relationships with the children and families.

Take a moment and turn to Family Partnerships and Culture [CDE], pp 8-9 now to see more strategies you can use.

Debrief: Remind participants that “Mistakes will certainly be made and are part of the learning process. Although cultural responsiveness may be challenging, it can ultimately be a source of deep joy and meaningful relationships” (Family Partnerships and Culture [CDE], p. 98).

DESIRED RESULTS TRAINING

Slide 29

for New Administrators

Family Values

How does our program...

- Value families and their contribution to children's learning?
- Approach cultural diversity with an open mind?
- Apply knowledge gained about families, including their values and beliefs, to teaching and learning?

Desired Results

©2019 California Department of Education

PARENT SURVEY AND DFP Handout

Questions to Expand Understanding of Families

A home visit, parent-teacher conference, parent visit, parent workshop, or even a chance visit can help staff members learn more about the culture and families of the children served. The sample questions in the appendix focus on valuable information necessary to understand family life. Some questions ask for basic information that is not controversial or personal. Some ask invasive questions. They should be posed only after familiarity, comfort, and trust have been established between staff members and family.

Explaining the reason for asking questions (e.g., a desire to know the child's life so the family can be better served) lays the groundwork. The first step is to start with the general and observable aspects of family life that family members are likely comfortable sharing before asking parents to disclose more personal information about the inner workings of their family. It is preferable to avoid covering all these domains in a single session with families. Ideally, such conversations take place over time. The conversation should always end on a positive note—a compliment, an affirmation of what seems to be working well, a positive note about the child, something humorous. If all else fails, some food or a piece of chocolate may work. The most invasive and personal questions should be saved for the end.

Family structure: the people who belong to the family, their duties, roles, and authority; how they are organized; and the processes they use to carry out functions.

- ☐ with members of the family, draw a family tree that includes three generations of the members of the family, indicating names, ages, educational level, and occupation; indicate who lives in the same household as the child.
- ☐ who takes care of the child: feeding, bathing, putting to bed, taking to school, when ill; to whom refers to one person (the mother, father, or grandmother) or the sole caregiver.
- ☐ who else participates or helps in the caregiving?
- ☐ do caregivers agree about the best way to feed, bathe, discipline, and soothe the child?

PRESENTER NOTES:

Families have valuable information necessary in understanding the children you serve. “To develop a partnership and to tap into the family as a primary resource, teachers and program staff must reach out to families, learn about, and develop strong partnerships with them. This process requires openness to learning and an effort to understand the individuality each family and the diversity of the families from which the children come.”(Family partnership and Culture p. x)

Trainer note:



Before this activity, have three chart papers posted with each of the questions written on them. Post them throughout the room.

Have teachers write a response to each of these questions on a sticky note and post their response on the appropriate chart paper.

DESIRED RESULTS TRAINING

Slide 30

PARENT SURVEY AND DFP Handout

for New Administrators	<h3>Family Values–2</h3> <ul style="list-style-type: none">• Review pages 100-105.• Number the sections 1-10.• Discuss in small groups the sections that are easy to discuss with families.• Discuss which sections are more difficult to discuss and why.
Desired Results	  <p><small>©2019 California Department of Education</small></p>



PRESENTER NOTES:

Provide pages 100-105 from the Family Partnership and Culture publication.

DESIRED RESULTS TRAINING

Slide 31

PARENT SURVEY AND DFP Handout

for New Administrators	<h3>Family Values—3</h3> <ul style="list-style-type: none">• It's often easier to discuss aspects that families are comfortable sharing such as celebrations, goals for their child, etc.• It may take time for families to disclose more personal information such as child rearing, gender roles, etc.   <p><small>©2019 California Department of Education</small></p>	31
Desired Results		

PRESENTER NOTES:

DESIRED RESULTS TRAINING

Slide 32

PARENT SURVEY AND DFP Handout

for New Administrators

Supporting Teachers to Identify Their Conference Strengths and Fears

Dream Card

List positive feelings you have about parent conferences.

Nightmare Card

List negative feelings or fears you have about parent conferences.

©2019 California Department of Education

PRESENTER NOTES:

See Activity Sheet #6 Conference Dream and Nightmare Activity (10 minutes).

Conference Dreams and Nightmares

INTENT:
This activity is intended to be done with teachers and to give participants insight into how staff members feel about parent conferencing.

GOALS: Participants will be able to learn the positive and negative feelings staff members have about conferences. If staff members have concerns about parent conferences, support can be provided as needed.

MATERIALS REQUIRED:

- PowerPoint slide
- Blue 3x5 index cards (1 per person)
- White 3x5 index cards (1 per person)

TIME: 10 minutes

ACTIVITY PROCESS:

1. Give each participant two index cards.
2. The blue card is dream card. On this card, participants list the positive feelings they have about parent conferences.
3. The white card is the nightmare card. On this card, participants list the negative feelings and fears they have about parent conferences. They do not write names on cards. Participants may briefly discuss their cards with their table group.
4. The cards are collected, sorted into dreams and nightmares, and posted for participants to read during break.

OPTIONS:



1. Participants may share responses.
2. Cards may be any color.

© 2018 California Department of Education. All rights reserved.
DFP - 15

DESIRED RESULTS TRAINING

Slide 33

PARENT SURVEY AND DFP Handout

for New Administrators	<h3>Purpose of the Parent Conference</h3>  33
	<ul style="list-style-type: none">• Share the information on the Child's Developmental Progress form.• Create a parent-teacher partnership that will help the child be successful.• Provide a two-way communication opportunity that updates each partner about the child's growth and development.• Establish a relationship that makes it easier for the teacher and parents to initiate contact later. <p>Adapted from: Barry Sweeney, <i>Preparing for Parent Conferences</i> www.teachermentors.com</p>  <p><small>©2019 California Department of Education</small></p>
Desired Results	

PRESENTER NOTES:


- The first bullet is what is required by ELCD. The other bullets are considered good practice.
- Are there other reasons to conference with parents?

DESIRED RESULTS TRAINING

Slide 34

for New Administrators

Preparing and Steps for a Successful Conference



- Read both pages of the handout and highlight 2-3 things that are of interest on each page.
- Share one thing that you have highlighted.

Desired Results

34

Preparing for a Successful Conference

- Organize and review all assessment information for each child, including the DRDP, anecdotal notes, observations, portfolios, and any other assessment information.
- Complete the Child Summary sheet in understandable language (avoid educational jargon). Leave the home address section blank and it can be completed with families. Get their input before completing the section.
- Spend some pre-conference time reflecting on any possible cultural values and differences that may affect the parents' perception of what you have to say.
- With concerns, try to plan in your mind a POSITIVE way to address the concern(s).
 - Negative Example: Jan spends most of the morning disturbing others.
 - Positive Example: Jan has so much energy that she has trouble engaging in self-directed activities for more than a few minutes.
 - Supporting Example: Yesterday, Jan entered the dramatic play area and grabbed food items from the shelves.
- Anticipate questions:
 - What skills and knowledge will my child be expected to master in your class?
 - What kind of information will you use to assess my child's growth and development?
 - What can I do to stay actively involved in my child's progress?
 - How do you accommodate differences in learning?
 - How do you plan to prepare my child for the kindergarten?
- Contact families early, giving them ample notice and choices for how to meet.
- For shared or separate families - request if they would like to attend the same conference or schedule them separately. Make copies of all take home materials for both parents.
- Provide a reminder one week before conference stating how much you are looking forward to meeting so you can share about their child's progress and learn more about their child.
- The day prior to the conference call or send a reminder note home.
- Post a conference reminder in a prominent place in the classroom.

©2019 California Department of Education

PARENT SURVEY AND DFP

Handout

Preparing for a Successful Conference

- Organize and review all assessment information for each child, including the DRDP, anecdotal notes, observations, portfolios, and any other assessment information.
- Complete the Child Summary sheet in understandable language (avoid educational jargon). Leave the home address section blank and it can be completed with families. Get their input before completing the section.
- Spend some pre-conference time reflecting on any possible cultural values and differences that may affect the parents' perception of what you have to say.
- With concerns, try to plan in your mind a POSITIVE way to address the concern(s).
 - Negative Example: Jan spends most of the morning disturbing others.
 - Positive Example: Jan has so much energy that she has trouble engaging in self-directed activities for more than a few minutes.
 - Supporting Example: Yesterday, Jan entered the dramatic play area and grabbed food items from the shelves.
- Anticipate questions:
 - What skills and knowledge will my child be expected to master in your class?
 - What kind of information will you use to assess my child's growth and development?
 - What can I do to stay actively involved in my child's progress?
 - How do you accommodate differences in learning?
 - How do you plan to prepare my child for the kindergarten?
- Contact families early, giving them ample notice and choices for how to meet.
- For shared or separate families - request if they would like to attend the same conference or schedule them separately. Make copies of all take home materials for both parents.
- Provide a reminder one week before conference stating how much you are looking forward to meeting so you can share about their child's progress and learn more about their child.
- The day prior to the conference call or send a reminder note home.
- Post a conference reminder in a prominent place in the classroom.

© 2019 California Department of Education. All rights reserved.
DPF - 15

PRESENTER NOTES:

- Ask participants to find the handout.
- Allow 7-8 minutes for reading and 10 minutes for discussion
- Direct them to get a highlight and use it as they read.

DESIRED RESULTS TRAINING


Slide 35

for New Administrators

Sorting it All Out

- Each table will receive a set of cards for a specific area of the Child's Developmental Progress Form.
- Sort cards into two categories:
 - Statements that should be included in the progress form
 - Statements that should NOT be included

Desired Results



©2019 California Department of Education

PARENT SURVEY AND DFP Handout

California Department of Education
Child Development Progress Form

Child's Name: _____
 Date of Completion: _____
 Agency/Office: _____

This form describes your child's developmental progress in achieving your local district needs for all children:

- Children are personally and socially competent
- Children are effective learners
- Children show physical and motor competence
- Children are safe and healthy

Your child's strengths include: _____

Areas your child is currently working on include: _____

We (teachers, caregivers, families) can help your child learn and develop in the program by: _____

You can help your child learn and develop at home by: _____

Person Conducting the Conference: _____
 Name: _____
 Title: _____
 Signature: _____

Parent/Teacher: _____
 Name: _____
 Title: _____
 Signature: _____

PAD-115

PRESENTER NOTES:

See Activity #5- Sorting It All Out
 This activity takes 20 minutes.

Child Development Progress Form - Sorting It All Out

INTENT:
 The intent of this activity is for participants to understand that using positive and negative statements does not support a positive relationship with families or communicate information about the child that is helpful to the family.

GOALS: Participants will be able to sort statements about a child into a Use and Don't Use category and to justify their choice when asked.

MATERIALS REQUIRED:

- PowerPoint slide
- Child's Developmental Progress Form
- Sample Child's Developmental Progress Form answer sheet
- Use and Don't Use cards for each section of the progress form (Cards from each section are printed on different color paper.)

TIME: 20 minutes

Activity process:

- Card activity: See options listed below.
- Give participants a blank child development progress form.
- Hand out a stack of cards that have positive and negative statements about a child named Amy.
- Participants sort the cards into two categories - positive and negative.
- Participants justify why they put the statements where they did.
- If someone disagrees with the answer, don't point. Listen to their reasoning.
- Debate: What value do you see in using this activity with teaching staff?
- Pass out the answer sheet.

OPTIONAL: Choose activity based on number of participants.

Option 1: 4 tables - Each table has a different area from progress form. Each table sorts through the cards and discusses what should be included and why, or why not.

Option 2: 5 tables - Same as above. In addition, provide two large forms for posting or recording the tables. After they finish the initial sort for discussion and comparison, post one set.

©2019 California Department of Education. All rights reserved.

PAD-115

DESIRED RESULTS TRAINING

Slide 36

PARENT SURVEY AND DFP Handout

for New Administrators	<h3>What is Really Being Communicated?</h3> <ul style="list-style-type: none">• Only 7% of what is communicated is in words.• 53% of what is communicated comes from body language.• 40% of what is communicated comes from the tone and feeling reflected in our voice, and how we say the words. <p><small>Source: Sean Covey. <i>The Seven Habits of Highly Effective Teens. A Fireside Book</i>, Simon and Schuster, 1999. P.171.</small></p> 	36
Desired Results		


©2019 California Department of Education

PRESENTER NOTES:

Review the slide.

Discuss the importance of non-verbal body language.

An example might be a parent whose compliments don't seem complimentary because they are given with a gruff tone and a scowl on the face.

for New Administrators	<h2>To Really Listen...</h2> <ul style="list-style-type: none">• Listen with your eyes and your ears. Listen to the person's words, but also to what they are not saying.• Stand in their shoes.• Practice <i>mirroring</i>. A mirror reflects. Repeat back in your own words what the other person is saying and feeling. <p><small>Source: Sean Covey. <i>The Seven Habits of Highly Effective Teens. A Fireside Book</i>, Simon and Schuster, 1999. P.171-173.</small></p> 	37
Desired Results		

©2019 California Department of Education

PRESENTER NOTES:

Review the steps of really listening. Think back to the opening activity “Do You See What I See?”

- This includes listening for words, but also noticing the other person's body language, tone of voice, and enunciation.
- Effective listening also includes trying to see the situation from the other person's point of view, and mirroring back what you perceive that they are thinking, feeling, and saying.
- When you understand where the other person in the conversation is coming from, then you can try to make yourself understood.

DESIRED RESULTS TRAINING

Slide 38

PARENT SURVEY AND DFP Handout


for New Administrators


Desired Results

Mirroring Phrases

- As I get it...
- So, as I see it...
- I can see that you are feeling...
- So, what you're saying is...

Source: Sean Covey. *The Seven Habits of Highly Effective Teens. A Fireside Book*, Simon and Schuster, 1999. P.175.





©2019 California Department of Education

PRESENTER NOTES:

Share slide.

If time, ask group to share phrases similar to these. This activity could be done with teachers by:

- Asking teachers to add to the list
- Having them role play and use these phrases.

DESIRED RESULTS TRAINING

Slide 39

PARENT SURVEY AND DFP Handout


for New Administrators


Desired Results

SLANT for Strength

- **Sit up straight**
- **Lean slightly forward**
- **Ask questions**
- **Nod to show interest**
- **Track the speaker**

Source: Dr. Allen Mendler, "Working Successfully with Difficult Students: A Discipline with Dignity Approach." Bureau of Education and Research.





©2019 California Department of Education

PRESENTER NOTES:

1. The SLANT process is an effective listening tool, both in a conference and in the classroom.
2. This slide could be printed out and given to staff. They could post this near desk or keep in parent conference folder as a reminder.

DESIRED RESULTS TRAINING


Slide 40

PARENT SURVEY AND DFP Handout

for New Administrators

Communication Troubleshooting

1. Parent has no phone.
2. Mom works days, Dad works nights.
3. Parent complains about everything the school and teacher does.
4. The teacher and parent do not speak the same language.




©2019 California Department of Education

Desired Results

PRESENTER NOTES:

See Activity # 7 - Communication Troubleshooting (10 minutes).

Communication Troubleshooting




ITEM:
The activity is intended to give participants an opportunity to problem solve some of the common challenges when it comes to communicating with parents.

GOAL: Participants will be creating solutions to common challenges they can take back to their site.

MATERIALS REQUIRED:


- Flipchart table
- Flipchart chart paper for recording solutions to challenges
- Signet (e.g., whistle, bell, whistle, etc.) to get the group's attention
- Clock or watch to track the time



TIME: 10-15 minutes

ACTIVITY PROCESS:

1. Write one challenge on each piece of chart paper.
2. Give a different challenge on chart paper to each table.
3. Each table will brainstorm and record solutions on their chart paper for five minutes.
4. At the signal, the table will pass their chart paper to the next table, review the list and add new ideas (time from four minutes for this task).
5. Signal and have them pass paper and repeat the process for three minutes.
6. The last rotation is two minutes long to review what has been written.




OPTIONS:

1. Each table may be assigned to one challenge and work on it the entire time.
2. Table groups may choose one challenge and work on it the whole time.
3. Post the charts. Participants may complete a "hall walk" or one person can report out.

© 2019 California Department of Education. All rights reserved.
CDE-177

DESIRED RESULTS TRAINING
Slide 41

PARENT SURVEY AND DFP
Handout


for New Administrators	<h2>Guidelines for Good Customer Service</h2> <ul style="list-style-type: none">• Be professional—Always put the customer first.• Be polite—Parents and children deserve your respect and consideration, no matter what kind of day you are having.
Desired Results	 <p>©2019 California Department of Education</p>

PRESENTER NOTES:

We often forget that we are in the customer service profession. This is a great reminder as we move through the day and our lives. Consider posting the message as a reminder to teachers before they start each day in adult bathroom, by mirror, in office, etc.

DESIRED RESULTS TRAINING
Slide 42

PARENT SURVEY AND DFP
Handout

for New Administrators	<h3>Guidelines for Good Customer Service—continued</h3> <ul style="list-style-type: none">• Be proud—Parents see you as experts, ready and able to deliver solutions• Be prompt—No one likes to be kept waiting.• Be personal—Parents and children want to be treated as individuals, not as the next person in line.	42
Desired Results	 <small>©2019 California Department of Education</small>	

PRESENTER NOTES:

We often forget that we are in the customer service profession. This is a great reminder as we move through the day and our lives. Consider posting the message as a reminder to teachers before they start each day: in adult bathroom, by mirror, in office, etc.

DESIRED RESULTS TRAINING

Slide 43

PARENT SURVEY AND DFP Handout


for New Administrators


Desired Results

43

Bumper Sticker

Family Engagement = Shared Responsibility





©2019 California Department of Education


PRESENTER NOTES:

Activity – Family Engagement Bumper Sticker


Trainer Note:

As you close this section, encourage teachers to make a statement about your agencies philosophy about Family Partnerships. Post them around the center, or in the family room of your center.


Activity Sheet: Family Engagement Bumper Sticker



INTENT: Provide opportunity for teachers to reflect on the content about building family partnerships.




GOAL: Help teachers promote awareness within the agency about the importance of family engagement and partnerships.



MATERIALS REQUIRED:


- PowerPoint slides
- 4" x 6" index strips of paper (at 11" x 17" inches long (longer strips are easier to use. They hold more words. Shorter, wider strips look more like real bumper stickers.)
- Markers
- Glue or 2 sided tape

TIME: 15 minutes




ACTIVITY PROCEDURE:

1. Teachers will create a bumper sticker that speaks to what they believe about family partnerships (use the PowerPoint slide as inspiration). Be clever, be funny, be serious, be original, or use an idea you have seen before.
2. Have participants share their bumper stickers with the group and post in their classrooms, or the staff work room as a reminder.



REFLECTION:

Have a place in the center where the bumper stickers are posted for all families to see.



OPTIONS:



- Use sticky notes, or construction paper.
- Do this activity in a family meeting.

© 2017 California Department of Education

DESIRED RESULTS TRAINING

Slide 44

PARENT SURVEY AND DFP Handout

for New Administrators	<h3>Deep Thoughts and Reflections for Administrators—continued</h3> <ul style="list-style-type: none">• How do you train teachers to conduct effective conferences?• Does your program provide teaching staff with guidelines and support for conducting successful conferences?• Do you provide constructive feedback to your teaching staff regarding the content of the child summary forms?
Desired Results	  <p><small>©2019 California Department of Education</small></p>

PRESENTER NOTES:

Activity: 10 minutes

Trainer Note:

- Give participants time to discuss these questions with table groups or elbow partners.
- Large group share out only if someone learned something they want to share.
- If you are training your teachers on how to conduct effective conferences, are you willing to share with us, in the chat box.

DESIRED RESULTS TRAINING
Slide 45


PARENT SURVEY AND DFP
Handout


for New Administrators

Desired Results

45

Q and A

A graphic featuring two overlapping speech bubbles. The left bubble is white with a black outline and contains a large black letter 'Q'. The right bubble is gray with a black outline and contains a large black letter 'A'. Both bubbles have a slight 3D effect with a shadow underneath.

A small black silhouette logo of three people running towards a star.

©2019 California Department of Education

PRESENTER NOTES:

DESIRED RESULTS TRAINING
Slide 46

PARENT SURVEY AND DFP
Handout



PRESENTER NOTES: