

DESIRED RESULTS

for Children and Families



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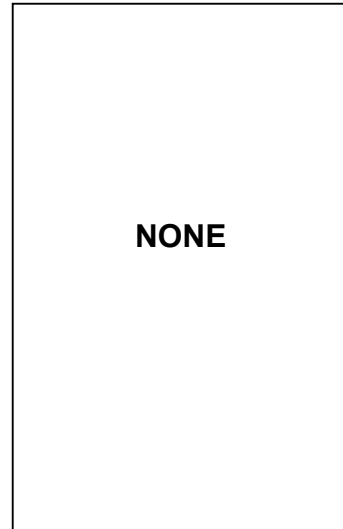
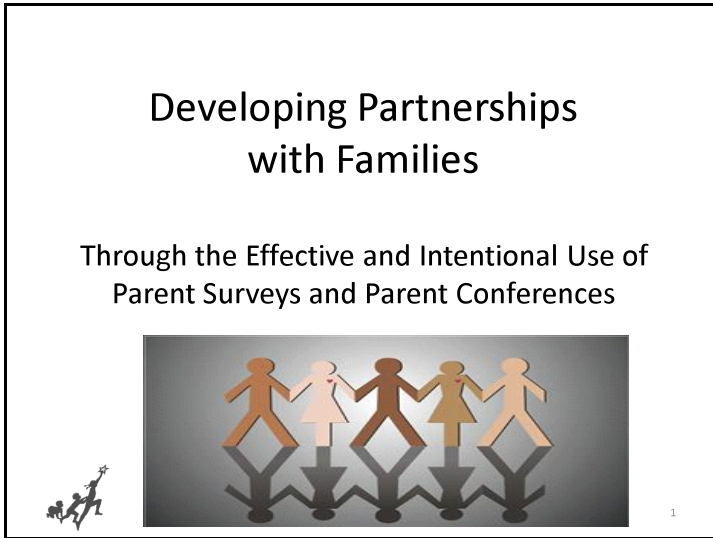
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Slide 1

Handout

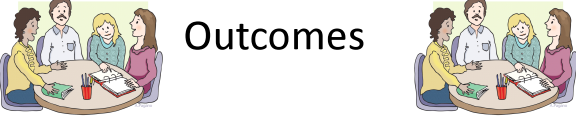


PRESENTER NOTES:

In this session 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.

Slide 2


Handout



Outcomes

Participants will gain information on:

- The importance of building relationships with families
- The Parent Survey and the Summary of Findings
- How to complete the Child's Developmental Progress Form effectively
- Effective conferencing techniques



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NONE


PRESENTER NOTES:

Review the outcomes and ask participants if there are any questions.

Slide 3

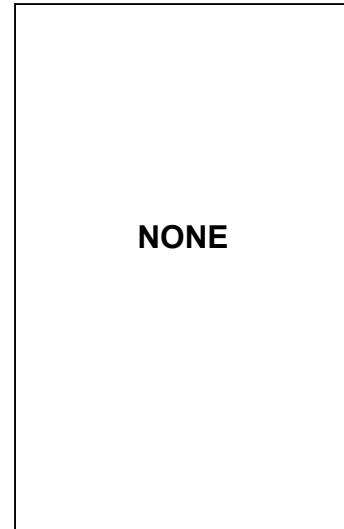
Handout

“Let us put our heads together and see what life we will make for our children.”
Tatanka Iotanks
(Sitting Bull, Lakota)



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3




PRESENTER NOTES:

Insert photo here of teacher and parent if possible or some photos of children. This is a place holder.


Do You See What I See?

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



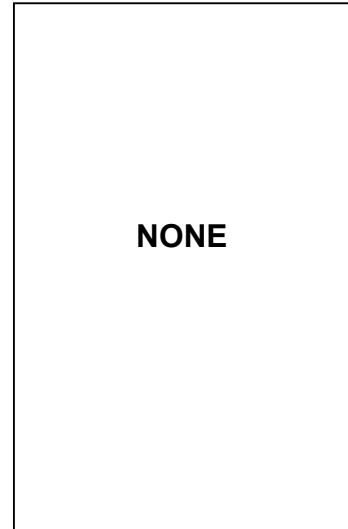
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- Project Exceptional, Volume 2: A Guide for Training and Recruiting Child Care Providers to Serve Young-Children with Disabilities, CDE Sacramento (1996), pp 96-97.



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PRESENTER NOTES:

See Activity Sheet #1 - Do You See What I See?
Activity takes 20 minutes

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:

- Project Exceptional
- Blank or abstract art (e.g., an optical illusion) TIP: Select abstract art that lends itself to multiple interpretations. For a piece of art 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 separately (2-3 minutes).
3. Do not make any comments about the art.
4. Allow time to have 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. Report to the group as a team. Ask for volunteers to share views. Trainer looks up the art while asking for responses.
6. Accept all responses and when hearing a range of responses, circle with the key points on the slide. Some possible responses include: an adult, child drawing, upside down, eyes, and drawing a woman's face, some holding a baby the back of a woman walking.
7. Share key points 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.

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Slide 5

Handout

Do You See What I See?

- Look at the abstract piece of art with an elbow partner or a triad
- Discuss what you see for 3-5 minutes
- Be willing to share with the whole group

- 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.



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NONE

PRESENTER NOTES:

Ask participants to take a piece of abstract art for each 2 or 3 people.


Slide 6

Handout

Do You See What I See?

- Perceptions are as unique and diverse as human beings.
- Rarely will two individuals see or hear exactly the same thing.
- It is often difficult to see things as others may see them.
- Each person's view or perception is of equal value.

- 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.



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NONE

PRESENTER NOTES:


Slide 7

Handout

Do You See What I See?

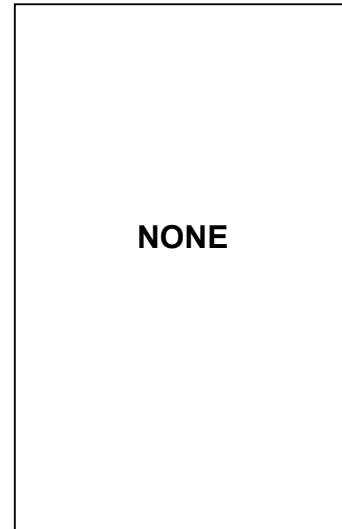
- There is no right and wrong to individual perceptions.
- We learn from each other when different perspectives are shared.

- 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.



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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.

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?

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NONE

PRESENTER NOTES:

Activity Sheet #2 –Building Successful Relationships with Families

Building Successful Relationship with Parents

INTENT: Give participants an opportunity to discuss providing activities that increase engagement in their programs.

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

MATERIALS REQUIRED:

- Flipchart/whiteboard
- Handout: Strategies for Building Successful Relationships with Families
- Copies of chart paper for each table
- Marker for each table to record ideas on chart paper

TIME: 15 minutes

ACTIVITY PROCESS:

1. Share voices about building successful relationships with families. Give participants 30 seconds to transition ways to build successful relationships with families and record their ideas on chart paper.
2. When participants are done recording ideas, ask them to review the handout, Strategies for Building Successful Relationships with Families.
3. Give participants 5 minutes to do a wall walk and write additional ideas on the handout.

OPTIONS:

1. Participants write ideas on 15 sheets of paper and place on a sticky wall.
2. Participants write ideas on large poster-size paper on chart paper.
3. Participants do not have to do a wall walk. Instead, they pass out copies at the end and share with their ideas from the charts in the whole group.

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Activity takes 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, e.g., 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.

Slide 9

Handout

Building Successful Relationships with Families

- What are some of the ways your program does this?
- Brainstorm in table groups ways to build successful relationships with families.
- Record your ideas on chart paper.



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NONE

PRESENTER NOTES:

One suggestion is that before you ask parents to fill out survey, come to a parent education night, or attend the conference and invite them to do something at the center just for fun.

Here is an example: A program held a family game night. The families were invited to bring some games and the entire family. The program collected some games to give away. The staff bought them at garage sales, thrift stores, flea markets and set them up in the cafeteria. At the end of the night each family could keep the game they brought or exchange it for a different one.

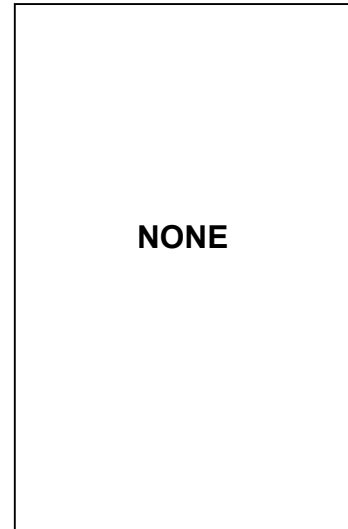
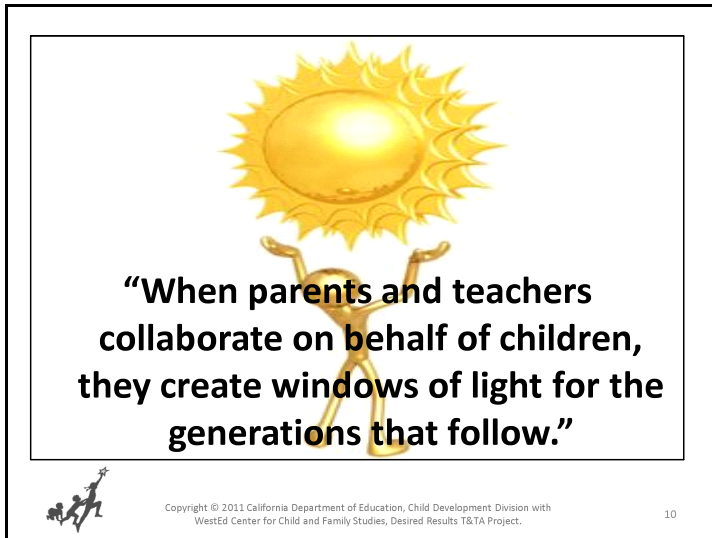
Wrap up by posting charts around the room and have each table share one idea from their chart. Refer to hand out: Strategies for Connecting with Families.

Optionally, If you have sufficient space, do a wall walk. As participants move from chart to chart, encourage them to jot down any new ideas from the charts onto their handout.

Give participants 5-7 minutes to walk around with the handout and add ideas that are not already on the handout.

Slide 10

Handout




PRESENTER NOTES:

Share quote.

Desired Results Parent Survey

- CDD 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

DFP-
61 - 62

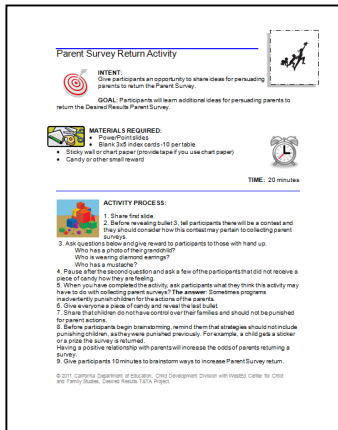


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NONE

PRESENTER NOTES:

See Activity Sheet #3 - Parent Survey Returns



Parent Survey Return Activity

INTENT: Give participants an opportunity to share ideas for persuading parents to return the Parent Survey.

GOAL: Participants will learn additional ideas for persuading parents to return the Desired Results Parent Survey.

MATERIALS REQUIRED:

- Small prizes
- Blank 3x5 index cards - 10 per table
- Sticky roll corners paper (provided if you use chart paper)
- Candy or other small reward

TIME: 20 minutes

ACTIVITY PROCESS:

1. Draw the slide.
2. Before revealing bullet 3, tell participants there will be a contest and they should consider how this contest may pertain to collecting parent surveys.
3. Ask question 1 below and give reward to participants to those with hand up. Who has a piece of their parent's heart? Who is wearing diamond earrings?
4. If you hear the second question and a few of the participants that did not receive a piece of candy how they are feeling.
5. When you have completed the activity, ask participants what they think this activity may have to do with collecting parent surveys? The answer: Sometimes programs are made up of people who do not have control over their families and should not be punished for parents' actions.
6. Give everyone a piece of candy and reveal the last bullet.
7. Share that children do not have control over their families and should not be punished for parents' actions.
8. Before participants begin brainstorming, remind them that strategies should not include punishing children, but they may punish themselves. For example, a child gets a sticker or a prize if the survey is returned. Having a positive relationship with parents will increase the odds of parents returning a survey.
9. Give participants 10 minutes to brainstorm ways to increase Parent Survey return.

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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.

- Who received a warm hug from a loved one this morning? Raise your hand.
- Who has parents who always attended their school events? Raise your hand.
- 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: *DEVELOPING FAMILY PARTNERSHIPS*

Slide 12

Handout



Provide this..... and they will return!

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

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NONE

PRESENTER NOTES:

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 website by the end of October.

Slide 13

Handout

Strategies for Motivating Parents to Return the Survey

- Review the Parent Survey with families at a parent meeting prior to giving it to families
- Host a *Just for the Fun of It* night periodically
- Provide a comfortable space to complete
- Share the DVD, *Watching My Child Grow*, with families so they understand Desired Results
- Provide a small reward; e.g., raffle ticket, prize, etc.



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NONE

PRESENTER NOTES:

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.

Completing the Parent Survey Summary of Findings

California Department of Education
Child Development Division

CD 4003
March 2013

Parent Survey Summary of Findings

Contractor Name _____ Contract Type, Education Network, and/or Cci-SAFE _____
 Planning Date _____ Lead Planner's Name and Position _____
 Follow-up Date(s) _____ Lead Planner's Name and Position _____

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

Key Findings from Parent Surveys (Trends)	Action Steps (Including communication, training, schedule, space, instructional materials, and supervisor changes)	Expected Completion Date and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)

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California Department of Education
Child Development Division

CD 4003
March 2013

Parent Survey Summary of Findings

Contractor Name _____ Contract Type, Education Network, and/or Cci-SAFE _____
 Planning Date _____ Lead Planner's Name and Position _____
 Follow-up Date(s) _____ Lead Planner's Name and Position _____

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

Key Findings from Parent Surveys (Trends)	Action Steps (Including communication, training, schedule, space, instructional materials, and supervisor changes)	Expected Completion Date and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)

PRESENTER NOTES:

See Activity Sheet #4 – Exploring the Action Step Further

Exploring the Action Step Further

INTENT:
This activity is intended to give participants an opportunity to look at sample key findings and create action steps that will improve program quality.

GOAL: Participants will write an action step when provided with a key finding. They will then explore that action step at a deeper level.

MATERIALS REQUIRED:

- PowerPoint slide
- Summary of Findings form with Key Finding

TIME: 30 minutes

ACTIVITY PROCESS:

1. For a few minutes, tables discuss the key findings and how to address it.
2. Encourage groups to share key findings and record their responses on chart paper.
3. Assign one of the ideas to each table to explore in depth. (One table might get newsletters, another parent education night, classroom bulletin board, etc.)
4. Throughout the activity, the facilitator encourages participants to discuss how to express to parents that their child's growth and development is being addressed.
5. If you have time ask each table to report out their ideas or answer the top three ideas.

OPTIONS:

1. Each person at the table takes a different idea so that all ideas are discussed within a table group.
2. Use your own agency's key findings for the activity.


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Activity takes 30 min.

- 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.

Sample Data and Key Finding

- **EXAMPLE:** Question #3E shows that 58% of the parents said “no” when asked, “Do you feel you have enough information on what you can do to help your child learn and develop?”
- **KEY FINDING-**Using example above, over ½ of the parents feel they don’t receive enough information on what they can do to help their child learn and develop.



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NONE

PRESENTER NOTES:

Ask the group if they have ever felt like this:

Your program has done parent education nights, given out brochures, put information in newsletter, etc. (Many will raise their hand.)

You have done all of this, but you still need to address it in your Summary of Finding.

It can be frustrating when you feel that low score has been addressed, but the reality is that perhaps parents cannot make the connection between what you are doing and what is being asked on the Parent Survey.

Programs might have to be creative and show families the connection between what you are doing and what they are responding to in the survey.


We are going to look at Action Steps to address this finding ...

Slide 16

Handout

Writing Action Steps

- Brainstorm with your table group ideas to address the key finding.
- Work with a partner and take one action step to better provide information when working with families



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NONE

PRESENTER NOTES:

- Ask the group to talk in table groups to address the information on the previous slide. Refer them to the presentation notes.
- Record responses to the question on chart paper.
- Assign one of the ideas to each table for them to explore further. One table might get newsletters, another parent education night, classroom bulletin board, etc.
- Ask participants how they can make the assigned activities that address child's growth and development even clearer to parents.


Slide 17

Handout

An Example of Specificity

Action step: Send home monthly newsletter.
In the newsletter include “Tips for Parents.”

Instead try: “How to Support Children’s Growth and Development” or “How You Can Support Your Child’s Learning”



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NONE

PRESENTER NOTES:


Share slide.

Slide 18

Handout

Things to Consider

- Is written information in parent's home language?
- Has the information been offered multiple ways? (e.g., a parent night, follow up newsletter, personal note home, online video presentation, or PowerPoint with voice over)
- Are parent tips feasible? Do they have the resources?
- Do you ask for acknowledgement ? (i.e., an activity for families is sent home and family shares feedback with teacher)



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NONE

PRESENTER NOTES:

Discuss bullets that may not have been addressed by the group.

Slide 19

Handout

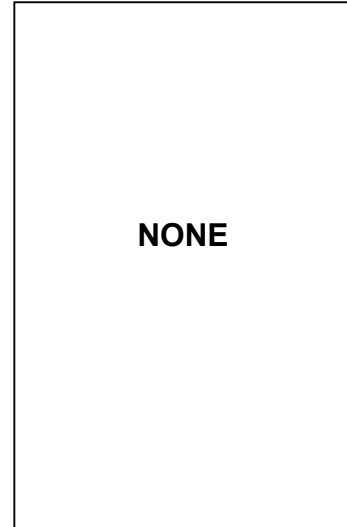
Deep Thoughts and Reflections for Administrators

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?

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PRESENTER NOTES:

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



Slide 20

Handout

Break

Please take a 10 minute break
and be back on time.

Thank you!



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NONE

PRESENTER NOTES:

Slide 21

Handout

Conferences and the Child's Developmental Progress Form



What Every New Teacher Needs To Know

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NONE

PRESENTER NOTES:


Ask participants to reflect back to the first activity, Do You See What I See? Continue the conversation about building relationships with families with the focus being parent conferences and completing the Child's Developmental Progress Form which is the document that is shared with families.

Slide 22

Handout

The Child's Developmental Progress form is designed to...

- Describe the child's development to parents
- Engage parents as partners in supporting curriculum objectives for the child
- Assist in determining curriculum objectives to support the child's development
- Be completed twice per year prior to the parent conference



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NONE

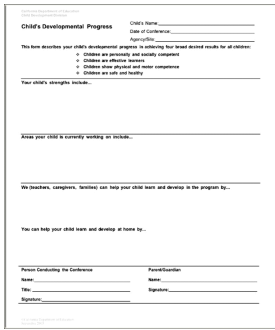
PRESENTER NOTES:

Explain that a progress form is used during parent conferences to describe children's development and growth.

The progress form provides a review of the child's strengths, areas that need improvement, and goals for developmental growth in the program and at home.

The information teachers write on the form is based on the DRDP[®], observations, work samples, and other evidence from the child's portfolio, as well as information provided by parents.

Completing the Child's Developmental Progress Form



Child's Developmental Progress

Child's Name: _____
 Date of Conference: _____
 Age/Grade: _____

This form describes your child's developmental progress in achieving her stated desired results for all children:

- 1. Children are physically and socially competent
- 2. Children are emotionally resilient
- 3. Children are physically and socially competent
- 4. Children are safe and healthy

Your child's strengths include: _____

Area 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: _____

Parent/Contributor: _____
 Name: _____
 Title: _____
 Signature: _____

DIRECTIONS:

1. Summarize DRDP findings.
2. List 3 strengths and 1 area for improvement.
3. A way the program helps.

DFP-



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Desired Results for Children and Families Training

Summary of Your Child's Developmental Progress (SAMPLE)

This summary describes your child's developmental progress in achieving her stated desired results for children:

- 1. Children are physically and socially competent
- 2. Children are emotionally resilient
- 3. Children are physically and socially competent
- 4. Children are safe and healthy

Your child's strengths include:

- Amy has formed friendships with many children in the program. She is willing to listen to others during conflict and tries to provide solutions when asked. Amy has expressed concern for her friends when they are hurt or having bad.
- Amy spends time engaged in dramatic play. This play continues from day-to-day, repeating over many days.
- Amy has begun to express interest in attempting to write down her stories, making wavy lines across the paper to look like writing.
- She uses the counting structure, takes in the yard, and practices her counting, naming, jumping and pointing.

Areas your child is currently working on:

- Amy is exploring number concepts, counting and quantities to five.
- Amy explores all of the drawing or writing options for her stories. This is one of the first steps in reading and writing.
- She practices putting on her shoes and socks regularly, requesting assistance when needed.

We can help your child learn and develop by:

- Providing support to help her use letters in her writing attempts through dictation.
- Providing opportunity and materials for her to practice use of numbers and math ideas.
- Allowing Amy increased opportunity to orally share her ideas in conversation.
- Adding new materials to the outdoor environment that offer Amy more challenging experiences to further increase her motor skills.

At Home:

- Talk with Amy about any activities that may have happened that day.
- Read and tell stories at home, pointing out familiar words and asking questions about what you read.
- Help Amy recognize letters in her stories or other familiar objects in print.
- Inform us of any progress, questions or ideas you may have regarding Amy's development.

Parent/Contributor	Name	Parent/Contributor

Signature: _____

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PRESENTER NOTES:

- Refer to blank handout and the sample on the back.
- This format can be used to encourage a conversation with parents about their role as the child's first and most important teacher, as well as stressing the importance of the parents' involvement and participation in the process of the child's learning and growth.
- Scheduled parent conferences are to occur at least two times each program year.
- The content of the form may not be deleted, but agencies may add things or reformat. Make sure to include all of the items on the form if reformatting.

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

DFFP-



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California Department of Education
Child Development Division

Child's Developmental Progress Child's Name _____
Date of Conference _____
Age/sex _____

This form documents your child's developmental progress in achieving four broad desired results 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	Parent/Guardian
Name _____	Name _____
Title _____	Title _____
Signature _____	Signature _____

PRESENTER NOTES:

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

Child Development Progress Form - Sorting It All Out

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

GOAL: Participants will be able to sort statements about a child into a Use and Don't Use category and to justify how cards were sorted.

MATERIALS REQUIRED:

- Paper/Pencil
- Child Development Progress Form
- Sample Child Development Progress Form (see sheet)
- Do's and Don'ts 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.

1. Give participants a blank child development progress form.
2. Hand out a stack of cards that have positive and negative statements about a child named Amy.
3. Participants sort the cards into categories – positive and negative.
4. Participants justify why they put the statements where they did.
5. Participants compare with the presenters, don't panic! Call on for further reasoning.
6. **DEBRIEF:** What value do you see in using this activity with teaching staff?
7. Post on the active shelf.

OPTIONS: 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.

Option 2: 2 tables – Same as above. In addition, provide two large forms for posting of complete tables. After they finish the table sort for discussion and comparison, post one set.

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Supporting Teachers to identify their Conference Strengths and Fears

Dream card

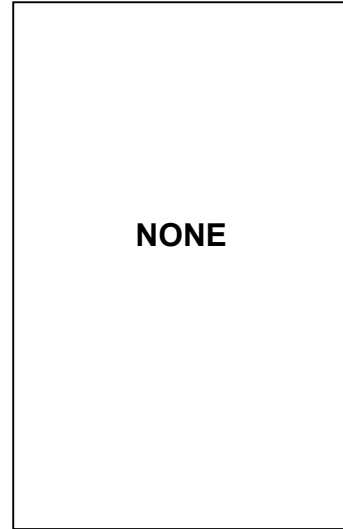
List positive feelings you have about parent conferences.

Nightmare card

List negative feelings or fears you have about parent conferences.

DFP-74

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PRESENTER NOTES:

See Activity Sheet #6 -Conference Dream and Nightmare Activity
Activity takes 10 minutes.

Conference Dreams and Nightmares

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

GOAL: Participants will be able to learn the positive and negative feelings staff members have about conferences. Staff members have concerns about parent conferences. Support can be provided as needed.

MATERIALS REQUIRED:

- Paper/Pencil
- Blue 3x5 notecards (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.

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Slide 26

Handout



Purpose of the Parent Conference

- 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

Source Adapted from: Barry Sweeney, "Preparing for Parent Conferences"
www.teachermentors.com

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26

NONE

PRESENTER NOTES:

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

Slide 28

Handout

What is Really Being Communicated?

- 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.

Source: Sean Covey. *The Seven Habits of Highly Effective Teens*. A Fireside Book, Simon and Schuster, 1999. P.171.



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NONE

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.

Slide 29


Handout

To Really Listen...



- 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 *mirroring*. A mirror reflects. Repeat back in your own words what the other person is saying and feeling.

Source: Sean Covey, *The Seven Habits of Highly Effective Teens*. A Fireside Book, Simon and Schuster, 1999. P.171-173.



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29

NONE

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.

Slide 30


Handout

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.

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NONE

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.

Slide 31


Handout

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, 915 118th Street, PO Box 96068, Bellevue WA 98009



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NONE

PRESENTER NOTES:

- The SLANT process is an effective listening tool, both in a conference and in the classroom.
- 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.

Communication Troubleshooting

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




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NONE

PRESENTER NOTES:

See Activity # 7 - Communication Troubleshooting
Activity takes 10 minutes

Communication Troubleshooting



INTENT:
This 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 parents.

MATERIALS REQUIRED:

- Prepared chart paper for recording solutions to challenges
- Prepared chart paper for recording solutions to challenges
- Sign-in (e.g., chime, 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 takes their chart paper to the next table, reviews the list and add new ideas. Complete 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 give what has been written.

OPTIONS:

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


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Slide 33

Handout

**Guidelines for
Good Customer Service**

- **Be proud** ...Parents see you as experts, ready and able to deliver solutions.
- **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.
- **Be prompt.**
- **Be personal** ...Parents and children want to be treated as individuals, not as the next person in line.



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33

NONE

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 as a reminder to teachers before they start each day: in adult bathroom, by mirror, in office, etc..

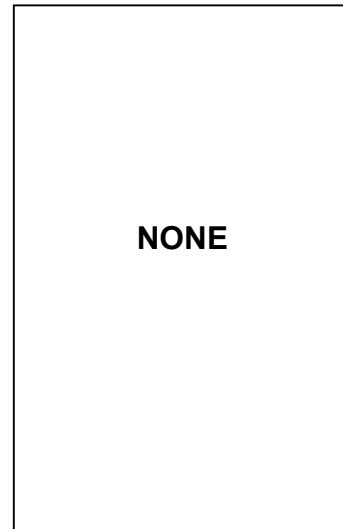
Deep Thoughts and Reflections for Administrators

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?

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PRESENTER NOTES:

Activity: 10 minutes

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.

Administrator's Closing Reflection and Action Plan

INTENT: The activity is intended to give participants an opportunity to reflect on how they will support teachers as well as share the content of the session.

GOAL: Participants will reflect on the session and complete an action plan to be used when they return to agency.

MATERIALS REQUIRED:

- Flipchart/whiteboard
- 3-2-1 Action Plan for Administrator
- 3-2-1 Action Plan for Teachers

TIME: 10 minutes

ACTIVITY PROCESS:

1. Share with reflection question and let folks have a discussion.
2. Ask participants to take out and complete the 3-2-1 Action Plan.
3. The activity is to help them think about how to support their staff when they return to agency.
4. The reflection action plan can be used with their staff.
5. Share that the reason for writing an action plan is to help them when they return to agency.
6. This session will be posted on the website and can be broken into smaller chunks and shared with teachers. It doesn't have to be done in a three-hour session.

OPTIONS:

1. Programs can develop their own action plan format.

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3-2-1 Action for Administrators

Three Things I Will Share Two Ways I Will Share

My First Step Will Be

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Three, Two, One — Action

Consider the following questions:

- What information from today's session will I share?
- In what ways will I share the information? How will I provide the resources and time teachers to read and discuss the information?
- What will I do to create opportunities for teachers to learn and reflect on new approaches, implement them, and discuss them?

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PRESENTER NOTES:

Provide 5-7 minutes to complete this form.

Distribute the “3-2-1 Action Plan.”

Ask participants to consider the questions at the top of the handout:

- What information will I share from today’s session?
- In what ways will I share the information? How will I provide the resources and time for teachers to read and discuss the information?
- What will I do to create opportunities for teachers to learn, discuss, reflect, and implement new approaches?

Each participant should complete the handout as they reflect on the day.

Slide 36

Handout

3-2-1 Action for Teachers

Three things I learned

Two things I will try

My first step will be

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The slide features a title "3-2-1 Action for Teachers" at the top. Below the title are three light blue rectangular boxes arranged in a 2-1 pattern. The top-left box is labeled "Three things I learned", the top-right box is labeled "Two things I will try", and the bottom-center box is labeled "My first step will be". In the bottom-left corner, there is a small graphic of a person running and a copyright notice: "Copyright © 2011 California Department of Education, Child Development Division with WestEd Center for Child and Family Studies, Desired Results T&TA Project." The number "36" is in the bottom-right corner.

Three, Two, One—Action

Consider the following questions:
•What did I learn from today's session?
•What will I try in my classroom?
•What will I need to do to get started?

3 things I learned

2 things I will try

My first step will be

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The handout is a smaller version of the slide content. It includes the title "Three, Two, One—Action" and the same three questions at the top. Below these are three light blue rectangular boxes labeled "3 things I learned", "2 things I will try", and "My first step will be". At the bottom, there is a small copyright notice: "©2011 California Department of Education, CDE, California Professional Instructional Network (CPIN). Permission is granted to reproduce and distribute this document for personal use."

PRESENTER NOTES:

The “3-2-1” is one action plan but you may have another one you can use. The important think is to have something that teachers need to think about and write something down.

Distribute the “3-2-1 Action Plan.”

Ask participant to consider the questions at the top of the handout:


- What information will I share from today’s session?
- In what ways will I share the information with other staff members? Families?
- Each participant should complete the handout as they reflect on the day.


Slide 37

Handout

Koosh Ball Review

We will throw the koosh ball around. When you catch it, you will mention something that you have learned today from today's session.





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NONE

PRESENTER NOTES:

AN OPTIONAL WAY TO DEBRIEF THE SESSION:

If you have sufficient space available, ask participants to form a large circle. They will throw a koosh ball or Nerf® ball. As each person catches the ball, he or she has to mention a learning point or concept that they heard today in the session. He/she then tosses the ball to another person.


It is permissible to repeat something someone else has said, provided it is said in different words. Allow participants a couple of minutes to discuss how they might use this process at their programs.

Developing Partnerships with Families


Through the Effective and Intentional Use of
Parent Surveys and Parent Conferences



1



Outcomes



Participants will gain information on:

- The importance of building relationships with families
- The Parent Survey and the Summary of Findings
- How to complete the Child's Developmental Progress Form effectively
- Effective conferencing techniques

2

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“Let us put our heads together and see what life we will make for our children.”

Tatanka Iotanks
(Sitting Bull, Lakota)



3

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Do You See What I See?

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



DFP- 55

- 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.
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Do You See What I See?

- Look at the abstract piece of art with an elbow partner or a triad
- Discuss what you see for 3-5 minutes
- Be willing to share with the whole group

- 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.
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Do You See What I See?

- Perceptions are as unique and diverse as human beings.
- Rarely will two individuals see or hear exactly the same thing.
- It is often difficult to see things as others may see them.
- Each person's view or perception is of equal value.

- 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.
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Do You See What I See?

- There is no right and wrong to individual perceptions.
- We learn from each other when different perspectives are shared.

- 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.



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7

Building Successful Relationships With Families

What does it takes 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?

DFP-57 - 59



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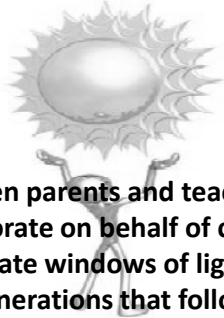
Building Successful Relationships with Families

- What are some of the ways your program does this?
- Brainstorm in table groups ways to build successful relationships with families.
- Record your ideas on chart paper.



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9



“When parents and teachers collaborate on behalf of children, they create windows of light for the generations that follow.”


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Desired Results Parent Survey

- CDD 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

DFP-61 - 62

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Provide this..... and they will return!

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

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Strategies for Motivating Parents to Return the Survey

- Review the Parent Survey with families at a parent meeting prior to giving it to families
- Host a *Just for the Fun of It* night periodically
- Provide a comfortable space to complete
- Share the DVD, *Watching My Child Grow*, with families so they understand Desired Results
- Provide a small reward; e.g., raffle ticket, prize, etc.



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13

Completing the Parent Survey Summary of Findings

Desired Results Parent Survey Summary of Findings

Agency Center: _____ Planners: _____ (Name & Position)
 Program Type: _____ (Name & Position)
 Center #: _____
 Planning Cycle: _____
 Reporting Date: _____

KEY FINDINGS FROM PARENT SURVEY	ACTION STEPS (RELEVANT COMMUNICATION, TRAINING, SERVICES, OTHER INITIATIVES AND SUPERVISION CHANGES)	EXPECTED COMPLETION DATE & PRIORITY RESPONSIBLE	WILL CHANGE (IF NUMBER, NAME, DATE, PRIORITY, TIME EXTENDS)



14

Sample Data and Key Finding

- **EXAMPLE:** Question #3E shows that 58% of the parents said “no” when asked, “Do you feel you have enough information on what you can do to help your child learn and develop?”
- **KEY FINDING-**Using example above, over ½ of the parents feel they don’t receive enough information on what they can do to help their child learn and develop.



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Writing Action Steps

- Brainstorm with your table group ideas to address the key finding.
- Work with a partner and take one action step to better provide information when working with families



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An Example of Specificity

Action step: Send home monthly newsletter.
In the newsletter include “Tips for Parents.”

Instead try: “How to Support Children’s Growth and Development” or “How You Can Support Your Child’s Learning”



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Things to Consider

- Is written information in parent’s home language?
- Has the information been offered multiple ways? (e.g., a parent night, follow up newsletter, personal note home, online video presentation, or PowerPoint with voice over)
- Are parent tips feasible? Do they have the resources?
- Do you ask for acknowledgement ? (i.e., an activity for families is sent home and family shares feedback with teacher)



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Also Thoughts and Reflections for Administrators


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?

Break

Please take a 10 minute break and be back on time.



Thank you!

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Conferences and the Child's Developmental Progress Form



What Every New Teacher Needs To Know

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The Child's Developmental Progress form is designed to...

- Describe the child's development to parents
- Engage parents as partners in supporting curriculum objectives for the child
- Assist in determining curriculum objectives to support the child's development
- Be completed twice per year prior to the parent conference



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22

Completing the Child's Developmental Progress Form



DIRECTIONS:

1. Summarize DRDP findings.
2. List 3 strengths and 1 area for improvement.
3. A way the program helps.



23

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



24

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.



25



Purpose of the Parent Conference

- 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

Source Adapted from: Barry Sweeney, "Preparing for Parent Conferences" www.teachermentors.com



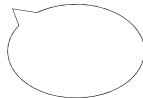
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26



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 and discuss with your table highlighted items.
- Take 10 minutes for discussion.



27

What is Really Being Communicated?

- 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.

Source: Sean Covey. *The Seven Habits of Highly Effective Teens*, A Fireside Book, Simon and Schuster, 1999. P.171.



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28

To Really Listen...



- 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 *mirroring*. A mirror reflects. Repeat back in your own words what the other person is saying and feeling.

Source: Sean Covey. *The Seven Habits of Highly Effective Teens*, A Fireside Book, Simon and Schuster, 1999. P.171-173.



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29

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.



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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, 915 118th Street, PO Box 96068, Bellevue WA 98009



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31

Communication Troubleshooting

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



32

Guidelines for Good Customer Service

- **Be proud** ...Parents see you as experts, ready and able to deliver solutions.
- **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.
- **Be prompt.**
- **Be personal** ...Parents and children want to be treated as individuals, not as the next person in line.



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33

Also Thoughts and Reflections for Administrators

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?

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3-2-1 Action for Administrators

The diagram shows a 3-2-1 action plan for administrators. It consists of two grey boxes at the top labeled 'Three things I will do' and 'Two things I will try'. Below these is a box labeled 'My First Step Will Be' with a smaller box underneath it. To the right is a speech bubble shape. A small logo is in the bottom left corner, and the number '35' is in the bottom right corner.

3-2-1 Action for Teachers

The diagram shows a 3-2-1 action plan for teachers. It consists of two grey boxes at the top labeled 'Three things I learned' and 'Two things I will try'. Below these is a box labeled 'My first step will be' with a smaller box underneath it. To the right is a speech bubble shape. A small logo is in the bottom left corner, and the number '36' is in the bottom right corner.

Koosh Ball Review

We will throw the koosh ball around. When you catch it, you will mention something that you have learned today from today's session.



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Do You See What I See? *This activity is from Project Exceptions*



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.



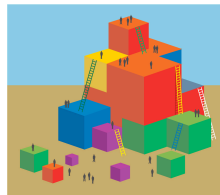
MATERIALS REQUIRED:

- 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, close with the key points on the slides. **Some possible responses include:** an adult, child drawing, volcano erupting, river, 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.

Building Successful Relationship with Parents



INTENT:

Give participants an opportunity to discuss providing activities that increase parent involvement in their programs.

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

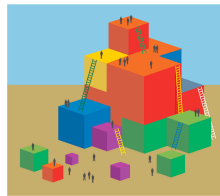


MATERIALS REQUIRED:

- PowerPoint slides
- Handout “Strategies for Building Successful Relationships with Families”
- One piece of chart paper for each table
- Marker for each table to record ideas on chart paper



TIME: 15 minutes



ACTIVITY PROCESS:

1. Share slides about building successful relationships with families
2. Give participants 10 minutes to brainstorm ways to build successful relationships with families and record their ideas on chart paper
3. When participants are done recording ideas, ask them to review the handout, “Strategies for Building Successful Relationships with Families.”
4. Give participants 5 minutes to do a wall walk and write additional ideas on the handout



OPTIONS:

1. Participants write ideas on ½ sheets of paper and place on a sticky wall.
2. Participants write ideas on large post-its and place on chart paper.
3. Participants do not have to do a wall walk. Instead one person stays at the chart and shares out three top ideas from the chart to the whole group.

Strategies for Building Successful Relationships with Families

- ♥ Learn the names of each child's family members and greet each family member by name – everyday!
- ♥ Focus on the strengths of families – they know their child better than anyone else.
- ♥ In the classroom, create an attractive photo display of the families enrolled in the program.
- ♥ Acknowledge family support to the program by posting thank you messages on a dry wipe board where all families can view the messages when bringing 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 memo won't do. Try 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 “centers” with math or science materials and activity cards for families to do with their children).
- ♥ Know THE SECRET to getting parents to attend meetings at school- make sure they know they're genuinely invited.
- ♥ During meetings always offer childcare, 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.

Parent Survey Return Activity



INTENT:

Give participants an opportunity to share ideas for persuading parents to return the Parent Survey.

GOAL: Participants will learn additional ideas for persuading parents to return the Desired Results Parent Survey.

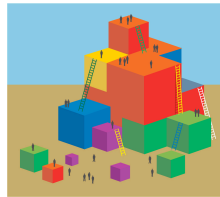


MATERIALS REQUIRED:

- PowerPoint slides
- Blank 3x5 index cards -10 per table
- Sticky wall or chart paper (provide tape if you use chart paper)
- Candy or other small reward



TIME: 20 minutes



ACTIVITY PROCESS:

1. Share first slide.
2. Before revealing bullet 3, tell participants there will be a contest and they should consider how this contest may pertain to collecting parent surveys.
3. Ask questions below and give reward to participants to those with hand up.
Who has a photo of their grandchild?
Who is wearing diamond earrings?
Who has a mustache?
4. Pause after the second question and ask a few of the participants that did not receive a piece of candy how they are feeling.
5. When you have completed the activity, ask participants what they think this activity may have to do with collecting parent surveys? **The answer:** Sometimes programs inadvertently punish children for the actions of the parents.
6. Give everyone a piece of candy and reveal the last bullet.
7. Share that children do not have control over their families and should not be punished for parent actions.
8. Before participants begin brainstorming, remind them that strategies should not include punishing children, as they were punished previously. For example, a child gets a sticker or a prize the survey is returned.
Having a positive relationship with parents will increase the odds of parents returning a survey.
9. Give participants 10 minutes to brainstorm ways to increase Parent Survey return.

10. Tables write down one idea on an index card. They complete as many cards as they can in the allotted time.

11. At the conclusion of the brainstorming, ask each table to share out their top three ideas.

12. Ideas will be collected, compiled, and posted on the Desired Results website at the end of the month.



OPTIONS:

1. Place ideas on chart paper.
2. Place ideas on cards on wall for the whole group to see.
3. Share out ideas with the whole group while trainer charts the ideas for the group.

Exploring the Action Step Further



INTENT:

This activity is intended to give participants an opportunity to look at sample key findings and create action steps that will improve program quality.

GOAL: Participants will write an action step when provided with a key finding. They will then explore that written action step at a deeper level.

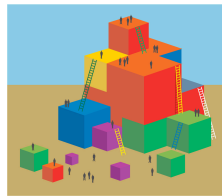


MATERIALS REQUIRED:

- PowerPoint slide
- Summary of Findings form with Key Finding



TIME: 30 minutes



ACTIVITY PROCESS:

1. For a few minutes, tables discuss the key finding and how to address it.
2. Encourage group to share key findings and record their responses on chart paper.
3. Assign one of the ideas to each table to explore in depth (One table might get newsletters, another parent education night, classroom bulletin board, etc.)
4. Through the activity they have been assigned, participants may discuss how to express to parents that their child's growth and development is being addressed.
5. If you have time ask each table to report out their ideas or share their top three ideas.



OPTIONS:

1. Each person at the table takes a different idea so that all ideas are discussed within a table group.
2. Use your own agency's key finding for the activity.

Instructions For Parent Survey Summary of Findings (CD 4003)

Complete a Parent Survey Summary of Findings (CD 4003) form, one for each contract type, and/or Family Child Care Home Education Network (FCCHEN). Contractors serving children in a FCCHEN should complete a Parent Survey Summary of Findings for the network. The CD 4003 information is used to complete the Program Self-Evaluation Annual Report.

Top Section of CD 4003 Form

- Complete the Contractor Name. Identify the Contract Type, and/or FCCHEN, and Age Group. The contract type may be California State Preschool Program (CSPP), California Center-based (CCTR), California Migrant (CMIG), or California Severely Handicapped (CHAN).
- Record the Planning Date. This is the date the first three sections of the form are completed. Identify the Lead Planner's Name and Position. This is the person completing the CD 4003 form.
- Record the Follow-up Date(s). These dates indicate when the Action Steps have been reviewed. The Follow-up Date will also indicate when reflections are recorded (see Follow-up and Reflection below).

Key Findings from Parent Surveys

- Tally and review the results of the Parent Surveys. A sample tally sheet form is available on the Desired Results Web site at http://www.desiredresults.us/form_ps.htm.
- Identify the (key findings) based on the survey results.

Action Steps

- For the key finding(s) identified as most needing improvement, develop and write attainable Action Steps to support the program in progressing from "Not Satisfied" to "Satisfied" or "Very Satisfied" and from "No" to "Yes."
- Include modifications in communication, training, instructional materials, schedules, space, and supervision, as applicable.

Expected Completion Date and Persons Responsible

- Enter the date when the Action Steps will be completed.
- Identify the key person(s) who will be responsible for each action step.

Follow-Up and Reflection

- This column will be blank when the CD 4003 form is first completed.
- Periodically review the status of all the Action Steps, completion dates, and persons responsible.
- Record modifications or changes needed to complete the Action Steps, and expected completion dates.
- Reflect on the results and record progress or changes made to the key finding(s).

Parent Survey Summary of Findings (CD 4003)

Contractor Name	Contract Type, and/or FCCHEN
Planning Date	Lead Planner's Name and Position
Follow-up Date(s)	Lead Planner's 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 Reflection (Changes made, date completed, time extended)

Child Development Progress Form - Sorting It All Out



INTENT:

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

GOAL: Participants will be able to sort statements about a child into a *Use* and *Don't Use* category and to justify how cards were sorted..

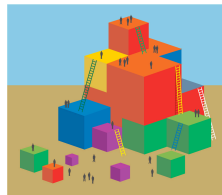


MATERIALS REQUIRED:

- PowerPoint slide
- Child's Developmental Progress Form
- Sample Child's Developmental Progress Form answer sheet
- Do's and Don'ts 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.

1. Give participants a blank child developmental progress form.
2. Hand out a series of cards that have positive and negative statements about a child named Amy.
3. Participants sort the card into two categories – positive and negative.
4. Participants justify why they put the statements where they did.
5. If someone disagrees with the answers, don't panic! Listen to his/her reasoning.
6. Debrief: What value do you see in using this activity with teaching staff?
7. Pass out the answer sheet.



OPTIONS: 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: 8 tables – Same as above. In addition, provide two large forms for posting, or combine like tables. After they finish the initial sort for discussion and comparison, post one set.

Option 3: Small group (two tables) – Each table sorts two groups of cards. As a large group, they post the cards on the large progress form and discuss and debate placement of cards.

When each group has reached a consensus, cards are posted on the large blank progress form. Give all participants time to review the completed form and make changes if needed. Encourage participants to justify why an item needs to stay or leave.

Option 4: Provide a series of statements on a worksheet and have the group rewrite them. For example, “Jose has no impulse control.” Rewrite it to read, “Jose does better when there are rules and a consistent routine.” Or, “Jose has positive social skills.” Rewrite it to read, “Jose has many friends and gets along well with most children. He is able to take turns during play and relates to adults in a positive way.”

Child's Developmental Progress

Child's Name: _____

Date of Conference: _____

Agency/Site: _____

This form describes your child's developmental progress in achieving four broad desired results 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/Guardian

Name: _____

Signature: _____

Summary of Your Child's Developmental Progress [SAMPLE]

This summary describes your child's developmental progress in achieving four broad desired results for 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:

- Amy has formed friendships with many children in the program. She is willing to listen to others during conflict and tries to provide solutions when asked. Amy has expressed concern for her friends when they are hurt or feeling sad.
- Amy spends time engaged in dramatic play. This play continues from day-to-day, repeating over many days.
- Amy has begun to express interest in attempting to write down her stories, making wavy lines across the paper to look like writing.
- She uses the climbing structure, bikes in the yard, and practices her climbing, running, jumping and galloping.

Areas your child is currently working on:

- Amy is exploring number concepts, counting and quantities to five.
- Amy spends a lot of time drawing or writing symbols for her stories. This is one of the first steps in reading and writing.
- She practices putting on her shoes and socks regularly, requesting assistance when needed.

We can help your child learn and develop by...

In the program

- Providing support to help her use letters in her writing attempts through dictation.
- Providing opportunity and materials for her to practice use of numbers and math ideas.
- Allowing Amy increased opportunity to orally share her ideas in conversation.
- Adding new materials to the outdoor environment that offer Amy more challenging experiences to further develop her motor skills.

At home

- Talk with Amy about any activities that may have happened that day.
- Read and tell stories at home, pointing out familiar words and asking questions about what you read.
- Help Amy recognize letters in her name and other familiar letters in print.
- Inform us of any progress, questions or ideas you may have regarding Amy's development.

Person Conducting the Conference	Parent/Guardian
Name:	Name:
Title:	Signature:
Signature:	

Support for Completing the DRDP® (2010) Child's Developmental Progress Form

The Child's Developmental Progress Form is used during the parent conferences to describe an individual child's development. The Child's Developmental Progress Form shares a summary of documentation and observations gathered to complete the DRDP® (2010). A new form is filled out with the completion of each DRDP® (2010) assessment cycle.

Each Child's Developmental Progress form needs to be individualized to show the growth and development of the individual child.

Filling out the form

Your child's strengths - This area should address the child's strengths in at least one area from each of the four Desired Results: personally and socially competent, effective learners, physical and motor competence, and safety and health. This information can be written as a narrative in a paragraph format or as bullets. This section should contain information about skills that are the child's strength.

Your child is currently working on - This area should address areas for growth by developmental domain. This information can be written in a narrative or bulleted format. This section should contain information about skills that the child is working on and/or for which the child is showing interest.

We can help your child learn and develop in the program by - The information in this area should support the previous section, i.e., what the child is currently working on.

You can help your child learn and develop at home by - This area should be created with the child's family. A list of home activities by content area may be helpful in providing families with activities to choose from for supporting their child's growth and development at home.

Considerations for filling out the form:

- Use language that is family friendly** – Chances are if families do not understand what is written, they will not ask. This form is not the place to use your professional vocabulary.
- Use factual and descriptive language** – When a teacher says, "Fred is a happy child," she/he is making a personal judgment. When she says, "Fred smiles throughout the day and is a sought after friend," she provides factual information and a clearer picture for families.
- Individualize form for each child** – If all of the progress forms follow the same format with the same information, a teacher may not be focusing on the individual children in his/her program.
- Use language that focuses on children's strengths** – What a child can do, instead of what he/she can't do, e.g., Amy is unable to tell us how many

seashells she counted after she counts them. This is an example that focuses on what the child can't do. Amy is practicing naming the number of objects (quantity) she has counted (e.g., Amy counts eight seashells.) When asked how many seashells she counted, she starts to count them again. This is an example that states what the child can do.

- Home activities should be doable** – Ensure families have the resources to do the activities the teacher is asking them to participate in. (See resource list for ideas.)
- See sample Child's Developmental Progress form for support**

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.

GOAL: 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.

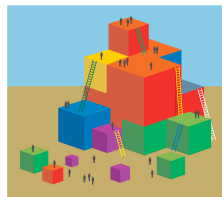


MATERIALS REQUIRED:

- 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 chart responses.
2. Cards may be any color.



Preparing for a Successful Conference

- ❖ Organize and review all assessment information for each child, including the DRDP[®], anecdotal notes, observations, portfolio, and any other assessment information.
- ❖ Complete the Child Summary sheet in understandable language (avoid educational jargon). Leave the home activities section blank so 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 distracting 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 children.
- ❖ 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 times to meet.
- ❖ For divorced or separated families – inquire 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 to 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.

Steps to Successful Conferences

Offer comfort

- Offer a cup of coffee, glass of water, or soda.
- This can be a valuable prop. When you need to slow down the conversation, pause to take a sip of coffee or water. This can give you some valuable thinking time.
- Let the parents know that you are eager and willing to learn about their child.
- Make it clear that you are inviting them to work WITH you to support their child.

State the purpose of the conference.

Share the agenda and information related to the conference.

Offer documentation such as samples from the child's portfolio (photos, work samples, anecdotes, etc.).

If there are problems, restate the problems and concerns on which both you and the parent can agree.

Decide on a follow-up if needed

- At this point you and the parent are partners trying to decide what is best for the child.

Touch base-communicate

- Ask the parent what type of communication works best for them, face to face, an email, a phone call, a note, etc.

Closure

- Shake the parent's hand and use his/her name.
- Thank the parent for coming, and remind him/her that you have another appointment.
- Remember it is impolite for you to rise while the parent is speaking. Stand up while you are talking.

Adapted from: Discipline Strategies For the Bored, Belligerent and Ballistic in Your Classroom.
Chapter 14, Painless Parent/Teacher Conferences, pp. 148-154.
Carol Fuery, Sanibel SandDollar Publications, Inc. PO Box 461, Captiva, FL. 33924, 1994.

Communication Troubleshooting



INTENT:

This 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.

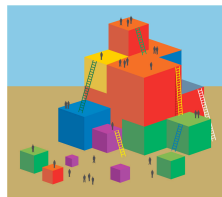


MATERIALS REQUIRED:

- PowerPoint slide
- Prewritten chart paper for recording solutions to challenges
- Signal (e.g., chime, 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. Give them four minutes for this turn.
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 group may choose one challenge and work on it the whole time.
3. Post the charts. Participants may complete a “wall walk” or one person can report out.

Administrator's Closing Reflection and Action Plan



INTENT:

This activity is intended to give participants an opportunity to reflect on how they will support teachers as well as share the content of the session.

GOAL: Participants will reflect on the session and complete an action plan to be used when they return to agency.

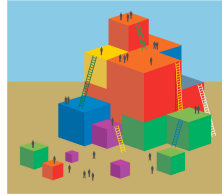


MATERIALS REQUIRED:

- PowerPoint slide
- 3-2-1 Action Plan for Administrator
- 3-2-1 Action Plan for Teachers



TIME: 10 minutes



ACTIVITY PROCESS:

1. Share slide with reflection question and let tables have a discussion.
2. Ask participants to take out and complete the 3-2-1 Action Plan.
3. This activity is to help them think about how to support their staff when they return to agency.
4. The teacher action plan can be used with their staff.
5. Share that the reason for writing an action plan is to help them when they return to agency.
6. This session will be posted on the website and can be broken into smaller chunks and shared with teachers. It doesn't all have to be done in a three-hour session.



OPTIONS:

1. Programs can develop their own action plan format.

Three, Two, One --- Action

Consider the following questions:

- What information from today's session will I share?
- In what ways will I share the information? How will I provide the resources and time teachers to read and discuss the information?
- What will I do to create opportunities for teachers to learn and reflect on new approaches, implement them, and discuss them?

The form consists of three reflection prompts, each with a blue circular header and a light blue rectangular response area.

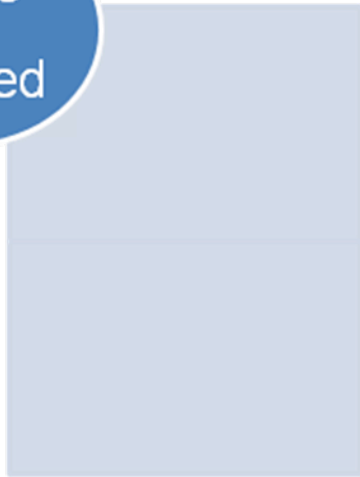
- Three Things I Will Share:** A blue circle with the text "Three Things I Will Share" is positioned to the left of a light blue rectangle. The rectangle contains three numbered lines: "1.", "2.", and "3.".
- Two Ways I Will Share:** A blue circle with the text "Two Ways I Will Share" is positioned to the left of a light blue rectangle. The rectangle contains two numbered lines: "1." and "2.".
- My First Step Will Be:** A blue circle with the text "My First Step Will Be" is positioned above a light blue rectangle.

Three, Two, One—Action

Consider the following questions:

- What did I learn from today's session?
- What will I try in my classroom?
- What will I need to do to get started?

3 things
I
learned



2
things I
will try



My first
step
will be

