

Washington State Training & Registry System (STARS)

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**Study Guide & Workbook for:
STARS 10 Hour Course**

Administration 4
“Parent Orientation”

This is an Internet class please go to the website:

www.starsclasses.com

Click on “Enter your Classroom” and choose your class. All course assignments are listed there for you to complete. For any questions, assistance, or to submit your assignments please use the e-mail address below:

Admin4@starstab.com

Information

- Read this workbook and use it as a resource. All class assignments are sent in by e-mail. Do not submit this workbook, it is yours to keep for future reference.
- All assignments for this course can be found at the class website: **www.starsclasses.com** once you are at the site click on “**Enter your Classroom**”. Choose the class; “**Administration 4**”.
- Please be sure to check out all the sites set up for this class at the “Study Links” page. You may want to bookmark these as favorites on your own computer for future use.
- When each assignment is ready to submit please e-mail it to: **admin4@starstab.com** be sure to put your name and STARS ID number on every assignment. As you finish one assignment go directly on to the next one. You will receive an automatic notice after each assignment has been submitted.
- Remember: “**No News is Good News**” as you will only be notified if your work is incorrect or incomplete. Continue on at your own pace until you have finished. You will be notified by e-mail when all assignments have been turned in.

You will need a copy of your center/home handbook and rules. Next you need to decide if you plan to hold the Parent Orientation meeting as a group meeting when school starts or privately as each child enrolls. There are as many ways to run Parent Orientations as there are Child Care Centers and Child Care Homes.

Next ask yourself a few key questions...

- 1. What do you really want parents to know?**
- 2. What daily procedures must parents understand?**
- 3. What can parents expect from you?**



Parent Orientation Outline:

- Teachers & Staff ~ introduced and jobs explained
- Communication ~ explain everything: newsletters, notes, bulletin boards, phone calls, e-mails, and more. What will you use?
- Volunteers ~ Who can, how to, & duties.
- Clothes ~ explain appropriate garment to be worn, extra items needed, & laundry process for wet/dirty/soiled items.
- Absences ~ how are missed days counted.
- Toys & Personal items ~ what can be brought in and what should not.

What We Know About Parent Involvement: Here is the Research

Parent involvement with young children has deep and long-term effects on children's learning. Parent-child interaction, parental responsiveness, literacy events within routine parent-child interaction as well as parent's beliefs about their own children's capacities are all central to understanding how parents approach school readiness.

Research shows that when parents are involved with schooling in positive ways, positive results occur. Attendance and achievement improve and parents and students develop better attitudes toward school. For example:

1. Children who have parents' involvement in their learning show better grades, test scores, long-term academic achievement attitudes and behavior than those with uninvolved parents (Anne Henderson, 1988)
2. Longitudinal research supports a direct linkage between home environment in the early years of a child's life and subsequent performance in school (Caldwell, Hess 1984)
3. Reading gains were made when parents listened to their children read on a daily basis (James Cummins, 1986).
4. Home and school institutes concluded that parent tutoring brought improvement to a wide variety of students (Dorothy Rich, 1985).
5. When teachers involved parents in home-learning activities with their children, both the children and parents benefited. Parents learn how to teach their own children. The children's skills increase and the children are motivated by the parents' interest in their program (Bloom).
6. Four decades of research establish a link between parent-child interactions and a young child's reading skills (Milner).
7. Children's intellectual performance is improved when mother's hold accurate assessment of their child's intellectual abilities (Miller, 1988).



Parent Involvement shows Positive Results!

Public-private partnerships for child care share the common goal of school readiness for children. The involvement of parents in children's learning shows excellent longitudinal gains for children.

Parents are their children's first and most influential teachers regarding the value of learning, good learning habits and respect for the educational process. Parents need to know how their children are doing in preschool in order to best support early learning at home. Concurrently, early care and education providers need to know how the parents observe the child at home and in the community to best help the children in preschool.

Schools and communities gain when they support one another's aims. A growing body of research suggests that when parents are involved in their children's learning, the children do better and the educational institutions also improve. Children who have parents' involvement in their learning show better grades, test scores, long-term academic achievement attitudes and behavior than those with uninvolved parents. Parent community involvement is an unfulfilled resource that has the potential to influence the lifelong learning of the child (Anne T. Henderson, 1988).

The challenge for educators is to provide the leadership needed to bring the home, child care facility and community together in meaningful ways to promote school readiness and school success for children. Many parents are distanced from the educational environment and the majority of educators do not know how to work well with parents. Children grow in a web of institutions: family, neighborhood, schools, church, social and health agencies that service children, local government and private employers. The interest of the child is best served when all parts of the system collaborate to support the needs of the child.



There are five types of family and community involvement for Child Care Providers to develop which include:

1. Parenting

Help parents establish environments at home that support learning;

2. Communication

Design more effective forms of communication to reach parents;

3. Volunteering

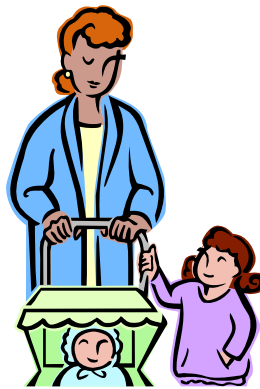
Recruit and organize parent help and support;

4. Learning at Home

Provide ideas to parents on how to help children at home;

5. Representing Other Parents

Recruit and train parent leaders to enhance parent participation in children's learning.



Parent Involvement helps children learn. Children show:

- higher achievement in reading
- higher grades and test scores
- better attendance and more homework done
- fewer placements in special education
- positive attitudes and behavior
- higher graduation rates
- greater enrollment in postsecondary education

Parent Involvement helps parents:

- Have more confidence in the school environment;
- Teachers have higher opinions of parents and higher expectations of their children, too;
- There is a greater likelihood that parents will enroll in continuing education to advance their own schooling;
- Increases a parent's ability to construct a healthy home learning environment for children.

Parent Involvement helps schools and communities:

- Improves teacher morale;
- Offers teachers higher ratings by parents;
- Helps develop better instructional strategies for use in classroom lessons;
- Insures there will be more support from parents
- Insures there will be higher student achievement

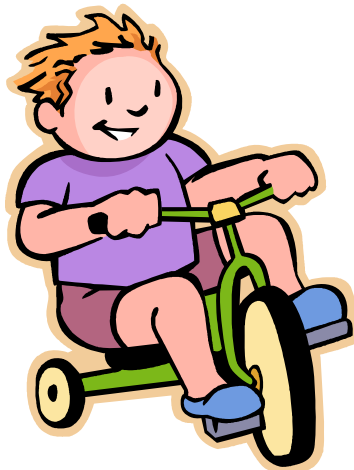
Key Tenets in School – Parent Partnerships:

- The family provides the child’s primary educational environment.
- Involving parents in their children’s formal education improves student achievement. Parents do not have to be well-educated to help.
- Parent involvement is most effective when it is comprehensive, long-lasting and well-planned.
- The benefits are not confined to early childhood or the elementary level; there are strong effects from involving parents continuously throughout high school.
- Involving parents in their own children’s education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the school.
- The school and home can not be isolated from each other. We must see how they interconnect with each other and with the world at large.

Values & Premises

A certain set of assumptions are necessary in developing substantive parent involvement in children’s learning.

1. The education of children requires a joint effort of the home, the school and the community.
2. Learning environments are places where parents, teachers and the community can be actively involved in collaborative efforts supporting maximum learning for children.
3. Educators can create conditions that facilitate effective involvement by parents and community.
4. Positive home-school-community relations are viable components of effective learning.



Successful parent involvement assumes that Child Care Providers adopt new beliefs and premises:

- All families have strengths. Schools should emphasize them and let parents know these strengths are valued;
- Almost all parents really care about their children; some do not know how to help them with their education;
- All parents can learn new techniques;
- Cultural differences are valid, valuable, and offer a vitality to schools;
- Increasing types of family exist and function well for children. Successful schools involve stepparents, grandparents and provide family support when family resources are limited;
- All individuals and families need to feel empowered, especially families who often feel powerless. Successful programs ask parents what they would be interested in doing and work with *their* agendas first.



Sample Parent Questions: These can be asked at the Orientation. Either have parents write out the answers on a paper or provide them with a question list.

- 1. What are your hopes & dreams for your child?**
- 2. What would you like everyone to know about your child?**
- 3. What are your expectations of your child?**
- 4. How do you learn best? Visual, hands-on, etc.**
- 5. How does your child learn best?**
- 6. What does your child really love to do?**



These questions are wonderful lead-ins to mini-sessions on many different topics. An educational session can be included in the parent orientation or held off for a future parent meeting:

- Age appropriate**
- Brain development**
- Learning styles**
- Gender differences**
- And many more topics of interest...**