

Fall 2006

A Handbook of Strategic Parental Involvement Practices for Dual Language Teachers and Administrators

Leslie Nadine Hartley Holmes

Follow this and additional works at: https://digitalcommons.cwu.edu/graduate_projects



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), and the [Educational Administration and Supervision Commons](#)

PASSPORT TO SUCCESS:
A HANDBOOK OF STRATEGIC PARENTAL INVOLVEMENT PRACTICES FOR
DUAL LANGUAGE TEACHERS AND ADMINISTRATORS

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
Of the Requirements for the Degree
Master of Education
Master Teacher

By
Leslie Nadine Hartley

November, 2006

EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY

ABSTRACT

PASSPORT TO SUCCESS:
A HANDBOOK OF STRATEGIC PARENTAL INVOLVEMENT PRACTICES FOR
DUAL LANGUAGE TEACHERS AND ADMINISTRATORS

By

Leslie Nadine Hartley

November 2, 2006

A handbook of strategic parental involvement practices has been developed to aid dual language teachers and administrators in developing a plan to incorporate parents into the school setting. The handbook is based on Lindholm-Leary's *Guiding Principles for Dual Language Education* (2005), and consists of three main strategies in the areas of establishing and maintaining positive relations with families and the community, parent education and support services for parents, and involving parents and the community as strategic partners. Among the three main strategies there are subsequent strategic practices in the areas of communication, parent education and relationships with the community. Each strategic practice is accompanied with research that supports the strategic practices as well as a plan for action or ideas on implementing the strategic practice in a school setting. Current literature and research regarding the topics of parental involvement and dual language education were explored prior to the creation of the handbook.

CHAPTER ONE
BACKGROUND OF THE PROJECT

INTRODUCTION

The American classroom is becoming more multiethnic, multiracial, and multilingual at all levels. Due to the growing population of English Language Learners within the American school system, various types of bilingual program models have been developed to meet the needs of language minority students (Crandall, 1992; 1994). Bilingual education is not new, but has been a feature of both public and private schooling throughout the nation's history (Castellanos, 1983, as cited in Escamilla, 1989). There are many different models of bilingual education implemented in schools to assist language minority students.

One of such programs, a dual language program, is intended to help English learners acquire English as well as maintain their home language. Dual language or two-way programs, which are rapidly growing in the U.S., include language minority and language majority students and provide instruction in and through two languages (Christian, 1994). English speakers and language minority students are in the same classroom learning all grade-level skills in both languages. This type of program provides instruction in both English and a second language, while valuing what each child contributes to the learning process (Romero, 1999). Spanish is presently the most common home language represented in two-way programs (Valverde & Armendáriz, 1999) however, Russian, Cantonese, Japanese and other languages are also seen in two-way programs (Christian, 1994). As Christian notes, "Two-way programs typically share the goals of bilingual proficiency,

academic achievement, and positive cross-cultural attitudes and behaviors, but they vary a good deal in the approaches and strategies they use to work toward those goals” (1994, p.1). The typical two-way program emphasizes language, academic and social development and positive attitudes towards both cultures (Valverde & Armendáriz, 1999).

PURPOSE OF THE PROJECT

The primary purpose of this project focuses on the parental involvement aspect within a dual language program. As Lindholm-Leary (2001) cites: “Because dual language education places high demand on teachers and students, parents play a critical role in assisting and supporting the teaching and learning that goes on in school and continues at home” (in Soltero, 2004, p.89). This project investigates what parent involvement may include, how educators can effectively utilize parents, and what schools can offer to parents to ensure the academic success of their child. *The Guiding Principles for Dual Language Education* presented by Lindholm-Leary, Howard, Sugarman, Christian, and Rogers (2005) is the main focus of the project, specifically the guiding principles regarding family and community. Based on these principles, strategic practices for involving parents are identified with examples of how to implement these practices within a parent involvement program. The strategic practices will assist staff within a dual language school involve parents in the program as well as help staff evaluate their parent involvement program, allowing for changes to be made as needed. The ending result of this project consists of a guide for staff members on what parental involvement might look like and how they can involve parents in the dual language school setting. By creating a parental involvement guide, it is hoped that more parents will become active in their child’s education.

SIGNIFICANCE OF THE PROBLEM

There is limited research on parent involvement within a dual language program. While it is agreed that parents are crucial to the dual language program, there is no research supporting *why* they are crucial or *how* to get more parents involved. Parent involvement is necessary in order for parents to advocate for their children (Pena, 1998). It is suggested that parental involvement reduces the “resentment, apathy and alienation” that occurs when parents are isolated from the school (Delgado-Gaitan, 1991, as cited in Pena, 1998, p.21). While parents may want to become involved, often they face barriers. These barriers range from linguistic, occupational and childcare issues to an intimidating educational system and the perception they are unwanted in the schools (Brilliant, 2001). Nieto (2000) emphasizes, “Educators must be cautious of the traditional definitions of the parental involvement and assumptions that are implicit for students and families from linguistically and culturally diverse backgrounds (as cited in Soltero, 2004, p. 27). Schools need to incorporate various ways for parents to be involved in their child’s education.

ORGANIZATION OF THE PROJECT

This study is organized into five chapters. The first chapter contains an introduction to the problem, the purpose of the project, the significance of the problem and the organization of the project. Chapter Two contains a review of literature. A description of the procedures used in the study is detailed in Chapter Three. The project itself is located in Chapter Four, and in Chapter Five, the results, summary, conclusions and any recommendations can be found.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

As teachers teach an increasing number of diverse students each year, they need to learn who is in their classrooms, how such students are performing, how they can teach culturally and linguistically diverse students more efficiently and ways they can include the families of their students in their students' learning. This review of literature examines who we are teaching, and how such students are doing compared to other students. Bilingual education, how it has evolved and the most effective models of bilingual education is reviewed. The aspect of parental involvement will be discussed, including what parental involvement looks like, the benefits of parental involvement, who is generally involved in the schools, the barriers that exist, as well as what schools can do to involve more parents in the educational experience.

Who Are Our Students?

Classrooms are becoming more linguistically and culturally diverse each year as more and more immigrants arrive. The majority of immigrants who are entering the United States are from Latin America, which includes the Caribbean, Central America and South America. Based on a report by the U.S. Census Bureau (2004) of the foreign born population in the United States in 2003, 53.3 % of these individuals were from Latin America. Many immigrants who come to the United States are between the ages of 18-64. There is only a small percentage of foreign born children between the ages of 0-18, as children between

these ages are usually born in the United States, making them native born citizens. Those children who enter the United States often enter with their families. According to the U.S. Census Bureau (2004) 25 % of foreign born individuals have a family household size of 5 or more persons.

A large portion of the U.S. school population consists of language minority students. In fact, the number of children from families in which English is not the first language is increasing in size each year within schools located across the United States. This statistic does not include only those schools located close to the U.S.-Mexican border (Palacino, 2004). It is suggested that by the year 2020, 50% of school-aged children will be of non-European background, and by the year 2030, language minority students will make up 40% of the population of school aged children (Thomas & Collier, 1997). These students along with African American children will be the majority of the school age population. According to a study conducted by the Department of Education in 2000, there were approximately three million English Language Learners (ELL) students enrolled in schools around the U.S. Over half of that population was located in the western region of the United States (National Center for Educational Statistics, 2004).

In Washington schools alone, 69,323, students were identified as Limited English Proficient (LEP) during the 2003-2004 school year. The number of Limited English Proficient students in Washington has increased by 126.3% since 1993 (US Department of Education, 2004). According to the Office of Superintendent of Public Instruction (OSPI) in 2004, 12.9% of the students in Washington State were Hispanic students as the second largest ethnic group of students in the state after European-American students. The state

served 7.1% of these ELL students in some type of a transitional bilingual program (OSPI, 2006).

The Achievement Gap

These statistics are significant due to the achievement gap. The National Governor's Association Center for Best Practices (2006) defines the achievement gap as "a matter of race and class. Across the U.S., a gap in academic achievement persists between minority and disadvantaged students and their White counterparts." The comparison of academic performance on standardized tests among African American, Hispanic, and European-American students is the most common method of measuring the achievement gap.

A rather large gap exists between the achievement of Hispanic and European-American students. Hispanic students have consistently scored low on Washington State's standardized test known as the Washington Assessment of Student Learning (WASL). In 2004, Hispanic students scored the lowest on all three parts of the WASL including reading, writing and math. The low scores were consistent across the fourth, seventh, and tenth grades. Among the students who scored low, the lowest percentages came from those students with limited English proficiency (OSPI, 2006).

As a nation, the results are similar. A study of long term trends in reading and math by the National Assessment of Educational Progress (NAEP, 2005), shows the gap between European-American and Hispanic students nine year olds, is slowly closing in reading and math. In 2004, the gap in reading achievement was only 21 points, showing a 13 point improvement from 1975. While this gap seems smaller, the achievement gaps of Hispanic and European-American 13 and 17 year olds are slightly larger. The reading gap of 13 year olds is 24 points and the achievement gap of 17 year old students is 29 points.

The math trends are very similar. The gap is closer between 9 years old with an 18 point difference. This discrepancy broadens as the students are older. There is a 23 point difference between 13 year olds and a 24 point difference between 17 year olds. These trends show the achievement gap slowly closing, however, an achievement gap is still very evident.

Table 1

Assessment	White 9 yr. olds	Hispanic 9 yr. olds	White 13 yr. olds	Hispanic 13 yr. olds	White 17 yr. olds	Hispanic 17 yr. olds
1975 Reading	217	183	262	232	293	252
2004 Reading	226	205	266	242	293	264
1975 Math	N/A	N/A	N/A	N/A	N/A	N/A
2004 Math	247	230	288	265	313	289

There are many reasons why the achievement gap exists in our education system. The Center of Education Policy (Kober, 2001) explains that the achievement gap is present before children even enter school, and that there is not one explanation for the achievement gap. A variety of home, school and community factors seem to contribute to the gap. Some schools contributions to the achievement gap include (a) low expectations, (b) watered down curriculum, (c) less-qualified and/or inexperienced teachers, (d) high populations of low income and/or minority students, and (e) student performance anxiety among other factors. Some community factors include (a) limited learning support in homes, (b) lack of parent education, and (c) the effects of poverty. In order to close the achievement gap, “it will require bold, comprehensive and long term strategies” (Kober, 2001 p.5).

Closing the Achievement Gap

Strategies for school and home are suggested for closing the achievement gap. Schools need to have challenging curriculum, high expectations, opportunities for extended education such as after-school programs, a school climate conducive to learning and achieving, reduced class sizes, and improvements in teacher preparation and professional development. It is suggested that parents or families of students improve social conditions, participate in parent education and involvement, engage in community learning opportunities, hold high expectations for their children, and provide a supportive and motivating culture at home (Kober, 2001; Schwartz, 2001).

Teaching English Language Learners

These strategies are extremely beneficial for the general population of students. How should educators address the needs of students who are monolingual or are beginning to acquire the English language? Due to the growing population of English learners within the American school system, various types of bilingual program models have been developed to meet the needs of language minority students (Crandall, 1994).

Bilingual education has been practiced in numerous countries and for hundreds of years (Castellanos, 1983, as cited in Escamilla, 1989). These scholars note that bilingual education has been a feature of both public and private schooling throughout the nation's history. Bilingual education can be defined as using two languages in school. These languages may be used by the students, teachers or both (National Association of Bilingual Education, 2004). This type of education comes in various forms which generally have similar goals. The goals of bilingual education include (a) teaching English, (b) fostering academic achievement, (c) acculturating new immigrants to a society, (d) preserving a

groups' cultural and linguistic heritage, and (e) enabling English speakers to learn a new language (NABE, 2004).

In 1968 the Bilingual Education Act, also known as Title VII, was created to help states and school districts develop quality education programs for students who were acquiring the English language. These students were designated the title of Limited English Proficient (LEP) students. The purpose of these programs was to accelerate the academic achievement of LEP students and to hold LEP students to high standards (Montecel & Cortez, 2002). The five most common bilingual program designs are (a) pull-out, (b) structured immersion, (c) transitional, (d) maintenance, and (e) dual language (Crawford, 2004). The first three programs are considered less effective as they promote subtractive bilingualism, whereas, the last two are more highly recommended as they foster additive bilingualism (Valverde & Armendariz, 1999).

ESL Pull Out Programs

English as a Second Language (ESL) programs, as opposed to bilingual programs, are typically used in school districts where the minority language population is very diverse and represents many different languages. These language minority students usually meet in the same class where the instructional focus is on English and the teacher does not know the home language of their students. Currently, the most commonly used ESL model is the ESL pull-out model (Palacino, 1994). According to Palacino (1994) a pull-out program is broadly categorized as a stand alone ESL program. The focus of this program is primarily on learning the English language to communicate, rather than leaning the academic language. ESL pull-out programs are generally used in elementary schools. Students spend most of their day in a mainstream classroom, but are pulled out for a portion of their day to receive

instruction in English as a second language (Rennie, 1993). There are many weaknesses to this type of instruction. A major weakness is time. Students who are participants in pull-out programs spend less time learning English, and in turn, take much longer to acquire the language. Students are also pulled out of their classroom, which causes them to fall behind in their studies. Other weaknesses include expenses, labels, and a psychological dimension (Valverde & Armendariz, 1999). ESL pull-out programs generally cost more as a separate teacher is needed to pull students out of their home classrooms. ESL students are often labeled by teachers and other students which often results in teachers and peers viewing ESL students as exhibiting a deficit in some area. Students can develop low self esteem as they are constantly pulled out of their general classroom to receive special instruction. They often begin to disassociate themselves with their cultural identity and native language. This type of instruction may meet the varied needs of the students, but may not result in cognitive development for all children. For these reasons, a pull-out program is not considered a true bilingual program (Valverde & Armendariz, 1999).

Structured Immersion

Another program design used to assist students to acquire English is the structured immersion design. In this type of program, the teacher instructs only in English but accepts responses from students that are delivered in their native language (Valverde & Armendariz, 1999). Academic lessons are delivered in a more comprehensible form of instruction. Depending on the teacher's second language ability, educators may use their second language to present a lesson or to respond to students. These elicitation provide more effective instruction and a deeper understanding for the students that isn't always seen in the classroom. Structured immersion programs allow students to use their native language

within the classroom, allowing the students to thrive socially and academically. By allowing the native language to be used in the classroom, a greater understanding as well as a trusting relationship exists between student and instructor, often benefiting the student's self-esteem and sense of identity (Valverde & Armendariz, 1999). While there are positives to this program design, there are also weaknesses such as purpose, minimalism, and instructors (Valverde & Armendariz, 1999). In structured immersion programs, the student's native language is not incorporated enough to make an impact. The program lacks goals for the development of the child's home language. In many cases, students do not receive a high quality education, as many structured immersion programs do not take advantage of hiring bilingual teachers or teachers who are trained in bilingual education.

Bilingual Programs

While ESL and structured immersion programs focus primarily on English, another type of program model exists which is intended to help English learners acquire English, while maintaining their home language. This model is known as the bilingual program. Bilingual programs are located in schools or districts with a large number of students from the same language background (Rennie, 1994). All bilingual programs use the students' home language and English for instruction. A primary goal of bilingual education is for students to learn English. ESL instruction is an essential element, as it keeps the student in the mainstream classroom to receive instruction (Krashen, 1996). Bilingual programs are mainly classified as early exit or late exit models. They are also known as transitional bilingual education programs, maintenance bilingual programs, or dual language/ two-way programs.

Early Exit Programs

Early exit programs use the student's primary language and English for instruction. The purpose of this type of program is to help the students acquire enough English to be prepared for a mainstream classroom. The student's primary language is initially used for instruction in the content areas, and the introduction of reading. Such native language instruction is rapidly phased out, mainstreaming students in an English only classroom by the end of first or second grade (Rennie, 1993). Due to such an early exit, biliteracy is rarely reached and many times students replace their native language with English (Rennie, 1993; Krashen, 1996; Crawford, 2004).

Late Exit Programs

Late exit programs differ in the amount of time and duration that "English is used for instruction as well as the length of time students are to participate in each program" (Ramirez, Yuen, & Ramey, 1991, p. 2). Students remain in late exit programs longer, usually through elementary school and their native language is used for instruction at least 40% of the time. Native language instruction occurs after the child is classified as "English proficient" (Rennie, 1993). While transitional bilingual programs incorporate the student's native language and provide English language instruction, late exit classrooms do not split the use of the two languages evenly in instruction, resulting in the child not becoming proficient in both languages. Most transitional programs lack state certified bilingual teachers, but hire teachers who speak two languages. Many times the teacher's proficiency varies in both languages which can weaken the program. Not only do these programs lack qualified teachers, but they also lack bilingual resources (Valverde & Armendàriz, 1999).

Dual Language Programs

Dual language or two-way programs have been available and used in the United States since the birth of the nation (Lessow-Hurley, 2005). According to Lessow-Hurley (2005) dual language instruction was offered during the nineteenth century in more than a dozen states as well as in various languages including German, Italian, and Dutch. This scholar also explains that immigrants and Native Americans both instructed their children in two languages. Dual language programs can be described as programs that integrate English learners with English speakers, for instruction in two languages. Soltero (2004) defines dual language as:

a long term additive bilingual and bicultural program model that consistently uses two languages for instruction, learning and communication, with a balanced number of students from two language groups who are integrated for instruction for all or at least half of the school day in the pursuit of bilingual, biliterate, academic, and cross cultural competencies. (p. 2)

Two-way bilingual programs are viewed as language additive or language enrichment programs since students are acquiring their second language while maintaining their first language (Cloud, Genesee, & Hamayan, 2000). This type of program provides instruction in both English and a second language, while valuing the home language each child contributes to the learning process (Romero, 1999).

Spanish is presently the most common home language represented in two-way programs (Valverde & Armendáriz, 1999), however, Russian, Cantonese, Japanese, and other languages seen in two-way programs across the country (Christian, 1994).

There are many benefits of being in a dual language or two-way program. One benefit is the opportunity to be educated in two languages, rather than just one language. Calderon and Minaya-Rowe (2003) explain that students who are in dual language programs are often capable of problem solving and are creative. They are able to communicate with members of other cultural groups. There are many economic benefits for individuals who are bilingual and biliterate (Calderon & Minaya-Rowe, 2003). These are just a few examples of the benefits from participating in a dual language program.

There are four common goals of dual language programs. These goals are (a) all students will develop a high level of proficiency in their native language in reading, writing, speaking, and listening, (b) all students will develop a high level of proficiency in their second language, (c) all students will perform academically at or above grade level in all subjects and will be held accountable for the same standards as the other students within the same school and district, and (d) all students will demonstrate positive cross-cultural attitudes and behaviors. (Howard, Sugarman & Christan, 2003, p. 3).

While dual language programs embrace the same goals, they must also contain these critical components in order to be executed successfully (a) student participation for at least six years, (b) a balanced ratio of native/non-native speakers, (c) a separation of languages for instructional purposes, (d) the use of the same core curriculum as students in other programs, (e) parents with a positive and strong relationship with the program, (f) effective leadership and support by administrators, (g) a positive school environment composed of an additive bilingual environment, and (h) highly qualified personnel and staff training (Thomas and Collier, 1997; Lindholm-Leary, 2001, as cited in Lara-Alecio, Galloway, Irby, Rodriguez, & Gomez, 2004; Christian, 1994 as cited in Romero, 1999).

Although dual language programs embody similar goals and must have the critical components in order to be successful, the models and strategies used to implement the program vary a great deal.

Dual language models.

There are two main program designs or models in dual language programs (Lindholm-Leary, 2005). The first model is the 90:10 model. In a 90:10 model, 90% of the kindergarten day is instructed in the target language while the other 10% of the day is taught in English. All content is instructed in the target language and time in English is used to develop oral language proficiency and pre-literacy skills. Reading begins in the target language for all students. In first grade the model moves to an 80:20 model where 80% of the day is taught in the target language and 20% of the day is taught in English. By fifth grade, the model adjusts to a 50:50 model where 50% of the day is taught in the target language and the other 50% is taught in English (Lindholm-Leary, 2005).

In a 50:50 model, students receive 50% of the instruction in the target language and the other 50% in English for all grades beginning in kindergarten. Separation and distribution of the languages varies from half a day for each language to alternating days for each language to alternating weeks. While there is not a lot of research on the distribution of literacy instruction for each language, Lindholm-Leary (2005) has identified two models of literacy instruction in 50:50 models. There is the 50:50 successive model in which students first learn to read in their native language and then add their second language at second or third grade. In the 50:50 Simultaneous model, students learn to read in both languages at the same time. Regardless of the model used, students in dual language programs demonstrate

positive attitudes and score at or above students in other bilingual programs than those who are not in a bilingual program (Lindholm-Leary, 2005; Calderon & Minaya-Rowe, 2003).

Effects of dual language.

Studies have shown that dual language programs are the most effective in educating English language learners. As it is stated in an ERIC document: "Various reports and statistics reveal that the two-way approach is effective not only in the teaching of two languages to both language groups but also in the development of academic excellence," (1994, p. 3). Thomas and Collier (1997) concluded that schooling a child through two languages rather than a second language is more effective and enables the child to reach grade level performance in 4-7 years. Two-way programs are established by research as being additive and effective when properly implemented. Research supports the implementation of two-way bilingual programs in schools and has listed this type of bilingual education as the "most effective" approach to educating second language learners when all necessary elements are in place (Thomas & Collier, 1997). When educating a child who is learning two languages, dual language or two way programs produce the best results of educating a child to become bilingual, biliterate and bicultural while closing the achievement gap.

Parental involvement in dual language.

One of the critical components of a successful dual language program is family and community involvement (Lindholm-Leary, 2005). Parents are very important to dual language programs as supporters of their child and as advocates of the program. Soltero (2004) states that in order for dual language programs to work at their "highest potential"

parental involvement must be viewed by both families and schools as one of the most fundamental components of implementation.

Parental Involvement

Parental involvement embodies a vast amount of definitions. Parental involvement is defined by Ascher (1987) as a range of activities from promoting and valuing education in the home to participating as a decision and policy maker of school policy, curriculum, and instructional issues. Calderon and Minaya-Rowe (2003) define parental involvement as any variety of activities that enable parents to participate in the educational process at home or at school. Such activities include, but are not limited to, the exchange of information, decision making, volunteering at school, and child and school advocacy. In *A New Wave of Evidence*, Henderson and Mapp (2002) identify six types of parental involvement. These six types of parental involvement include (a) parenting such as supervising, limiting television and expressing expectations, (b) communicating with children and school personnel, (c) supporting the school by attending school events and volunteering, (d) engaging in learning at home, or participating in activities such as dance or other academic lessons, (e) decision making such as taking part in a parental organization at school, and (f) collaborating with the community such as taking advantage of the community museum or community groups. In the case of parental involvement within a dual language program the interaction of parents from both language groups is especially desired.

What the Research on Parental Involvement Says

Research has shown that increased parental involvement leads to student achievement. The more a parent is involved, the better a child does academically. Research also states that the earlier the parent becomes involved in their child's educational process,

the stronger the effects are on their child's academic success (Cotton & Wikelund, 1989). There are other benefits to parents being involved in their child's education other than academic achievement. These benefits include (a) higher grade point averages and better grades, (b) enrollment in more challenging programs, (c) better attendance, (d) improved behavior at home and at school, and (d) better social skills and adaptation to school (Henderson & Mapp, 2002, p. 7). Parents also have a vital role in the language development and positive attitudes about acquiring a new language of their children (Soltero, 2004). The role that parents play in their child's education is crucial to their child's success.

Who Is Traditionally Involved At School

Traditionally, European-American parents have been involved in the classroom or at the Parent Teacher Association (P.T.A) meetings. Minority parental involvement has decreased in the past 15 years. The lack of parental involvement from minority parents, especially Hispanic parents is often seen as a lack of interest by teachers and school staff (Tinkler, 2002). This alleged lack of interest is a misinterpretation as Latino parents care very much about their child's education and carry high expectations for their child (Tinkler, 2002).

Barriers to Parental Involvement

While Hispanic parents want to be involved in their child's school, many barriers exist that prevent them from attending school events. Time presents a challenge as many parents have to work and are unable to come to school during the day. Often parents work many miles away from the school, making it difficult to come to school. Loss of wages is another barrier. Safety can be a concern for those parents who have children that attend inner city schools. Lack of child care of younger siblings is also an obstacle. If a school does not

meetings and school functions are very powerful means to obtain more participation from Hispanic parents (Inger, 1992; Sosa, 1997). Within a dual language setting, it is suggested that parental involvement be promoted and maintained from grades K-12. Parents should be provided with detailed strategies of parental involvement activities at home for all grade levels in both language and content areas. All families need to be included. Teachers and school staff need to use research to continuously improve their dual language parental involvement program. Goals for parental involvement programs can be identified. The selection of materials for home use can be clarified to match the goals of the program. A two-way communication process between home and school must be implemented. Follow up and evaluation activities should be utilized to determine the strengths and weaknesses of the program (Calderon & Minaya-Rowe, 2003). If schools want to increase their parental involvement, they need to take a look at the barriers that parents face and devise strategies that allow parents to easily become involved.

Summary

We live in a diverse world and teach a diverse population of students. It is projected that by the year 2030 language minority students will be the majority of children in U.S. schools (Thomas & Collier, 1997). With so many English learners, changes need to be made in how we educate culturally and linguistically diverse students. Traditional ESL pull out programs are seen as a disadvantage for ELL students. Thomas and Collier (1997) categorize ESL pull out programs as the least effective type of programs for English language learners. Bilingual programs are intended for the student to acquire English while maintaining their native language. Among the various bilingual programs, the dual language or two way model has been proven to be the most effective for second language students.

Dual language programs have grown each year. According to the Center for Applied Linguistics (CAL) in 2001, there were 260 dual language programs reported in 23 states (Calderon & Minaya-Rowe, 2003). These programs utilize two languages for instruction. Languages of instruction are distributed evenly, as the classroom is composed of a 50:50 mix of 50% native English speakers and 50 % English learners. While dual language programs may vary in the model of instruction that they use, these models share the same goals and critical components for success. One critical component is family and community involvement (Lindholm-Leary, 2005).

Parent involvement is directly correlated to the success a child has in school (Henderson & Mapp, 2002). While parental involvement is optimal and desired by schools, it is not always an option for parents as barriers exist between families and institutions. Work schedules, communication, child care, and time limitations often prevent parents from being more involved in their children's schools. When creating a parental involvement plan, schools need to take such barriers into consideration and create opportunities for involvement more accessible to parents.

CHAPTER THREE

PROCEDURES

The purpose of this project was to develop a handbook of strategic parental involvement practices for dual language teachers and administrators who are interested in implementing a parental involvement program. The author became especially interested in this project while teaching in a dual language program in Central Washington. As a dual language teacher, the author was interested in involving parents in the dual language program at her school. A review of research and literature related to dual language education and parental involvement was conducted. A survey of parents of the students enrolled in the dual language program at the author's school was also conducted. The author gathered information such as what parents were interested in concerning parental involvement. After surveying parents and reviewing research, a handbook of strategic parental involvement strategies was developed.

After a considerable amount of research, the author found research on parental involvement, as well as on dual language education, but found very little research on parental involvement within a dual language program. The author found the document *Guiding Principles for Dual Language Education* (Lindholm-Leary et. al., 2005) to be especially helpful as it outlined the principles of parental involvement within a dual language school. While the document was helpful, it was also very abstract. The author used this document as the framework of the handbook, expanding each strategic practice with research and an action plan for each strategic practice, or ideas on how to implement the practice into a parental involvement program.

The handbook of strategic parental involvement practices can be found in Chapter Four, and recommendations for using the handbook to develop a parental involvement program can be found in Chapter Five.

CHAPTER FOUR

THE PROJECT

The author, using the related literature developed a handbook of strategic parental involvement strategies to be used in a dual language school. The handbook consists of three main strategies: establishing and maintaining positive relations with families and the community, parent education and support services for parents, and involving parents and the community as strategic partners. Among these strategies, subsequent strategic practices are explained and accompanied with an action plan or ideas for implementation. The completed handbook can be found in this chapter.

Passport to Success:
A Handbook of Strategic Parent Involvement Practices
for Dual Language Teachers and Administrators

Created by:

Leslie N. Hartley

I dedicate this handbook to my patient husband who has stuck by me during these past two years while I have been working hard on my Master's degree, and to the dedicated Dual Language staff members that I have been blessed to work with during the past four years. Thank you for all of your support, guidance and knowledge!

TABLE OF CONTENTS

Introduction	1
What is Parental Involvement?	1
Research and Parental Involvement	2
What Schools can do to Help	3
Parental Involvement Standards	4
Purpose and Format of the Handbook	6
Strategic Practice #1: Positive On-Going Relations	7
Strategic Practice #1A: Family Liaison Associated with the Program	8
Strategic Practice #1B: Bilingual Proficiency and Cultural Awareness in the Office	11
Strategic Practice #1C: Staff Development	14
Strategic Practice #2: Parent Education and Support Services	18
Strategic Practice #2A: Parent Education about the Program	19
Strategic Practice #2B: Meeting Parents' Needs for Supporting Child's Education	23
Strategic Practice #2C: Activities to Promote Cross-Cultural Awareness	27
Strategic Practice #2D: Communication with Parents	30
Strategic Practice #2E: Many Levels of Participation	64
Strategic Practice #3: Involving Parents and Community Members as Partners	67
Strategic Practice #3A: Establishing and Advisory Structure for Input	68
Strategic Practice #3B: Taking Advantage of Community Language Resources	71
Assessment of Strategic Practices	75
Conclusion	76
Appendix and Resources	79
References	110

Introduction

Parent involvement is a crucial component of a successful dual language program as parents often play a critical role in establishing and maintaining dual language programs. According to Sonia Soltero (2004), “for dual language programs to work at their highest potential, parent involvement must be viewed by both the families and schools as one of the most fundamental components of implementation.” If parents are well informed about the program, understand the goals of the program, and understand their role in their child’s education as well as the program, they often become advocates for the program and are the program’s best supporters.

What is Parental Involvement?

Dual language schools need to include their parents from the beginning. Parents need to be informed of the structure and the goals of the program and what role they play in their child’s education (Cloud, Genesee, & Hamayan, 2000). Schools need to be specific in informing parents of what they perceive as parent involvement. Parental involvement can range from parent support of school policies reinforced at home to attending school functions to volunteering to becoming part of a decision making team at school (Calderon & Rowe, 2003; Soltero, 2004). . In *A New Wave of Evidence*, Henderson and Mapp (2002), identify six types of parental involvement. These six types of parental involvement are; parenting such as supervising your child, limiting television and expressing expectations for your child; communicating with your child and your child’s school; supporting the school by attending

school events and volunteering, learning at home by providing lessons at home, or outside of school such as dance or other academic lessons; decision making such as taking part of a parental organization at school; and collaborating with the community such as taking advantage of the community museum or community groups. Within a dual language setting, the collaboration and interaction of parents from both language groups is also highly recommended. It is suggested that schools take into account the various forms of parental involvement, and educate their parents on how they can become involved in their child's education.

Research and Parental Involvement

Research has shown that increased parental involvement leads to increased student achievement. The more a parent is involved, the more academic success the child has. Research also states that the earlier the parent becomes involved in their child's educational process, the stronger the effects are on their child's academic achievement (Cotton & Wikelund, 1989). Children who have parents involved in their education benefit from other advantages other than academic achievement. These advantages are; higher grade point averages and better grades, enrollment in more challenging programs, better attendance, improved behavior at home and at school, and better social skills and adaptation to school (Henderson & Mapp, 2002). Parents also have a vital role in the language development and positive attitudes about acquiring a new language of their children (Soltero, 2004). Parents play a crucial role in their child's educational success.

Barriers to Parental Involvement

While increased parental involvement leads to academic success, many parents face barriers, making it difficult for them to become involved in their child's education. Time is a

big barrier as most parents have to work and are unable to come to school during the day. According to a 1992 National PTA survey, 89 percent of the responders indicated that time was the biggest barrier to parent involvement in schools (Carter, 2003). Many times parents work many miles away from the school, making it very inconvenient to come to school. Money is another barrier as many parents make enough to support their families and their basic needs. Safety can be a concern for those parents who have children that attend inner city schools. Child care is also an obstacle. The absent sense of community and schools poorly connected to their communities are also barriers to engaging parents (Armendariz-Galindo, 2005). Parents educated in other countries do not always understand the educational system and often so not feel comfortable in the schools (Sosa, 1997). Some parents are not aware that they are expected to be involved in their child's education nor that they have the power to make decisions about their child's education (Carter, 2003). In order to increase parental involvement, schools need to look at the barriers and find solutions so that more parents are able to take the opportunity to involve themselves in their child's education and in the schools.

What Schools Can Do To Help

To increase parental involvement, schools need to make it easy for parents to participate. It is suggested that schools become flexible, offer meetings at various times, offer childcare and create a warm and inviting school climate (Inger, 1992; Tinkler, 2002; Sosa, 1997). To create an inviting school climate it is important to first create inviting or family-friendly policies. Policies such as open door policies, flexibility in routine tasks, providing translators and translations of printed material when necessary are all family-friendly policies. Schools need to create an atmosphere that states; *"Everyone is respected*

and appropriate accommodations will be made." (Carter, 2003 p.29). School staff should believe in and be committed to family involvement. An inviting and warm school office area is also important to creating a positive and family-friendly school climate. Within a dual language school, signs in both languages should be posted around the school. It is also a good idea to have a plan for welcoming new families to the schools with a welcoming booklet or a video with helpful information to the families. Creating a family center within the school is also inviting to families, however, is not always accessible due to lack of space in the school (Carter, 2003). By creating a family-friendly atmosphere at school, parents feel more welcomed at school and may feel more inclined to get involved.

Parental Involvement Standards

Not only does parental involvement improve academic scores and increase the educational success of our students, but schools are required to have parental involvement plans under the *No Child Left Behind Act*. Under Title 1, it is stated that "A participating school must *jointly develop with, and distribute to,* parents of participating children a written parental involvement policy, *agreed upon* by these parents, that describes the means for carrying out school-level policy, sharing responsibility for high student performance, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of parents with limited English proficiency or with disabilities" (Title 1, 1996). In addition to creating a parental involvement plan, schools must also offer a flexible number of meetings and provide parents information about Title 1 programs, information about the progress of the school, their child's individual assessment results, a description and explanation of the curriculum, opportunities to participate in regular parent meetings and timely feedback to suggestions or concerns from parents (Title 1, 1996).

In 1997 the National Parent and Teacher Association (P.T.A.) created six parental involvement standards to help schools create and implement parental involvement programs. The six standards identified by the National PTA are: (a) regular two-way meaningful communication between home and school, (b) the promotion and support of parenting skills, (c) active parent participation in student learning, (d) parents as welcome volunteer partners in schools, (e) parents as full partners in school decisions that affect children and families, and (f) outreach to the community for resources to strengthen schools (PTA, 1997, p. 5).

In addition to these standards created by the government and the PTA, Lindholm-Leary (2005), along with her colleagues created the *Guiding Principles for Dual Language Education*. These guiding principles consist of seven strands related to dual language education. These strands are (a) assessment and accountability, (b) curriculum, (c) instruction, (d) staff quality and professional development, (e) program structure, (f) family and community, and (g) support and resources. Within the family and community strand, there are three principles. These three principles for family and community are: (a) the program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community, (b) the program has parent education and support services reflective of the bilingual and multicultural goals of the program, and (c) the program views and involves parents and community members as strategic partners. A strong parental involvement program has good communication, parent education, strong ties to the community, and a good connection with students' families. When creating a parental involvement program, it is recommended that the program is built around the dual language as well as the P.T.A. standards.

The Purpose and Format of the Handbook

This handbook was created to guide administrators and teachers implementing a parental involvement program within a dual language program. These strategic practices can be used within or out of a dual language setting, but have been created with dual language students and families in mind. The handbook consists of three parts: an introduction with a review of research, the strategic practices, and recommendations for evaluating the strategic practices. An Appendix follows with example surveys and evaluations.

The review of research consists of the importance of parent involvement, research concerning parental involvement and academic success, barriers which prevent parental involvement, how schools can break down parental involvement barriers, and the parent involvement standards according to the government, PTA, and the *Guiding Principles for Dual Language Education* (Lindholm-Leary et al, 2005).

The strategic practices are broken down into the three principles for family and community. Each principle contains subsequent strategic practices which are reviewed and researched. Examples of how to incorporate each strategic practice within a parental involvement program is also provided.

The last chapter consists of a review of the strategic practices. Recommendations of how to evaluate the strategic practices within a parental involvement program is included. It is important that the parental involvement program be evaluated and revised on a regular basis for the improvement and progress of the program.

Parents are often the backbone of our schools. As educators we need to work together with parents for the better of our students. Teachers can no longer do it alone. “It takes a village to raise a child.”

Strategic Practice #1:

The program has a responsive infrastructure for positive and ongoing relations with students' families and the communities (Lindholm-Leary et al., 2005).

Strategic Practice 1A: There is a staff member designated as a liaison with families and communities associated with the program (Lindholm-Leary et al., 2005).

A family liaison is an employee of the school who reaches out to parents of each language group in the community (Lindholm-Leary, 2005). A liaison plans and arranges training for parent education according to the parents' needs and the program model, so that parents are able to become strong advocates of the program. It is recommended that the family liaison speaks the languages of the program, so that interacting with both sets of parents is possible. It is important that this person is able to communicate with the parents who are in the program as well as understand their needs. A family liaison needs to understand the program model and education theory, as well as be an advocate of the dual language program (Lindholm-Leary, 2005). The family liaison often acts as the "bridge" between home and school as they support the families while planning outreach activities, making home visits, and supporting families who are in the program (Carter, 2003).

It is essential to have a designated parent liaison for a dual language program. School administrators need to find the funding to secure a family liaison for their school. One obstacle of employing a parent liaison is the cost of the position. Most parent liaison positions are supported by Title I, Title II, Title VII, Goals 2000 and other federal programs offered by the U.S. Department of Education (Carter, 2003). Without these funds, it is often difficult to support such a position.

Plan of Action

For those schools interested in adding a family liaison to their dual language staff, it is important to find the funding. Schools may want to begin by creating a family support team, which includes the principal, the counselor and staff members, rather than focus on one person for the job. Team members should be well educated in the educational theory of dual language, the school's program model, and the school's culture. Staff would be responsible for communicating with parents and planning and implementing activities that engage parents in their child's education. The Hueco Elementary School in El Paso, Texas, has such a team in their school. Their family support team which consists of the principal, school coordinator, social workers, counselor, and staff, provides help to solve any nonacademic problems the students may encounter. This team plans activities for parents that involves them in their child's education, develops early intervention and prevention plans, monitors attendance, and integrates community services into their school setting (Calderon & Minaya-Rowe, 2003).

Once schools create a family support team or hires a family liaison, training and professional development in parental involvement, multicultural families, and dual language theories and practices must be provided. The liaison must be well acquainted with the students, parents, and the community. A plan on incorporating a family liaison or family support team into a dual language school is provided on the page below.

<p>Step 1. Look and find funding for a family support position</p>	<p>Step 2. Establish criteria for the family support position and hire a person who meets such criteria or create a family support team.</p>	<p>Step 3. Provide training and on- going professional development.</p>	<p>Step 4. Acquaint the family liaison or family support team with the school, students and parents.</p>	<p>Step 5. Begin planning activities for parents and students as well as educational opportunities.</p>
<p>Funding is important as it is needed to establish the program going as well as maintaining it. Funding would pay for the position and would also provide for family classes, activities and programs.</p>	<p>Those who are involved in this position should be efficient in both languages of the program, should be familiar with the dual language program and goals and parental involvement.</p>	<p>Training and on-going professional development should continue in the areas of dual language practices, incorporating parents into school, and supporting parents and students in their education. Schools may want to consult with professional trainers or create their own workshops.</p>	<p>The family liaison should begin by meeting the students and their parents as well as the school itself and staff members. The better they are acquainted with parents and students, the better they will be able to meet their needs.</p>	<p>The family liaison or family support team should first identify the needs of the parents and then plan accordingly. Educational opportunities may range from learning how to assist their child in reading to becoming educated on the school and school policies.</p>

Strategic Practice 1B: Office staff members have bilingual proficiency and cross-cultural awareness (Lindholm-Leary et al., 2005).

Communication is important within a school setting, especially a dual language setting where two language groups are represented. Not only should the teachers in a dual language program be bilingual or have bilingual proficiencies, but the office staff along with other staff members should have bilingual proficiency. When staff are bilingual it demonstrates respect for both languages and shows parents and students that both languages are equally important (Lindholm-Leary, 2005). Delgado-Gaitan (2004) states that when schools fail to have bilingual staff in the front office, second language parents often feel indifference towards them. This feeling of indifference keeps parents away from schools as parents feel unwelcome. If schools want parents to be more involved, especially second language parents, hiring bilingual office staff is one step towards getting parents to the school more often.

While hiring bilingual staff is essential, it is not always easy to do. In some areas, it is difficult to find office personnel that are bilingual. Until bilingual office applicants are accessible, here are some useful methods schools can implement to help parents who do not speak English feel more comfortable when they enter school.

1. Incorporate office greeters who speak other languages other than English. Teachers and parent volunteers who are bilingual can alternate as greeters at the front door. These greeters would wear a button that states "Hello. I speak _____." This button would be in Spanish or Chinese, or whatever language is represented at

the school (Constantino, 2003). This would eliminate some of the anxiety that parents feel as they enter a school without bilingual staff. When parents see that someone speaks their language, they are likely to feel more comfortable, welcome and willing to be more engaged at school.

2. Utilize bilingual teachers and para pros, in the office area. Bilingual teachers and instructional assistants could be in the office area during recesses or lunchtimes to assist parents who do not speak English. This duty could take place of other non-teaching duties such as recess or lunch duties. When parents know that a bilingual staff member is available to assist them, they tend to feel welcomed by the school and that their language is just as important as English.
3. Hire part time bilingual office personnel. When it is not possible to hire full time bilingual office staff, strive to at least hire a part time bilingual staff member. Parents could be informed of the hours that the bilingual staff member would be available to assist them. This would not only help parents, but would also eliminate some stress from the office staff members who are not bilingual as schools would have someone to assist parents who do not speak English.

While it is ideal for schools to incorporate bilingual office staff into building staff, it is not always possible. However, rather than doing nothing about assisting parents who do not speak English, schools can implement the methods discussed above. These suggestions of incorporating the use of front door greeters, the utilization of bilingual teachers and para pros, and the hiring of part time bilingual staff may enable non-English speaking parents to feel more welcomed by the school, feel more comfortable, and enable parents to become engaged in the school and school activities.

Not only should the office staff have bilingual proficiency, but they should also acquire cross-cultural awareness. This means that the office staff should know how to communicate with various types of parents. Cross-cultural awareness is more than understanding a language. One should understand the parents in the community as well as how to best support their needs. In order to have profound cross-cultural understandings, training and professional development in this area is needed. The next strategic practice outlines what type of professional development is needed and examples of trainings are provided in the appendix.

Strategic Practice 1C: Staff development topics include working equitably with families and community (Lindholm-Leary et al., 2005).

On-going staff development is extremely important in the maintenance of a dual language program (Soltero, 2004; Lindholm-Leary et al., 2005). Staff should be routinely trained in the various aspects of dual language such as dual language methodology, essential features, language and literacy, second language acquisition, academic content, assessment, cross cultural awareness, and parent involvement (Soltero, 2004). To work effectively with families, staff members need to be trained in *how* to work with families.

It is important that staff members receive professional development in parental involvement, how parents can be involved, how to effectively utilize parents in the classroom, and how to work together with parents. Often, teachers and other staff members are unprepared to work with parents and are not informed on how to incorporate parent volunteers in their classroom. At times teachers have an unclear picture of what parental involvement consists of or how to engage more parents in education. In order for schools to create and maintain strong relationships with families, teachers need specific training on how to communicate with families as well as how to involve parents in the classrooms and schools. Ginney Markell, the National PTA President stated in 2000 that “Until we are willing to spend the time and do the training to prepare teachers to work with parents, parental involvement for many will continue to mean someone who comes to school to run the Xerox machine.” Unless training and on-going professional development is provided for

staff members in the area of parental involvement, parents may be left out of their child's education, and those parents who come to school may most likely spend their time making copies, rather than being involved in the classroom.

In addition to professional development on parental involvement, cross-cultural awareness training is essential. It is extremely important that dual language staff members work equitably with all families. Staff members should receive cultural competence training. This training would benefit all staff members as they work with students and parents from different backgrounds. This training would enable staff members to view where their cultural competence level is at before and after the trainings, along with supplying staff members with strategies that may help them connect with various students and parents.

Training on parental involvement and cultural competency is available through universities and professional organizations. These trainings usually require a fee. The National PTA is working together with the American Association for Colleges of Teacher Education (AACTE) to add curriculum that focuses on parental involvement and incorporates strategies for facilitating parental involvement. As of the year 2000, seven states were involved in this pilot program. The states involved were Alabama, Alaska, California, Florida, Indiana, Kentucky, and Pennsylvania (GLEF, 2000). The Family Friendly Schools Association (2006) has an institute called Engage All Families. In this institute participants learn how to develop relationships between administration, staff members and families, understand federal and state legislation regarding family engagement, identify schools programs and practices in place that are family friendly, use collected data to create and implement a planning process to create a family friendly school, design a system to implement the family friendly program, and develop short and long term plans to creating

a family friendly school. The Center for Cultural Competence in Tucson, Arizona, offers trainings for teachers in the area of cultural competency. The National Association of Multicultural Education (NAME) conducts conferences each year in which participants receive professional development in the area of multiculturalism and multicultural education. Universities also offer multicultural education courses for teachers or those in an education program.

Those schools unable to pay for such trainings can start at the basics. Beginning teachers can be paired with veteran teachers to learn about effective parental involvement practices. Staff members can meet and discuss what they are doing to involve families in their classrooms. Book studies on parental involvement and cultural competency can be conducted as a means of professional development. Below is an action plan incorporating the steps to creating a family involvement plan. Please see the appendix for an example of a three day cultural competency training for staff members.

ACTIONS FOR CREATING A FAMILY INVOLVEMENT PLAN

Step 1. Identify what family involvement consists of.	Step 2. Create a family involvement policy.	Step 3. Identify strategies to incorporate family involvement.	Step 4. Review the school culture and brainstorm any improvements.	Step 5. Create a short term plan for incorporating more family involvement.	Step 6. Create a long term plan for incorporating family involvement.
<p>Research what family involvement is and the importance of family involvement.</p> <p>Research what the federal and state regulations are concerning family involvement.</p>	<p>After researching family involvement, create a policy stating what family involvement looks like in your school and how families can become involved.</p>	<p>Discuss with teachers how they incorporate families into the classroom and identify other strategies other schools use. Research family involvement strategies.</p>	<p>Review the school culture as it is. Is the school family friendly? Identify ways to create a family friendlier school environment and what is needed to accomplish this goal.</p>	<p>Create a plan stating what the school plans to do within 6 months to a year to engage more families in the school. Example: make the office area more family friendly, have bilingual signs in the school, etc.</p>	<p>Create a plan stating what the school plans to do within the next 1 to 3 years to increase family involvement. Example: create a family support team, implement parent classes, etc.</p>

Strategic Practice #2:

The program has parent education and support services reflective of the bilingual and multicultural goals of the program (Lindholm-Leary et al., 2005).

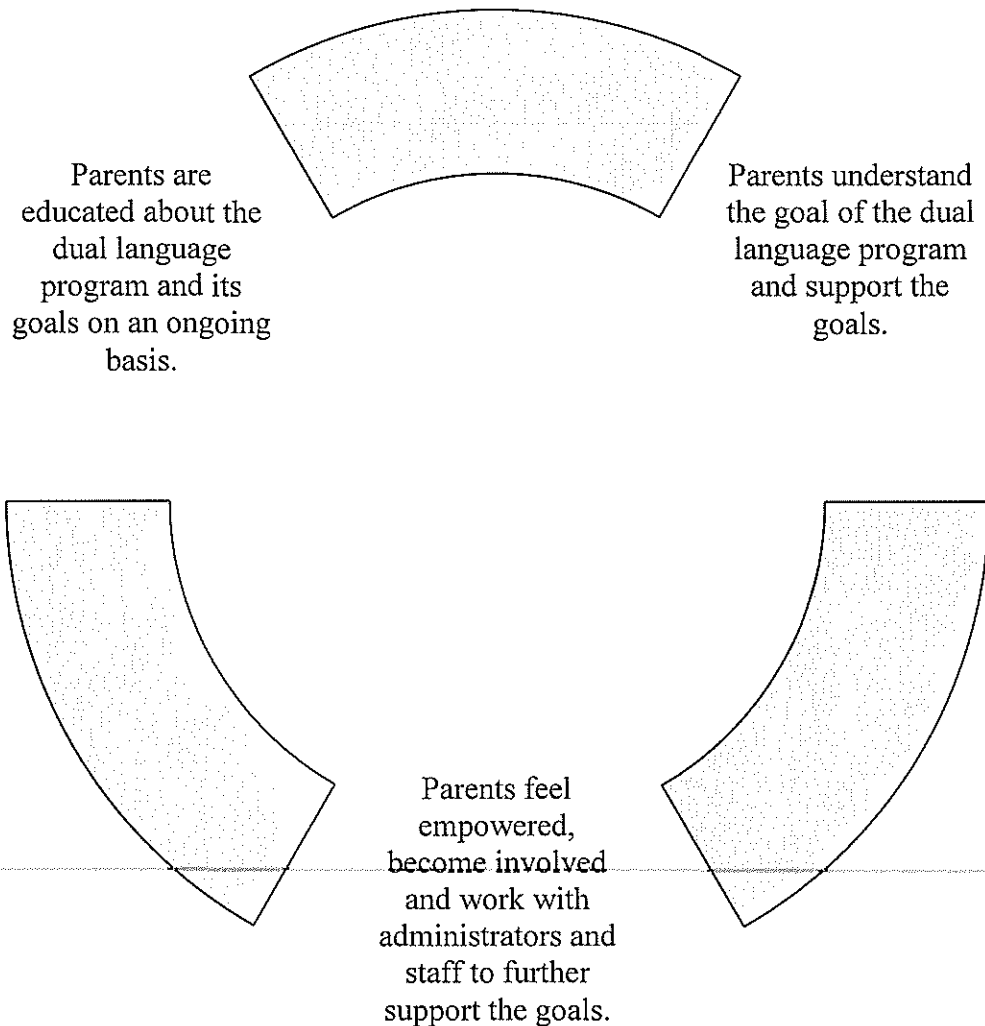
Strategic Practice 2A: The program incorporates ongoing parent education that is designed to help parents understand, support and advocate for the program (Lindholm-Leary et al., 2005).

Parents are often the strongest advocates of dual language programs. Parents are essential in the establishment and maintaining of dual language programs as they often have beneficial ideas and suggestions on how to make the program grow and evolve (Cloud, Genesee & Hamayan, 2000; Calderon & Minaya-Rowe, 2003).

Schools must educate parents about the dual language program, its progress, and the future plans for the program. Parents in the program need to be educated in dual language theory, the importance of the second language acquisition methods, as well as the importance of bilingualism and bilingual education. Parents who thoroughly understand the dynamics of the program along with the aspects that go along with dual language such as bilingualism and second language acquisition, will not only be advocates for the program but they will be well educated advocates (Soltero, 2004; Cloud, Genesee & Hamayan, 2000).

Education for parents should start from the time they enter the program. Education should be available for parents throughout the entire time they are involved in the program. Parents new to the program should be educated on the dual language basics: theory, importance of bilingualism, goals of the program, the structure of the program, the expectations of themselves and their child while in the program, outcomes of the program, and how they can be involved in the program. Education for veteran parents of the program should include reviews of the goals and expectations of the program and changes that are being made. Needs of the parents and students should be addressed when planning parent

education. The more the parents understand the goals of the program, the better they are able to support the goals, and the more they may feel empowered to work with teachers and administration to further support the goals of the program. However, before parents can feel empowered, they must first be educated. It is the school's responsibility to provide thorough education pertaining to the goals of the dual language program for their parents (Lindholm-Leary, 2005). The diagram below explains this ongoing process.



As explained earlier, it is important that parents receive education about the dual language program so they may become strong advocates for the program. Authors Calderon and Minaya-Rowe (2003) suggest that schools educate parents in the areas of (a) the dual language program model, (b) the expectations of students at each grade level, (c) child development stages at each grade level, and (d) language acquisition proficiency. Parents educated in these categories will have a strong sense of what dual language education is and what to expect from their child. Parents will likely become supporters of the program and advocates for their children after receiving information about the program and expectations.

An example of a parent education plan which informs parents about dual language education, grade level expectations, children's development at each grade level, and language proficiency can be found on the following page.

**Year Long Plan:
Parent Education
"Together We Learn"**

What is Dual Language?

What is language proficiency?

**What are the expectations of
my child at each grade and
how do they develop at each
grade?**

<p>Dual language theory: -Research -Importance of two languages</p>	<p>Program model and goals: Bilingual Bi-literate Bicultural</p>	<p>Expectations of parents and students: -Length of program -Contract with parents and students</p>	<p>Define language proficiency -How one becomes proficient in two languages.</p>	<p>Second language acquisition. -Stages and what they look like</p>	<p>Promoting language proficiency. -What is said. -How to respond.</p>	<p>Expectations in both languages in reading and writing. How one develops in these areas. What parents can do to help.</p>	<p>Expectations in math. What is expected in each language. How one develops in math. What parents can do to help.</p>	<p>How students are assessed in each area. What parents can expect.</p>
---	--	---	--	---	--	---	--	---

Freeman, Freeman, & Mercuri (2005)
Table 6 – 3 p. 174

Strategic Practice 2B: The program meets parents' needs for supporting their children's education and living in the community (Lindholm-Leary et al., 2005).

Parents are their child's first teacher. Studies have shown that the more a parent is involved in their child's schooling, the better their child performs academically (Calderon & Minaya-Rowe, 2003; Henderson & Mapp, 2002). Parents can be involved within the school setting or at home. Research has also shown that families that have positive home learning environments help their students achieve at a higher academic level (Constantino, 2003).

Many parents value education and want their child to succeed, however, they may not know how to assist their child with homework or are unsure about how to continue the learning process at home. Schools need to educate parents on how to support their child with homework, literacy, and math.

Before planning parent education activities, it is important that the school first discover what the parents' educational needs are. One way to ensure that parents' needs are met is through a school survey. Schools can use surveys that inquire about what educational needs the parents may have such as in reading, math, or in the second language. Example surveys can be found in the appendix.

There are various ways a school can help parents become involved in their child's education at home (Dietz, 1997). Some schools offer training sessions in which parents are taught the same concepts that their child is learning in school as well as teaching techniques that are used at school and can be used in the home. Other schools send home at home activities, however, these activities are not always content connected. Some activities sent home include parent interviews in which students ask parents questions such as: (a) What was your most scary moment?, or (b) How did you learn to do your favorite activity?

Students then record the answers, share them in small groups, and make books about their family to share with their family. Other schools train parents on how to help with homework and homework networks are created in which families communicate with each other to help one another assist their children (Dietz, 1997).

Parents, like their students need to be supported by the school. The school needs a system that keeps parents informed about their child's education, as well as community resources such as social, legal and health services (Lindholm-Leary, 2005). Parents also need assistance in helping their child with homework. Here are some ideas for parent training workshops.

- Homework help: Parents need to know the expectations for homework, strategies for helping their child, different teaching techniques to use at home with their child, and attributes of a good learning environment at home (Constantino, 2003).
- Literacy: Parents need to become aware of the expectations of children in reading at each grade level, interactive reading strategies, vocabulary development, how to ask questions while reading, how to read with their child, how to make predictions and inferences, and what to do when their child is reading in a language that the parent is not familiar with.
- Math: Parents should know the expectations of math in each grade level. Parents need to be equipped with strategies on how to help their child in math such as how to help their child solve a problem without just giving them the answer and how to help their child explain their mathematical thinking. Parents also need to be supplied with various math games that can be played at home.

- Language classes: Parents should be given the opportunity to learn a second language just as their children are learning at school.

On the following page is an example of plan for a parent training workshop on how parents can support their child at home in the content areas of reading, writing and math.

Schools can also house a parent resource room. According to Delgado-Gaitan (2004) this room would be a space for parents to find information as well as network. Various parent resources such as booklets from the Department of Education on how to help their child with various subjects such as math, science, reading, etc., parent magazines such as *Parenting*, information on district and school policies, and pamphlets on community resources such as health care, legal help, etc could be found in a parent resource room. All information would be printed in the languages represented at the school. Meetings with the principal, mini-workshops based on parents' needs, as well as a homework help center could also be held in this room (Delgado-Gaitan, 2004). A parent resource room would be another way for schools to support their parents.

There are many ways for a school to support their parents. From having a parent resource room in the school to holding specialized workshops for parents, schools need to take more of an initiative to assist their parents in becoming more involved in their child's education. A parent is their child's first teacher and learning really begins in the home, so the more schools assist parents to extend the learning environment at home, the more beneficial it is for the students.

Strategic Practice 2C: Activities are designed to bring parents together to promote cross-cultural awareness (Lindholm-Leary et al., 2005).

One of the goals of the dual language program is that students become bicultural or have an understanding and appreciation of cross-cultural differences (Cloud, Genesee & Hamayan, 2000; Soltero, 2004; Freeman, Freeman & Mercuri, 2005; Calderon & Minaya-Rowe, 2003). Schools need to teach cultural competency to their students, but also to parents. It is suggested that schools provide activities for students and parents that promote cross-cultural awareness, understanding, and appreciation (Lindholm-Leary, 2005).

While there is not much research on how to implement such activities, below is a list of ideas that schools can utilize to bring students and parents together from various cultural backgrounds.

- “Celebrations of learning”: After each trimester, schools can have celebrations that bring parents and students together in which students showcase their work in both languages. The celebration of learning can begin in a general area where parents are addressed by the principal or teachers in both languages. The teachers or principal may express their appreciation of the parents’ involvement as well as explain what the students have been doing in the classrooms over the trimester. Parents can be engaged in a general activity such as an ice-cream social, a soup feed, a dessert bar, etc., before breaking off into groups and going to individual classrooms.
- “Cultural capsules” (Peterson & Coltrane, 2003): Each family could create their own cultural capsule in which they put objects that represent their family and culture into a capsule, and then present their capsule to other families. This activity would be great

for the beginning of the school year as it would give families from different cultures an opportunity to get to know each other.

- Cultural fairs: Students could work on presentations about various cultures and then present the cultures to families and other students. Students could dress up in traditional clothing and present the traditions and food representative of the culture.

The cultural fair could take place after school or in the evening where parents would walk around various booths to observe student presentations. The fair could end with a culminating activity such as enjoying desserts from around the world. This cultural fair could possibly take place during International week which occurs in April.

- 'Día de los niños: At the end of April each year, the world celebrates día de los niños, or children's day. The school could set up various booths with children's games, stories, or activities that represent various cultures around the world. This activity could take place in the evening or on a Saturday.
- Cultural cooking nights: Families could engage in cooking nights where they cook with their children using recipes from various cultures. Families could be assigned an ingredient which could be written in the family's second language to promote the use of the second language. Families could contribute favorite recipes to be used in the cooking nights.
- Movie nights: Movies and television shows are ways to gather insights into another culture. Movie nights can be alternated by language, and should be child friendly (Peterson & Coltrane, 2003).

It is important that schools plan and execute activities that promote cross-cultural understandings and awareness based upon their program's goals. By promoting these

activities, students and parents are both able to become active participants and receive the benefits in the dual language program.

**Strategic Practice 2D: Communication with parents and
the community is in the appropriate language
(Lindholm-Leary et al., 2005).**

Communication is especially important in a dual language program. Through effective communication, parents are informed about their child's progress, school expectations, programs offered at school, and community resources. It is extremely important that the school communicates with parents in both languages of the program (Lindholm-Leary, 2005).

The language that is used for communication sends parents a message. If communication is primarily in English, it tells parents that their language is not as important as English and does not need to be validated. If the communication is in both languages, it informs parents that both languages are equally important and validated by the school (Calderon & Minaya-Rowe, 2003; Delgado-Gaitan, 2004; Constantino, 2003). Parents, especially those who are non-English speaking are may be more inclined to be involved in the school when the communication between school and home is in their native language.

If schools fail to communicate with parents, it often causes misunderstandings between schools and home. For example, a school which has both English and Spanish speaking students sent home a notice about a P.T.A. meeting in English only. A Hispanic family misunderstood the notice as a notice for open house and came to school that night with their family anticipating open house, only to be disappointed to learn that open house was being held the following week. This misunderstanding could have been prevented if the school had sent home the notice in both languages, English and Spanish.

Finding translation and translators can be a challenge for schools. Schools need to create a plan so that written communications especially those containing school and district policies, notices about schools being out for vacations, etc. are sent home in both languages. A priority should be made to find translators for conferences as well as translating services for literature and notices that are sent home with the students. Funding by schools should be set aside to cover these costs or to pay staff members for providing these additional services. Schools can also request that organizations in the community print their communications in both languages of the program before being sent home. When schools send home written communications in both languages, translations should appear in the same form and format. Both communications should appear to be the same, as this promotes equality between the two languages (Constantino, 2003).

When schools have presentations or family activities, both languages should be utilized at these functions. Not only does it help everyone understand what is happening, but it validates both languages equally.

Following, is an example of a First Grade dual language parent handbook that is printed in both English and Spanish. The parent handbook contains classroom policies, suggestions for how to help children at home, and ways to communicate with the teachers.

*La Clase de Señora Hartley
y Mrs. Crowston
Señora Hartley and Mrs. Crowston's Class*

*1er grado Doble Idioma
1st Grade Dual Language*

2006-2007

* Primer Grado Doble Idioma* Moxee Elementary*
La Clase de Señora Hartley y Mrs. Crowston
Pólizas del Salón

1. Los estudiantes tienen que llegar a tiempo y listos para aprender por:
 - dormir bien •comer bien •tener tiempo para hacer ejercicio y jugar
 - traer las materiales a la escuela •hacer las tareas y regresarla a la escuela a tiempo.
2. Por favor, no manden tarjetas de invitación a las fiestas de cumpleaños a la escuela. Sin embargo, está bien mandar dulces para festejar. Tenemos aproximadamente 24 estudiantes en nuestro salón. Es muy importante que me avisen antes de mandarlos a la escuela para planearlo bien.
3. Pueden comprar libros de descuento de Scholastic Book Co. Voy a mandar a casa las formas para ordenar libros una vez por mes. Si desean ordenar libros:
 - pongan el nombre de su hijo/hija en la forma •indiquen los libros que quieren •incluyen el dinero o el cheque a la compañía de libros •manden el cheque o el dinero a la escuela con su hijo/hija en un sobre con su nombre.
4. Las especialistas son muy importantes para tener una educación completa. Sigue el horario de especialistas para nuestra clase:

•Lunes:	Música
•Martes:	P.E.
•Miércoles:	Biblioteca.
•Jueves:	Música.
•Viernes:	P.E.
- Favor de recordarse a su hijo/hija llevar ropa apropiada y tenis de fondos blancos para P.E. los **MARTES** y **VIERNES**.
5. Ponga el nombre de su hijo/hija en todas sus cosas personales: chamarras, gorras, guantes, botas y mochilas.
6. Es necesaria que su hijo/a tenga una mochila para llevar sus cosas a la escuela y a casa. Favor de recordarse a su hij/a traer su mochila cada día.
7. Nos gustaría tener voluntarios en nuestros salones. Vea la forma para voluntarios, llénala y regrésela lo más pronto posible. Luego, les hablaremos cuando necesitamos ayuda. ¡Gracias!

* Primer Grado Doble Idioma* Moxee Elementary*
La Clase de Señora Hartley y Mrs. Crowston
Pólizas del Salón

1. Los estudiantes tienen que llegar a tiempo y listos para aprender por:
 - dormir bien •comer bien •tener tiempo para hacer ejercicio y jugar
 - traer las materiales a la escuela •hacer las tareas y regresarla a la escuela a tiempo.
2. Por favor, no manden tarjetas de invitación a las fiestas de cumpleaños a la escuela. Sin embargo, está bien mandar dulces para festejar. Tenemos aproximadamente 24 estudiantes en nuestro salón. Es muy importante que me avisen antes de mandarlos a la escuela para planearlo bien.
3. Pueden comprar libros de descuento de Scholastic Book Co. Voy a mandar a casa las formas para ordenar libros una vez por mes. Si desean ordenar libros: •pongan el nombre de su hijo/hija en la forma •indiquen los libros que quieren •incluyen el dinero o el cheque a la compañía de libros •manden el cheque o el dinero a la escuela con su hijo/hija en un sobre con su nombre.
4. Las especialistas son muy importantes para tener una educación completa. Sigue el horario de especialistas para nuestra clase:

•Lunes:	P.E.
•Martes:	Música
•Miércoles:	Música
•Jueves:	P.E.
•Viernes:	Biblioteca
- Favor de recordarse a su hijo/hija llevar ropa apropiada y tenis de fondos blancos para P.E. los LUNES y JUEVES.
5. Ponga el nombre de su hijo/hija en todas sus cosas personales: chamarras, gorras, guantes, botas y mochilas.
6. Es necesaria que su hijo/a tenga una mochila para llevar sus cosas a la escuela y a casa. Favor de recordarse a su hij/a traer su mochila cada día.
7. Nos gustaría tener voluntarios en nuestros salones. Vea la forma para voluntarios, llénala y regrésela lo más pronto posible. Luego, les hablaremos cuando necesitamos ayuda. ¡Gracias!

First grade Dual Language Moxee Elementary*
Señora Hartley/Mrs. Crowston
Classroom Policies

1. Students need to come to school on time and be prepared to learn by:
•sleeping well •eating well •having time to exercise and play •bringing their materials to school •have homework completed and turned in on time.

2. Please, do not bring birthday invitations to be passed out in class. Students may bring treats to celebrate their birthdays, but please bring enough for the class. There are approximately 24 students in each class. If you are planning on bring treats please inform us so that we may plan for it during the day.
3. Students and parents may buy books from the Scholastic Book Co. We will send out book orders every month. If you would like to order books: •Write your child's name on the form •Indicate which books you are buying •Include money or a check made out to the company •Send the order and money to school with your child in an envelope.
4. Students go to specialists every day. These classes are fundamental to a complete education. Our specialist schedule is:

Monday:	Music
Tuesday:	P.E.
Wednesday:	Library
Thursday:	Music
Friday:	P.E.

•Please help your child remember to wear appropriate shoes for P.E. on TUESDAY and FRIDAY.

5. Write your child's name on all of their belongings: coats, hats, gloves, boots, and backpacks.
6. It is necessary that your child has a backpack to hold their belongings. Please help your child remember to bring their backpack everyday.
7. We would like to have volunteers in the classroom. If you would like to volunteer, please fill out the form and send it to school with your child. We will then get in contact with you about when We would need your help.

First grade Dual Language* Moxee Elementary
Señora Hartley/Mrs. Crowston
Classroom Policies

1. Students need to come to school on time and be prepared to learn by:
•sleeping well •eating well •having time to exercise and play •bringing their materials to school •have homework completed and turned in on time.
2. Please, do not bring birthday invitations to be passed out in class. Students may bring treats to celebrate their birthdays, but please bring enough for the class. There are approximately 24 students in each class. If you are planning on bring treats please inform us so that we may plan for it during the day.
3. Students and parents may buy books from the Scholastic Book Co. We will send out book orders every month. If you would like to order books: •Write your child's name on the form •Indicate which books you are buying •Include money or a check made out to the company •Send the order and money to school with your child in an envelope.
4. Students go to specialists every day. These classes are fundamental to a complete education. Our specialist schedule is:

Monday:	P.E.
Tuesday:	Music
Wednesday:	Music
Thursday:	P.E.
Friday:	Library

•Please help your child remember to wear appropriate shoes for P.E. on **MONDAY** and **THURSDAY**.

5. Write your child's name on all of their belongings: coats, hats, gloves, boots, and backpacks.
6. It is necessary that your child has a backpack to hold their belongings. Please help your child remember to bring their backpack everyday.
7. We would like to have volunteers in the classroom. If you would like to volunteer, please fill out the form and send it to school with your child. We will then get in contact with you about when We would need your help.

•••Discipline Plan•••

In our classes we use a color chart. All students have their name on a color chart in our classes. Everyone starts their day out on green, which means that they are following the expectations. If a child is not following the expectations they will receive a verbal warning. If they continue to not follow expectations they will change their color to yellow, meaning a warning. If they continue to not follow expectations, they then change their color to orange, which means a time out. If the undesired behavior continues, their color changes to red, which means no recess. And if the student is still misbehaving or if an extreme action has happened (fighting, etc.) their color changes to blue, which means a visit with Mrs. Masias and a phone call home.

•••What you can expect from Señora Hartley and Mrs. Crowston•••

You can expect:

- We will be prepared and competent to teach each day.
- We will listen and respond to the needs of my students.
- We will work with other teachers and staff for the benefit of each child.
- We will work with parents for the benefit each child.

Let's enjoy our work together.... to help our kids grow and learn!

••Homework••

We will be sending home homework throughout the week. Each day students will have something to do after school. We would really like to have your help with homework. You can help us by helping your child with their homework each night. Students are to return their homework to school the next day to earn their homework grade. Spelling homework can be turned in on Fridays.

The weekly homework schedule will be as follows:

- Monday: New spelling words (In native language)
- Tuesday: Math
- Wednesday: Weekly story from the reading book and new vocabulary words
- Thursday: Weekly story from the reading book and new vocabulary words
- Friday: Extra credit story

... Disciplina...

En nuestras clases tenemos un sistema de tarjetas coloradas para el programa de disciplina. Todos los niños tienen sus nombres en la charta de colores. Todos empiezan el día con el color verde que significa que están siguiendo las expectativas. Si un niño/a no está siguiendo las expectativas, primero recibe un aviso verbal. Si no está portándose bien necesita cambiar el color a amarillo que significa un aviso. Si sigue a no portarse bien necesita cambiar su color a anaranjado que significa un tiempo de descansar en el pupitre para pensar de su conducta y cambiar su conducta. Si sigue a portarse mal, tiene que cambiar su color a una tarjeta roja que significa no recreo. Y si sigue el comportamiento mal o hace una acción extrema como peleando, golpeando, etc., el niño/a cambia su color a azul que significa una visita con Mrs. Masias y una llamada a la casa.

...Lo Que Pueden Esperar de Señora Hartley y Mrs. Crowston...

Pueden esperar que:

- Vamos a estar preparada y cometida a enseñar.
 - Vamos a escuchar y responder a las necesidades de los estudiantes.
 - Vamos a trabajar con todos los maestros y empleados de la escuela para lo bien de cada estudiante.
 - Vamos a trabajar con los padres para lo bien de cada estudiante.
- ***¡Que vamos a disfrutar nuestro trabajo-la enseñanza de los niños(as)!

...Tarea...

Vamos a mandar tarea cada día. Cada día los niños(as) van a tener algo que hacer después de escuela. Necesitamos su ayuda con la tarea. Puede ayudarnos por ayudar su hijo/hija con su tarea cada noche. Los estudiantes necesitan revolver su tarea a la clase el día siguiente para recibir su calificación de tarea. La tarea de ortografía debe estar entregado los viernes. Aquí es el horario de la tarea:

- Lunes: Ortografía
- Martes: Matemáticas
- Miércoles: Leer (de su libro grande de lectura)/Vocabulario
- Jueves: Leer(de su libro grande)/Vocabulario
- Viernes: Leer (extra crédito) libro de papel

Reading

Reading is a very important focus especially in first grade. Children need to enjoy reading so that they will read often and become great readers and enjoy literature. We will be involved in a reading program that emphasizes phonics, comprehension, and is connected to language arts and writing. We will also be teaching the kids strategies to use when they don't know a word or become stumped.

Our reading program consists of four books with five stories in each book. The fifth book is divided into two units with five stories in each unit. We will be focused on one story a week. It is very important that each child reads every night at home. The more a child reads, the better reader they become.

Math

We are using a math curriculum called investigations. This program is very "hands-on" and allows children to explore the mathematics around them. Many of the activities sent home will be games that the children need to teach to their families. Children will also be expected to know their addition and subtraction facts up to 18. We will be working on this in class but this is also a great activity to practice at home!

Language Arts

Students will be working on various aspects of grammar such as when to use a period, question mark or exclamation point. They will also be involved in learning about the writing process. Students will learn to create a plan, draft (write), revise, edit and publish. We will be writing in journals and will be publishing pieces of writing throughout the year.

...Lectura...

A leer es muy importante, especialmente durante primer grado. Los niños necesitan disfrutarse en leer los libros para que sean gran lectores y que se lean mucho. Aquí en la escuela Moxee, usamos un programa de lectura que incluye las fonéticas, comprensión, y tiene conexiones a como se aprenden a escribir. También vamos a enseñar las estrategias que los niños pueden usar cuando no sepan una palabra.

El programa de lectura tiene 4 libros con 5 cuentos en cada libro. Hay un quinto libro que tiene dos mitades, con 5 cuentos en cada mitad. Vamos a leer un cuento cada semana. Es muy importante que su hijo/hija lea cada noche. Lo más que un niño lee, lo mejor que puede leer.

...Matemáticas...

Usamos un programa de matemáticas que se llama investigaciones. Con este programa, los niños hacen matemáticas con sus manos y pueden explorar las matemáticas. Muchas de las actividades que los niños van a llevar a la casa serán juegos en que ellos pueden enseñar a ustedes. Los niños necesitan saber los factores de sumar y restar hasta 18. Vamos a trabajar en eso durante clase, pero se pueden practicar los factores en la casa también.

...Escritura...

Los estudiantes van a trabajar en escribir las frases y van a aprender cuando necesitan usar un punto, signo de pregunta o signo de exclamación. También van a estudiar el proceso de escritura. Van a aprender como planear, escribir, revisar, editar y publicar un cuento. Vamos a escribir mucho en libretas y publicar nuestros cuentos durante el año.

Spelling

Spelling words will be taken from our reading program. Most words are patterned but some high frequency words are included in the spelling units. Students will be taking spelling tests on Mondays. Each spelling test will have 10 words that the students will need to spell correctly. The tests will be sent home once corrected.

Grade Marks...What they mean

4.....100%	Above Standard
3.....80-99%	At Standard
2.....60-79%	Working towards standard
1.....59-below	Below standard

Homework /Daily Work Grade Marks...What They Mean

- O.....Outstanding (Work is completed, correct and neatly done)
- S.....Satisfactory (Work is completed and mostly correct)
- N.....Needs Improvement (Work is incomplete or has many errors or is very messy)

•••Ortografía•••

Las palabras de ortografía están conectadas con lectura. Los estudiantes van a tener 10 palabras para estudiar cada semana. Vamos a tener un examen de ortografía cada lunes. El examen va a tener 10 palabras que los niños necesitan escribir correctamente. Vamos a mandar los exámenes a la casa cuando están corregidos.

•••Marcas de las Calificaciones...que significan•••

4.....100%	Arriba del estándar standard (superior)
3.....80-99%	Llega al estándar (sólida)
2.....60-79%	Llegando al estándar (cumplimiento parcial)
1.....59-abajo	abajo del estándar (casi no demuestra cumplimiento)

•••Marcas de las Calificaciones de Tarea y Trabajo Diariamente•••

O.....	Sobresaliente (trabajo está completo y correcto, está bonito)
S.....	Esfuerzo Satisfactorio (trabajo está completo y correcto)
N.....	Necesita Mejorarse (trabajo no está completo ni correcto ni bonito)

Monday Schedule

(Students are in their native language groups)

9:40: Students enter, attendance

9:45-11:25: Reading

11:25-12:35: Lunch and Recess

12:35-1:50: Calendar and Math

1:50-2:00: Recess

2:00-2:40: Specialists

2:40-3:10: Writing

3:21: Students leave for home

Horario-Lunes

Los estudiantes están en grupos de su primer idioma

9:40: Los estudiantes entran, tomamos asistencia

9:45-11:25: Lectura

11:25-12:35: Almuerzo y Recreo

12:35-1:50: Calendario y matemáticas

1:50-2:00: Recreo

2:00-2:40: Especialistas

2:40-3:10: Escritura

3:21: Los estudiantes salen para la casa

Tuesday-Friday Schedule

8:40: Students enter, attendance

8:45-9:05: Shared writing

9:05-10:15: Science/Social Studies

10:15-11:40: Reading

11:40-12:30: Lunch and Recess

12:30-1:50: Calendar and Math

1:50-2:00: Recess

2:00-2:40: Specialists

2:40-3:10: Writing

3:21: Students leave for home

Horario: Martes - Viernes

8:40: Los estudiantes entran, tomamos asistencia

8:45-9:05: Escritura compartida

9:05-10:05: Ciencias/Estudios Sociales

10:05-10:15: Recreo

10:15-11:40: Lectura

11:40-12:30: Almuerzo y Recreo

12:30-1:50: Calendario y Matemáticas

1:50-2:00: Recreo

2:00-2:40: Especialistas

2:40-3:10: Escritura

3:21: Los estudiantes salen para la casa

•Spelling Words•

- | | | | |
|-----------|-----------|------------|--------------|
| 1. can | 33. dish | 65. want | 97. bump |
| 2. hat | 34. that | 66. two | 98. jump |
| 3. mat | 35. wish | 67. shed | 99. went |
| 4. bad | 36. thin | 68. hen | 100.spill |
| 5. pan | 37. be | 69. wet | 101.tent |
| 6. had | 38. could | 70. red | 102.spell |
| 7. one | 39. down | 71. then | 103.try |
| 8. give | 40. see | 72. pet | 104.fall |
| 9. this | 41. ship | 73. away | 105.their |
| 10. likes | 42. stop | 74. good | 106.would |
| 11. back | 43. go | 75. into | 107.class |
| 12. pack | 44. bus | 76. put | 108.drop |
| 13. quack | 45. fast | 77. snap | 109.clap |
| 14. rack | 46. map | 78. pass | 110.track |
| 15. sack | 47. but | 79. flat | 111.trip |
| 16. tack | 48. tug | 80. doll | 112.dress |
| 17. on | 49. rug | 81. miss | 113.any |
| 18. they | 50. cut | 82. puff | 114.new |
| 19. what | 51. buck | 83. about | 115.old |
| 20. your | 52. duck | 84. again | 116.grow |
| 21. dig | 53. no | 85. around | 117.chin |
| 22. kick | 54. ride | 86. use | 118.when |
| 23. win | 55. small | 87. vet | 119.wink |
| 24. pick | 56. out | 88. hog | 120.chick |
| 25. pin | 57. hot | 89. cat | 121.sink |
| 26. pig | 58. top | 90. help | 122.think |
| 27. does | 59. not | 91. job | 123.together |
| 28. her | 60. lock | 92. pat | 124.now |
| 29. look | 61. hop | 93. small | 125.eat |
| 30. there | 62. rock | 94. out | 126.too |
| 31. path | 63. saw | 95. good | 127.snake |
| 32. shack | 64. very | 96. wants | 128.made |

129.lake	163.work	197.we	231.eyes
130.came	164.because	198.tree	232.head
131.shade	165.buy	199.she	233.gone
132.name	166.some	200.bee	234.room
133.know	167.rule	201.all	235.rat
134.where	168.cute	202.four	236.bugs
135.under	169.mule	203.many	237.owl
136.why	170.tube	204.over	238.frog
137.sticks	171.flute	205.reached	239.logs
138.sun	172.been	206.fields	240.pond
139.twigs	173.clean	207.read	241.roof
140.fire	174.done	208.sea	242.fool
141.snow	175.far	209.piece	243.zoo
142.mud	176.rain	210.leaf	244.soon
143.try	177.wait	211.before	245.cool
144.old	178.way	212.off	246.moon
145.eat	179.day	213.our	247.these
146.under	180.say	214.come	248.called
147.smile	181.tail	215.cold	249.only
148.white	182.how	216.goes	250.friend
149.wide	183.light	217.hold	251.car
150.while	184.live	218.road	252.bark
151.bite	185.pretty	219.show	253.star
152.hide	186.truck	220.boat	254.part
153.after	187.bell	221.by	255.dark
154.blue	188.smoke	222.kind	256.park
155.were	189.pole	223.more	257.every
156.who	190.ring	224.high	258.or
157.home	191.brave	225.my	259.took
158.hope	192.always	226.night	260.morning
159.hole	193.work	227.shy	261.bird
160.nose	194.done	228.sky	262.burn
161.rop	195.sheep	229.child	263.girl
162.those	196.three	230.tight	264.serve

265.hurt
266.first
267.from
268.sister
269.mother
270.brother
271.boys
272.mouse
273.toy
274.noise
275.sound
276.town
277.people
278.father
279.should
280.horse
281.ten
282.five
283.less
284.feet
285.sum
286.miles
287.from
288.these
289.horses

•Palabras de ortografía•

- | | | | |
|--------------|---------------|--------------|--------------|
| 1. a | 33. se | 65. cambios | 97. Estela |
| 2. sí | 34. es | 66. de | 98. pasteles |
| 3. ama | 35. te | 67. da | 99. di |
| 4. mal | 36. mes | 68. no | 100.día |
| 5. sal | 37. tos | 69. ser | 101.comí |
| 6. las | 38. tres | 70. dar | 102.coma |
| 7. fama | 39. mesa | 71. son | 103.misa |
| 8. sala | 40. rato | 72. gano | 104.moda |
| 9. isla | 41. estar | 73. soda | 105.comía |
| 10. limas | 42. metro | 74. sangre | 106.disco |
| 11. familia | 43. maestros | 75. grande | 107.midas |
| 12. mi | 44. día | 76. dragones | 108.comías |
| 13. si | 45. sed | 77. ni | 109.comidas |
| 14. amo | 46. dar | 78. ti | 110.es |
| 15. mío | 47. risa | 79. tan | 111.te |
| 16. más | 48. casi | 80. esto | 112.ala |
| 17. gas | 49. dice | 81. taco | 113.mal |
| 18. migas | 50. fría | 82. toca | 114.mes |
| 19. sigas | 51. frase | 83. nota | 115.alta |
| 20. goma | 52. decía | 84. nació | 116.tema |
| 21. familias | 53. fresca | 85. están | 117.mala |
| 22. el | 54. disfraces | 86. siento | 118.salta |
| 23. la | 55. osa | 87. estación | 119.maleta |
| 24. eso | 56. iba | 88. te | 120.tamales |
| 25. esa | 57. cosa | 89. al | 121.ir |
| 26. los | 58. saco | 90. sea | 122.son |
| 27. sol | 59. casi | 91. ese | 123.pero |
| 28. sola | 60. boca | 92. pase | 124.gris |
| 29. sale | 61. asco | 93. pesa | 125.peso |
| 30. bolsa | 62. mosca | 94. pela | 126.reir |
| 31. besar | 63. ambos | 95. estas | 127.perro |
| 32. árboles | 64. básico | 96. pelea | 128.enero |

129.respiro	163.trato	197.camino	231.estima
130.espero	164.trasto	198.camión	232.sistema
131.peregrinos	165.tortillas	199.correcamino	233.amistades
132.se	166.tal	200.Ana	234.son
133.sal	167.eco	201.pan	235.oro
134.lago	168.ole	202.ten	236.caro
135.soga	169.alto	203.plan	237.coro
136.real	170.seco	204.pata	238.cera
137.algo	171.sola	205.pena	239.caso
138.regla	172.atole	206.plata	240.zona
139.salgo	173.talco	207.antes	241.razón
140.legal	174.salto	208.pastel	242.rasco
141.largos	175.chaleco	209.saltan	243.corona
142.regalos	176.chocolates	210.planetas	244.corazones
143.le	177.nos	211.aro	245.era
144.lee	178.año	212.seis	246.pesa
145.ser	179.maña	213.ríes	247.pera
146.arco	180.mano	214.esto	248.preso
147.roca	181.toma	215.trío	249.prado
148.loca	182.daño	216.osito	250.promesa
149.barco	183.doña	217.serio	251.detrás
150.broma	184.santo	218.resto	252.morado
151.Marco	185.asoma	219.estiro	253.parado
152.leemos	186.tamaño	220.besito	254.madera
153.celebramos	187.montañas	221.sobresitos	255.temporadas
154.tío	188.con	222.sed	256.sapo
155.tía	189.nací	223.Ema	257.sopa
156.allí	190.como	224.dama	258.lote
157.olla	191.cono	225.tema	259.topa
158.otra	192.mono	226.dime	260.tapo
159.llora	193.corre	227.dame	261.plato
160.silla	194.carro	228.diste	262.sopla
161.torta	195.marrón	229.mitad	263.palote
162.those	196.three	230.tight	264.pelota

265.estopa	299.polvaredas	333.saco	367.leo
266.papalotes	300.mar	334.cara	368.flor
267.ver	301.osa	335.Sara	369.frío
268.mira	302.pío	336.asco	370.olor
269.mapa	303.misa	337.casco	371.color
270.amar	304.risa	338.sacar	372.dolor
271.prima	305.prisa	339.carne	373.decir
272.rimar	306.raspa	340.rascan	374.cerdo
273.rapar	307.aspira	341.sacaron	375.fresco
274.primer	308.amparo	342.casaron	376.florecidos
275.vampira	309.rasposa	343.cascarones	377.sea
276.primera	310.mariposas	344.Rita	378.era
277.primavera	311.ten	345.cita	379.cita
278.rió	312.amor	346.ropa	380.Rita
279.uno	313.tome	347.copa	381.dame
280.tren	314.rato	348.rima	382.medir
281.bien	315.menta	349.parto	383.madre
282.unos	316.renta	350.tomar	384.tarde
283.serio	317.trato	351.compra	385.madera
284.subir	318.enorme	352.cortar	386.cadera
285.bueno	319.tomates	353.trompa	387.madrecitas
286.trueno	320.entramos	354.compartir	
287.sueño	321.tormentas	355.oí	
288.tiburones	322.eco	356.reí	
289.red	323.ojo	357.leí	
290.por	324.oto	358.miel	
291.peor	325.cojo	359.creo	
292.lado	326.José	360.creí	
293.lavar	327.tosió	361.mole	
294.valor	328.cisne	362.cielo	
295.volar	329.enojo	363.libro	
296.solar	330.cinto	364.siembro	
297.vapor	331.escojo	365.lombrices	
298.polvera	332.conejitos	366.feo	

**Moxee Elementary
Accelerated Reader/ Discovery Reader
Incentives Program**

There will be two levels of incentives:

Discovery Reader (Preschool, Kindergarten and Special Ed)

Prize: treasure box picks for students who have read or have been read to at least 20 books per month

Accelerated Reader

1. **Independent Reader** (T-shirt)
Read 2 books and quizzes on one's own
Accumulate 10 points
2. **Factual Reader**
Read 1 non-fiction
Accumulate 20 points
3. **Super Reader** (button and Super Reader pencil)
Read 2 books of 1 point or higher
1 new non-fiction
Accumulate 25 points
4. **Advanced Reader** (Certificate)
Read 2 books of 2 points or higher
1 new non-fiction
Accumulate 35 points
5. **Star Reader** (T-shirt)
Read 3 books at a 3 points or higher
1 new non-fiction
Accumulate 50 points
6. **Radical Reader** (Bookmark/ \$5.00 gift certificate
To B. Daltons)
Read 3 books at 3.5 level or higher
3 points or higher
1 new non-fiction
Accumulate 75 points

7. Honor Reader (Bookmark and \$10.00 to B.Daltons)

Read 3 books at 4.0 level or higher

4 points or higher

1 new non-fiction

Accumulate 100 points

8. Awesome Reader (Baseball cap)

Read 3 books at 4.5 level or higher

4 points or higher

1 new non-fiction

Accumulate 150 points

9. Ultimate Reader (Lunch with Mrs. Masias)

Read 3 books at 5.0 level or higher

4 points or higher

1 new non-fiction

Accumulate 200 points

10. Extreme Reader (Booklight)

Read 3 book at 5.0 level or higher

4 points or higher

1 new non-fiction

Accumulate 300 points

First and Second Grade start at level 1.

Third Grade starts at level 3.

Moxee Elementary

Accelerated Reader/Discovery Reader Incentives Program

Estos programas son para los estudiantes quienes leer más y más. Lo más un estudiante lee, lo más mejor lector será. El programa de discovery reader es para los estudiantes de pre-escolar, kinder y los estudiantes de educación especial. Ellos necesitan leer libros o alguien debe leer a los niños. El programa de Accelerated Reader es cuando el niño/a lee un libro y toma un examencito en la computadora acerca del libro para acumular puntos. Lo más puntos que acumula, gana premios.

Hay dos niveles de premios:

*Discovery Reader (pre-escolar, kinder, y educación especial)

Premio: Los niños quien han leído o han escuchado a 20 libros al mes pueden escoger algo de la caja de premios.

- Accelerated Reader (AR)

1. **Lector Independiente:** (recibe una camiseta azul) Los estudiantes del primero y segundo grado empiezan aquí. Necesitan leer 2 libros a si mismo y tomar 2 examencitos a si mismo.
Necesitan acumular: 10 puntos.
2. **Lector Objetivo:** (recibe un marcador del libro) Los estudiantes del tercero grado empiezan aquí. Necesitan leer 1 libro de literatura no novelesca.
Necesitan acumular: 20 puntos
3. **Lector Super:** (reciben un botón y una lapiz de lector super) Los estudiantes necesitan leer 2 libros que valen 1 punto cada uno. Necesitan leer 1 libro nuevo de literatura no novelesca.
Necesitan acumular: 25 puntos
4. **Lector Avanzado:** (recibe un certificado) Los estudiantes necesitan leer 2 libros que valen 2 puntos cada uno. Necesitan leer un libro nuevo de literatura no novelesca.
Necesitan acumular: 35 puntos
5. **Lector Estrella:** (recibe una camiseta blanca) Los estudiantes necesitan leer 3 libros que valen 3 puntos o más cada uno. Necesitan leer un libro nuevo de literatura no novelesca.

Necesitan acumular: 50 puntos

- 6. Lector Radical:** (recibe un marcador del libro y un certificado \$5.00 a la tienda de Borders)

Los estudiantes necesitan leer 3 libros del nivel de 3.5 o más alto y que valen 3 puntos o más cada uno. Necesitan leer un libro nuevo de literatura no novelesca.

Necesitan acumular: 75 puntos

- 7. Lector Honour:** (recibe un marcador del libro y un certificado para \$10.00 a la tienda de Borders)

Los estudiantes necesitan leer 3 libros del nivel 4.0 o más alto y que valen 4 puntos o más cada uno. Necesitan leer un libro nuevo de literatura no novelesca.

Necesitan acumular: 100 puntos

- 8. Lector Impresionante:** (recibe una gorra de béisbol) Los estudiantes necesitan leer 3 libros del nivel 4.5 o más alto y que valen 4 puntos o más cada uno. Necesitan leer un libro nuevo de literatura no novelesca.

Necesitan acumular: 150 puntos

- 9. Lector Máximo:** (va a almorzar con Mrs. Masias) Los estudiantes necesitan leer 3 libros del nivel 5.0 o más alto y que valen 4 puntos o más cada uno. Necesitan leer un libro nuevo de literatura no novelesca.

Necesitan acumular: 200 puntos

- 10. Lector Extremo:** (recibe una luz de lectura) Los estudiantes necesitan leer 3 libros del nivel 5.0 o más alto y que valen 4 puntos o más. Necesitan leer un libro nuevo de literatura no novelesca.

Necesitan acumular: 250 puntos

- 11. Lector de Medalla de Oro:** (recibe una medalla de oro) Los estudiantes necesitan leer 3 libros del nivel 5.0 o más alto y que valen 4 puntos o más. Necesitan leer un libro nuevo de literatura no novelesca.

Necesitan acumular: 300 puntos

Dear Parents,

On Wednesdays and Thursdays your child will be bringing home a reading book to practice the weekly story. Your child has heard and practiced the story in class. However, if your child is reading a story in their second language and you are unable to help them please sit with them and ask them what is happening in each picture and if they remember any new words in their second language. This will help your child and encourage them to share their new language with you at home. Please have your child practice the vocabulary cards especially when they are in their native language. They are very important! If you have any questions please call us at home or at school.

Mrs. Crowston (home): (school): 573-7716
Señora Hartley (home): (school): 573-7717

Thank You,
Mrs. Crowston and Señora Hartley

Estimados Padres,

Los miércoles y jueves su hijo/a va a traer su libro de lectura para practicar el cuento de la semana. Su hijo/a ha escuchado el cuento en clase. Pero, si su hijo/a tiene un cuento en su segundo idioma y usted se puede ayudarle a leer, favor de sentarse con su hijo/a y preguntale de los dibujos y lo que está pasando en el cuento. También pregunta se se recuerdan unas palabras nuevas en su segundo idioma. Esto va a ayudar su hijo/a y animarles de compartir su idioma nuevo con usted. Favor de hacer su hijo/a a practicar las palabras del vocaulario especialmente cuando están en su primer idioma. ¡Son muy importantes! Si tienen preguntas pueden llamarnos.

Mrs. Crowston (casa): (escuela): 573-7716
Señora Hartley (casa): (escuela): 573-7717

¡Gracias!

Mrs. Crowston y Señora Hartley

Ways to Help Your Child with Reading at Home:

Setting the Atmosphere:

- Help your child find a quiet comfortable place to read.
- Have your child see you as a reading model.
- Read aloud to your child. Reread favorite stories.
- Read with your child.
- Discuss the stories you read together.
- Recognize the value of silent reading.
- Keep reading time enjoyable and relaxed.

Responding to errors in Reading:

Based on the way most of us were taught to read, we have told the child to "sound it out" when he comes to unknown word. While phonics is an important part of reading, reading for meaning is the primary goal. To produce independent readers who monitor and correct themselves as they read, the following prompts are recommended before saying "sound it out".

Give your child wait time of 5-10 seconds. See what s/he attempts to do by themselves.

What would make sense there?

What is the beginning sound.

What do you think the word could be?

Use the picture to help you figure out what it could be.

Go back to the beginning and try that again.

Skip over it and read to the end of the sentence. Now go back and what do you think the word could be.

Finally, if all else fails tell the child the word, then have them reread the sentence.

Maneras de ayudar a su niño/a con la lectura en la casa

Fijar la atmósfera:

- Ayude a su niño/a a encontrar un lugar cómodo y reservado para leer.
- Haga que su niño/a le vea usted como modelo de la lectura.
- Lea en voz alta a su niño/a. Relea las historias preferidas.
- Lea usted con su niño/a.
- Platica de las historias que usted lee juntos con su niño/a.
- Reconozca el valor de leer en silencio.
- Mantenga tiempo de la lectura agradable y relajó.

A responder a los errores que hace su niño/a en lectura:

De acuerdo con la manera de que nosotros fueron enseñados a leer, nos han dicho a nuestros niños que suenan lo que las letras dicen cuando no saben una palabra extraña. Aunque el fonética de la lectura es muy importante, el sentimiento de lo que está leyendo es lo más importante el la meta primaria. A producir lectores independientes, debemos decir las frases abajo antes de decir "suenan lo que dicen las letras".

Da la espera de 5-10 segundos a su niño/a para ver lo que puede haber a si mismo. Despues de estos segundos diga:

- ¿Qué va a hacer sentido allí?
- ¿Cuál es el sonido inicial?
- ¿Qué piensas la palabra sería?
- Usa el dibujo para ayudarte a pensar en la palabra.
- Revuelva al comienzo a empieza otra vez.
- Pasálo y lee hasta el final del frase. Ahora revuelva al comienzo y ¿Qué piensas la palabra sería?
- Finalmente, si nada funciona, diga la palabra a su niño/a, y hagalo/la a releer la frase.

Parent Volunteers (Padres Como Voluntarios)

Parent Name _____
(Nombre de Padre)

Student's Name _____
(Nombre del estudiante)

Home Telephone Number _____
(Numero de telefono de casa)

Best time to call: _____
(La mejor hora para hablarle)

.....

Indicate When you can volunteer:
(Apunta cuando puede ser un voluntario)

Monday P.M. _____
(Lunes P.M.)

Tuesday P.M. _____
(Martes P.M.)

Wednesday P.M. _____
(Miércoles P.M.)

Thursday P.M. _____
(Jueves P.M.)

Friday P.M. _____
(Viernes P.M.)

Indicate what type of activity you'd like to do
Indica los tipos de trabajo que le gustaría hacer

Read with students _____
(Leer con estudiantes)

Correct Papers _____
(Corregir Papeles)

Help students with math _____
(Ayuda estudiantes con matemáticas)

Other _____
(Otro)

Individual help _____
(Ayuda individual)

How to contact us:
Como comunicarse con nosotras:

Colleen Crowston

School Number (telefono de escuela): 573-7716

Home phone (telefono de casa):

E-mail (correo electrónico):

Leslie Hartley

School Number (telefono de escuela): 573-7717

Home phone (telefono de casa):

E-mail (correo electrónico):

Strategic Practice 2E: Program allows for many different levels of participation, comfort, and talents of parents (Lindholm-Leary et al., 2005).

There are numerous ways that parents can be involved in their child's education. Parent involvement can be generally defined as "a variety of activities that allow parents to participate in the educational process at home or at school" (Calderon & Minaya-Rowe, 2003, p.191). Parents can be involved by helping their child at home, attending teacher parent conferences, attending school activities, and volunteering at school. Henderson and Mapp (2002) list six types of parental involvement: (a) parenting such as supervising your child, (b) supporting the school by attending school events and volunteering, (c) learning at home by providing lessons at home, (d) decision making such as taking part in a parental organization at school, and (e) collaborating with the community such as taking advantage of the community museum or community groups.

To increase parental involvement schools need to invite parents to school, and provide multiple opportunities for parents to become involved at school. Some parents may not be comfortable volunteering in the classroom, but would rather volunteer by doing something at home. It is recommended that schools survey parents on a regular basis to gather information on how parents like to be involved with school (Lindholm-Leary, 2005). According to Carter and Constantino (2003) here are some ideas how parents can be involved both inside and outside of school.

Ways to be involved inside of school:

- Being a room parent or teacher's assistant
- Reading with children
- Grading papers
- Assisting children with reading, writing, or math
- Assist in the office
- Re-shelving library books/ assisting in the library
- Assisting with recess duty
- Help prepare materials
- Prepare bulletin boards
- Attend parent-teacher conferences and school activities
- Attend P.T.A. or Booster Club meetings

Ways to be involved outside of school:

- Assist their child with their homework
- Read with their child
- Talk about school with their child
- Prepare materials for the teacher
- Make classroom games

Some parents might have special talents that they may be willing to share with other students and teachers. Parents with talents such as speaking a second language, music or art, or in other areas would be great assets to the school. These parents could be utilized for special lessons, workshops for teachers, parents and students or even school assemblies.

Parents should be able to share their talents with students and other parents as it creates pride and adds to the cultural richness of the school.

Parents are very valuable to schools. In order to get more parents involved, schools need to welcome parents and be flexible about how parents contribute to the school. Parents can be involved both in and out of school and some may have talents to share with the school.

The more the school is willing to work with parents, the more parents may be willing to be involved.

Strategic Practice #3:
The program views and involves parents and community members as
strategic partners
(Lindholm-Leary et al., 2005).

Strategic Practice 3A: The program establishes an advisory structure for input from parents and community members (Lindholm-Leary et al., 2005).

Dual language programs are often successful due to their strong connections with the families who are in the program and with the community. It is important that families and community members are included in the planning and implementation process of a dual language program as well as the maintenance of the program (Genesee & Hamayan, 2000; Soltero, 2004; Calderon & Minaya-Rowe, 2003). Schools should have a system in which parents and community members are able to submit their input about school programs and policies (Lindholm-Leary, 2005).

Educators need to involve families and community members on issues that involve children (Delgado-Gaitan, 2004). Inviting families to participate in making decisions about school programs and policies empowers them to add their input about programs that affect their children. Parent leaders and representatives are created when parents are included in the decision making processes at school (Epstein, et al., 2002; Delgado-Gaitan, 2004). According to Howard, Sugarman, and Christian (2003) both language groups of the program should be represented in school organizations as well as be included in making decisions. Both groups of parents should have equal access to information and be equally involved in activities that exert power and influence over the program. This is one way to equalize the status of both languages as well as both groups involved in a dual language program (Howard, Sugarman, & Christian, 2003).

Another way to ensure the equitable representation of parents within a dual language program is through the utilization of a parent advisory board. The principal would be the

head of the board, specifically inviting parents from both language groups to join and participate on the advisory board. The advisory would represent both languages and cultures within the dual language program. Together the board members would problem solve and assist staff and administrators in improving the program.

Parents are able to submit their opinions and suggestions by joining organizations such as the Parent Teacher Association (P.T.A.), the school's Booster Club, school improvement teams, or other parent organizations in which parents' voices are heard on important decisions (Howard, Sugarman, & Christian, 2003). Some schools have a complaint form in which parents can write down their concerns for staff members to review. This form could be revised as a general parental input form in which parents could write down any concerns, suggestions or praises that they have for the school, its staff and programs. Forms should be printed in both languages of the program so that all parents would have the opportunity to voice their concerns, praises, or suggestions. The forms could be reviewed at monthly staff meetings as well as the P.T.A. meetings. Other schools have "Coffee with the Principal". On these days, parents are invited to enjoy doughnuts and coffee with the principal and discuss what is happening in the school as well as express any questions or concerns that the parents may have. To ensure that all parents are heard, it is suggested that translators and all information provided for parents be available in both languages of the dual language program. All parents should be invited to participate in activities as well as hold positions on a parent advisory board and on the P.T.A. If meetings or information is not available in both languages, it may likely result in a lack of involvement (Howard, Sugarman, & Christian, 2003).

Another idea to incorporate community input is to hold community meetings in which the community is informed about the happenings at school. Community informational meetings could be held once a trimester. Staff members along with administrators would be present to inform the community of school programs as well as issues that the schools is facing. The community would also be encouraged to offer input or to ask questions at these meetings. If this type of format was not feasible for a school district, then it should be strongly advertised that the community is welcome at school board meetings. This is a common practice of school districts.

When implementing a parental input system or creating a parent advisory committee, it is extremely important that teachers, parents, and administrators learn how to work together for the benefit of the students. Learning where one is coming from and respecting others' ideals and opinions are crucial for success. Pena (1998) noted that when a school involves parents and is unable to communicate effectively or understand where the parents are coming from, little progress is made. Schools and parents both need to communicate their expectations and ideals so that when they plan for change they can effectively work together to problem solve and make improvements for the better of the students.

However schools want to address parental and community input, they must have a system in place. Below is an example of an action plan for creating a system for parental input.

Step 1. Create criteria for soliciting parental input.	Step 2. Discuss and create criteria for using parent input.	Step 3. Discuss and create criteria for evaluating their parental input process.
Schools need to decide how they want to solicit parent input: through meetings, coffee with the principal, parent organizations, surveys, parent committees, etc.	Schools need to discuss how they will use the input they receive from their parents. Will they use the input to help make decisions? How do they plan to use the input?	It is important that the process that schools use to solicit and utilize input from parents is evaluated from time to time. Schools need to discuss how they plan to evaluate their process and how often they plan to evaluate their process.

**Strategic Practice 3B: The program takes advantage
of community language resources
(Lindholm-Leary et al., 2005).**

Dual language programs incorporate the instruction of two languages so that students become bilingual, biliterate, and bicultural. The languages of instruction, however, should not be utilized in the school or home only. In many cases the languages of the program can be heard in the surrounding communities. These language resources are huge assets to the dual language program as it connects the students and the program to the real world.

When students are exposed to community language resources, they are provided with increased opportunities for input and output in the minority language of the program. A study on the use of community language resources conducted by Patrick Smith (2001) concluded that the utilization of language resources influences the children's use of the second language. The more students are around the minority language, the more apt they are to use it. For example, students in a dual language program in Tucson, Arizona regularly visited a Mexican tienda. Outside of the store, the students communicated with each other in English, however, as soon as they entered the store they would begin to communicate in Spanish.

The communities around schools are rich with language resources. There are many ways schools can incorporate the community into the school setting. According to Smith (2001) here are some suggestions for incorporating community language resources.

- Field trips: Classes can take small field trips to the local convenience store where the minority language is spoken. For example, classes can visit the local Mexican tienda,

where the students can learn how tortillas are made, or even investigate the many food products that come from Mexico. Classes may visit family farms, or orchards where the second language is spoken. Students can be addressed in the minority language while they are learning about the place that they visit.

- **Classroom visitors:** Speakers of the minority language may visit classes and talk about their jobs, or the visitor may teach the students how to do something such as a craft. Guest speakers may tell stories about their childhood or may tell the students legends or folklore.
- **Reading and writing to a second language newspaper:** Students can practice their second language by reading a newspaper that is printed in their second language, and writing to the editors. Students may write about what they read in the newspaper. This increases their reading and writing vocabulary in their second language.
- **Community service:** Students can perform community service such as visiting a nursing home where both language groups are represented. This gives students a chance to perform community service and learn about doing something for others, as well as practicing their second language.

In order to fully utilize community language resources within the school, administrators and teachers must become familiar with the language resources that exist in their community.

Gonzalez, Moll, and Amanti (2005) explain the concept of funds of knowledge, in which educators go and research the knowledge in the community. With this type of educational research, educators become active researchers and go on ethnographic field trips in which they observe the surrounding areas to gain insight and knowledge about the community.

Teachers may go on ethnographic home visits where they observe and get to know the

family, rather than go to teach the family something. The field trips and home visits often begin with observations of the neighborhoods and surrounding areas. Educators look for clues as to what knowledge the neighborhood may have. For example, a new patio may signify that someone knows about masonry, a garden may mean that someone has botanical knowledge, and a restored car may mean that someone is knowledgeable about mechanics (Howard, Sugarman, & Christian, 2003). Educators not only observe what can be seen, but what can be heard in the community. Educators also listen for the languages that are spoken in the community (Gonzalez, Moll, & Amanti, 2005). This type of educational research is important for schools as it informs the schools about the language and knowledge resources available in the surrounding communities. With this type of research schools build relationships with the parents and community members who have specialized knowledge in language, botanical or other types of knowledge. These parents and community members may share their knowledge with the school, which may result in greater parental and community participation in the school.

Once the fieldtrips and home visits are completed, educators get together to reflect on what they observed and learned from their observations (Gonzalez, Moll, & Amanti, 2005). As a result of this research, teachers and staff members have gained some significant realizations about the community in which they teach. According to Gonzalez, Moll, and Amanti (2005) some teachers have realized that they had mistakenly stereotyped a family or misunderstood what the family really was like. Other teachers have learned that family members contain certain knowledge that can be utilized in a lesson, creating an opportunity for the parents to come into the classroom and share their knowledge with the students. By

utilizing these community resources in the classroom, it enriches what the students are learning as well as empowers the parents and community members who participate.

Going into the surrounding areas and observing the funds of knowledge that families and the community embodies takes extra time which is not always compensated for, however, the experiences may be viewed as valuable as they bring educators, schools and community closer together. The more familiar educators are with the community surrounding their school and its resources, the better they can utilize those resources, and bring more enriching and meaningful experiences to their students.

Once teachers and administrators are familiar with the language resources in their community, there are many ways to utilize these resources in a dual language program (Smith, 2001; Gonzalez, Moll, & Amanti, 2005). By utilizing these community language resources, students have the opportunity to expand their knowledge as well as practice their second language. One thing educators need to remember is to encourage guest speakers and members of the community to speak the minority language to the students, as it is easy to resort to English (Smith, 2001). Incorporating the use of language resources in the dual language program enables students to become aware of the use of both languages in the community. It also empowers the community to use the two languages so that students are able to hear and use both languages outside of school. The use of community language resources adds richness and authenticity to dual language programs.

Assessment of the Strategic Practices

Once a parental involvement program or strategic practices are established, it is important that they are assessed on a regular basis in order to determine what is working and what improvements need to be made (Calderon & Minaya-Rowe, 2003). There are numerous ways that a parental improvement program can be assessed. The utilization of parental surveys and feedback forms are exceptional sources of information. Schools can use scoring rubrics to assess their program. Lindholm-Leary and colleagues (2005) use such rubrics in the *Guiding Principles for Dual Language Education*. Teachers score the guiding principles of parental involvement with a rubric that consists of minimal, partial, full, and exemplary. Once the rubric is scored, it is recommended that staff members review the scores together and then modify their existing parental involvement program (Lindholm-Leary, 2005).

Epstein and colleagues (2002) offer rubrics to measure school, family and community partnerships in which schools can be more specific in looking at how they involve families and the community within their school. The National P.T.A. (2004) has similar rubrics measuring the six types of parental involvement, which are: (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision making, and (f) collaborating with the community. Staff members score the rubric using never, rarely, sometimes, often, and frequently. This type of measuring tool gives schools a more specific

look at their program according to the six types of parental involvement identified by the P.T.A. so that the appropriate adjustments can be made.

Schools need to identify how they plan to assess their program and then develop a system for handling the data that they receive from the assessments (Lindholm-Leary, 2005). If assessments are performed and the data is not used, then it becomes a waste of time for everyone involved. An action plan for handling and using the data should be in place before any assessment or evaluation is conducted (Calderon & Minaya-Rowe, 2003).

It is necessary that the parental involvement program is evaluated on a continuous basis to determine if the program is meeting its goals and objectives. Evaluating the existing program allows schools to determine what components of the program are working and what components need to be refined (Calderon & Minaya-Rowe, 2003). There are various methods to evaluate a program such as the use of surveys and rubrics. Examples of such rubrics and surveys can be found in the appendix.

Conclusion

Parents are the backbone to the schools. They are often the school's greatest advocates. Parental involvement is critical in dual language programs as parents are a huge support system for the program. Parents play a crucial role in the establishment and maintaining of a dual language program (Soltero, 2004). It is important that schools create opportunities for parents to become involved in their child's education. Parental involvement can be defined as a variety of activities that allow parents to become involved in their child's education at home or at school (Calderon & Minaya-Rowe, 2003). Parents can be involved in multiple ways both in and out of school. Some conventional ways parents can be involved are: (a) volunteering in classrooms, (b) attending school functions, and (c) communicating

with the school about their child's progress (Calderon & Minaya-Rowe, 2003). Some non-conventional parental involvement activities include: (a) assisting in the schools as a playground supervisor, (b) assisting in the decision making processes at school, (c) attending parent education workshops, or (d) being a guest speaker in a classroom (Calderon & Minaya-Rowe, 2003).

There are six main pillars of parental involvement. These six types of involvement are: (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision making, and (f) collaborating with the community (Epstein et al., 2002; P.T.A., 2004). Lindholm-Leary and colleagues (2005) have created guiding principles for dual language programs. One of the components of the guiding principles focuses on parental involvement. The guiding principles are very similar to the six types of involvement as they include: (a) the need for a family and community liaison associated with the dual language program, (b) the need for bilingual office staff members, and (c) the need for staff development concerning working equitably with families and the community. Other guiding principles include ongoing parent education, assisting parents with their child's education, communicating with parents in the appropriate language, providing family activities that promote cross-cultural awareness, and providing opportunities for parents to participate at various levels. The last of the guiding principles for parental involvement are: (a) establishing an advisory structure for parental input, and (b) utilizing community language resources. These guiding principles reflect the six types of involvement described earlier as well as the goals of dual language education.

The handbook in Chapter Two of this document incorporates Lindholm-Leary's and colleagues' guiding principles as strategic practices along with subsequent strategic practices

for dual language schools designing a parental involvement program. Each strategic practice is accompanied with an explanation as well as research along with examples of how schools could create an action plan or incorporate each strategic practice.

Not only is it important for schools to create and implement a parental involvement program in their school, but it is equally important that the program is assessed on a continuous basis (Calderon & Minaya-Rowe, 2003). It is necessary that the parental involvement program be evaluated to assess what components of the program are effective and what components need to be restructured. Schools should strive to constantly revamp their parental involvement program for continuous growth and improved effectiveness of the program.

Schools, families and communities need to work together for the benefit of the students. The more we work together, the more that can be accomplished in the best interest of the children. Within a dual language program, parental involvement and cooperation with families is a must. Calderon and Minaya-Rowe (2003) explain this well when they state “The joint effort on the part of the school and the parents makes it an empowerment model that enables both the families and the school to benefit” (p. 204).

Appendix

Resources

Empowering Teachers to Be Culturally Competent A Series of Cultural Awareness Workshops

Rationale:

With the changing population in the Yakima Valley, it is necessary for teachers to become culturally competent in order to be effective teachers. Race, ethnicity, culture, language and social class interact in complex ways that influence student behavior and learning (Banks et.al., 2001). According to results from the Diversity within Unity checklist (Banks et.al, 2001), school districts within the Yakima Valley lack professional development programs that enable teachers to become culturally competent. When staff members are given the opportunity to become educated on various cultures, they will have an enhanced understanding of student backgrounds and how to address the various needs of the students they serve.

Description/Setting:

These workshops will be made available to all staff members within a school district. This includes Pre-K through 12th grade certified staff, administrative staff, and classified staff. Due to lack of space to accommodate all employees, trainings will be held for smaller groups. Training at a central elementary school will be held for Pre-K through 5th grade certified, administrative and classified staff, a training at a central middle school will be held for 6th through 8th grade certified, administrative and classified staff and a training will be held at a central high school for 9th through 12th grade certified, administrative and classified staff. A separate training will be held at the district office for all district administrative, certified and classified staff. If needed, follow up or make up training sessions will take place. If desired, training may take place at separate schools within a district. This workshop will be followed by other workshops related to cultural competency. These

workshops will take place throughout the year. Districts or buildings may also want to follow the workshop with book studies and/or guest speakers. It is important to note that this series of workshops is just the beginning.

Outcomes: Upon the completion of training, staff member will be able to:

1. Uncover and identify their professional attitudes and behaviors toward different racial, ethnic, language, and social-class groups.
2. Acquire knowledge about the history and cultures of diverse ethnic, racial, and cultural groups.
3. Become knowledgeable about the diverse perspectives on historical and current events within different ethnic, racial, language and cultural communities.
4. Understand the ways in which race, ethnicity, culture, language and social class interact in complex ways to influence student behavior.
5. Develop the knowledge and skills needed to modify their instruction so that students from diverse ethnic, racial, cultural, and language groups will have an equal opportunity to learn in their classrooms.

Content Description:

Number of sessions: Three

Time allowed per session: One LID day per session, 7.5 hours

Topics/Content:

Day one: Uncovering our biases: What are our attitudes and behaviors towards those who are different from us?

Day two: Diverse cultural groups we serve in the Yakima Valley. Who are they and what are their historical perspectives?

Day three: How do race, ethnicity, culture and social class affect student behavior and learning and how can we change or modify our instruction for the benefit of these students?

Activities for each session:

DAY ONE: The session will begin with a quick introduction of the trainers and the purpose of the session. The purpose of this session is to uncover our hidden biases and make us aware of our behaviors and attitudes toward ethnically and culturally diverse populations.

1st activity: Who are we? At each table each person is to introduce themselves according to the information categories on the Becoming Aware of Diversity worksheet. Each group is to discuss who they are and what they have learned about each other's diversity. Each group will then present their findings to the whole group.

2nd activity: What do you know about cultural competency? Attendees will take some quizzes to examine their knowledge on cultural competency. They will also perform the pre-assessment in which they will mark where they think they are at on the cultural proficiency continuum.

3rd activity: What are our hidden biases? With a power point presentation, attendees are subjected to various pictures to discover what their initial reaction to each picture is. This indicates their hidden biases and is an eye-opening experience to initial reactions we have to people who are different than us. Attendees will then discuss in groups what they discovered about themselves and each group will then present their findings. The power point will also include a multicultural test to see what each attendee knows about multiculturalism. After taking the quiz, attendees will discuss what they discovered about their knowledge. What they knew and what surprised them.

4th activity: When you think of....what do you think? Groups will each have a scribe to write three things they automatically think of upon hearing a certain place such as New Jersey, Iowa, Seattle, etc. What are the initial responses and why did these responses surface. Groups will then discuss what their initial responses were and why they think they had such responses.

5th activity: How do our hidden biases affect how we teach? Attendees will then fill out the How Much Do I Respect My Students' Backgrounds worksheet. Each group member will then discuss their individual responses and then record their group responses. Group members also need to think of a strategy to increase the respect for students' backgrounds. What can they do differently?

6th activity: Video Workshop I: Attitudes and Beliefs Overview (2000, Educating Everybody's Children Video Series, ASCD Videos). Attendees will watch the video then discuss in their groups any new understandings they obtained from the video. Each group will share their findings.

Final activity: Attendees will finish the first session with a reflection exercise. Attendees will be given a worksheet to record what they have learned, realized, noticed, were pleased with and became aware of. The participants are to write each thought down and then share with their group members the answers they wrote down. Participants will also be given the Ethnic Minority Attitude Interview Questionnaire to take home and reflect on. They may fill out at their convenience.

DAY TWO: The session will begin with a review of the previous session and the participants will have an opportunity to write down on sticky notes any concerns or questions pertaining to the first training. These questions and concerns will be addressed during the lunch break and/or at the end of the day. An explanation of what will be covered will be given. During this workshop, participants will be covering the various cultural groups served in the Yakima area. A historical overview of these groups and their history in the United States will be given.

1st activity: Activity “*How Culturally Literate Are You?*” Participants will fill out the worksheet independently and then the trainer will reveal the answers. Participants will discuss what they thought about their results on the activity.

2nd activity: Getting familiar with the cultures around us. Each group will receive an ethnic vignette to read about a specific ethnic group. After reading each vignette, the group will summarize it and present it to the rest of the group. By the end of the session, each participant will have a copy of each vignette for their own reading.

3rd activity: Each group will be given a list of how each ethnic group learns and what they value. Each group is to discuss the ethnic group they have to study and make a poster of the values and learning styles.

4th activity: Group presentation: Native American Indians and video: *In the White Man’s Image* (PBS, 1992). Participants will watch the video and discuss how the Indian boarding school experiences may affect the level of Native American Indian parental participation in the schools. Why or why not would the parents want to come to their child’s schools? What steps could be taken to get more Native American Indian parents involved?

5th activity: Group presentation: Pacific Islanders. Group will discuss the learning styles and values of Pacific Islanders. Who is included in this group?

6th activity: Group presentation: African Americans and video: Segregated Schooling in South Carolina (Levine Museum of the New South). Participants will discuss the values and leaning styles of African American children and discuss the evolution of the schooling system for African Americans. How has the past affected the learning and behaviors of African American students today?

7th activity: Group presentation: Hispanics and video: The Lemon Grove Incident (KPBS, 1986). Participants will discuss Hispanic values and learning styles and how this incident changed education for Hispanic students.

8th activity: Article reviews. The participants will be divided into two groups. Each group will receive an article. The participants are to read the articles and as a group summarize the key points on a poster. Each group will then present their article to the rest of the class. At the conclusion of the workshop everyone will receive a copy of each article to review at their convenience.

Final activity: Participants will reflect on their day by filling out the *What I Have Learned* worksheet. Participants will fill out what they have learned, realized, noticed, were pleased with, and became aware of. Upon the completion of the worksheet attendees will discuss their new understandings within their group. Participants will also be given a copy of the *Position Statement by the Multi-Ethnic Think Tank* for a preview of the next session.

DAY THREE: The session will begin with a review of the previous workshop. Attendees will have the opportunity to share any new understandings. Each participant will be given a sticky note to write down any questions or concerns from the previous workshop. These

questions and concerns will be addressed during the lunch break and if needed at the end of the day. An overview of the day will be explained. The purpose of this session is to inform educators on how they can modify their instruction to benefit all students.

1st activity: Self-assessment. Participants will begin by completing a Multicultural Education Theory and Practice self-assessment to view their strengths and weaknesses in teaching with a multicultural focus. Participants will discuss in their groups their strengths and weaknesses and then each group will present their findings to the rest of the class.

2nd activity: Article reviews. The presenter will exhibit the *Instruction and Behaviors Sensitive to Ethnic Minorities* overhead. Each group will then receive an article to review and summarize on poster-board. Each group will then present their articles to rest of class. By the end of this session everyone will receive a copy of each article to read at their leisure.

3rd activity: Strategic action plans. Each group will be given a strategic action plan for an ethnic group developed by the multi-ethnic think tanks. Each group is to review the action plans and develop and record a plan on poster-board in which they can modify their instruction for the particular ethnic/cultural group. Each group will present their strategies to the rest of the class. As a class, participants will brainstorm strategies that are common to all ethnic/cultural groups represented by the think tanks. These common strategies will be recorded by the presenter.

4th activity: Video. Participants will watch the video Workshop 3: Matching Instructional Methods to Students' Instructional Needs (2000, Educating Everybody's Children Video Series, ASCD Videos). After the video, each group will brainstorm and record on poster-board the new understandings they gained from the video. Each group will then share with the rest of the class.

5th activity: What I have learned. Each participant will reflect on the session and complete the *What I Have Learned* worksheet. Within their groups, participants will share their new understandings.

Final activity: Participants will complete *The Cultural Competency Continuum* and then discuss with their group whether they have grown or stayed the same on the continuum.

Participants will also complete a survey about the session, explaining what they gained from the three workshops, what they benefited from, how they will use their new knowledge in the classroom or educational setting, and how the workshop could improve. Participants will also be given extra hand-outs not used in the workshop, but that are related to this topic to review at their leisure.

Assessment: Participants will be given the *Cultural Proficiency Continuum* as a pre-and post assessment. They will also be given self assessments as reflection tools throughout the series of workshops. Participants will conclude the workshop by completing a survey. The survey will be a self-reflection survey. Participants will reflect on each of the outcomes and reflect what they gained from each session. This will help trainers be more specific to the needs of the participants. Participants will also explain how the workshop benefited them and how they can apply what they learned to their teaching or position in the district, what they liked and how the workshops could improve. The survey will also include a piece in which participants indicate what they would like more information on for further training or study. Trainers and developers of these workshops will then use the information provided to improve the series and to tailor it to the needs of the participants.

On the following pages are examples of surveys that schools can conduct on an on-going basis to continually assess their parental involvement program. The surveys are based on the six types of parental involvement: (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision making, and (f) collaborating with the community (P.T.A., 2004). A parent survey is also included as an instrument to assess how parents view the school and its parental involvement program. Following the surveys are the rubrics found in the *Guiding Principles for Dual Language Education* (Lindholm-Leary, et al., 2005). These rubrics can be utilized to assist schools in assessing what they have in place for parental involvement and what improvement may need to be made.

I. PARENTING: Help all families establish home environments to support children as students.

II. COMMUNICATING: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

III. VOLUNTEERING: Recruit and organize parent help and support.

IV. LEARNING AT HOME: Provide information to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

V. DECISION MAKING: Include parents in school decisions to develop leaders and representatives.

VI. COLLABORATING WITH THE COMMUNITY: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Standard II. Parenting

Standard I. Communicating

Standard III. Student Learning

Standard IV. Volunteering

Please note: Content on this page was redacted due to copyright concerns.

Standard V. School Decision Making and Advocacy

Please note: Content on this page was redacted due to copyright concerns.

Standard VI. Collaborating with Community

Please note: Content on this page was redacted due to copyright concerns.

Parent Survey

Please note: Content on this page was redacted due to copyright concerns.

STRAND 6

Family and Community

Principle 1

The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.

Please note: Content on this page was redacted due to copyright concerns.

STRAND 6

Family and Community

Principle 2

The program has parent education and support services reflective of the bilingual and multicultural goals of the program.

Please note: Content on this page was redacted due to copyright concerns.

STRAND 6

Family and Community

Principle 3

The program views and involves parents and community members as strategic partners.

Please note: Content on this page was redacted due to copyright concerns.

STRAND 6: FAMILY AND COMMUNITY

Principle 1: The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.

	MIN.	PART.	FULL	EXMP.
There is a staff member designated as liaison with families and communities associated with the program.				
Office staff members have bilingual proficiency and cross-cultural awareness.				
Staff development topics include working equitably with families and community.				

Principle 2: The program has parent education and support services reflective of the bilingual and multicultural goals of the program.

	MIN.	PART.	FULL	EXMP.
The program incorporates ongoing parent education that is designed to help parents understand, support, and advocate for the program.				
The program meets parents' needs for supporting their children's education and living in the community.				
Activities are designed to bring parents together to promote cross-cultural awareness.				
Communication with parents and the community is in the appropriate language.				
Program allows for many different levels of participation, comfort, and talents of parents.				

Principle 3: The program views and involves parents and community members as strategic partners.

	MIN.	PART.	FULL	EXMP.
The program establishes an advisory structure for input from parents and community members.				
The program takes advantage of community language resources.				

Parent Survey

1. Please circle very interested, interested, or not interested to indicate which type of classes you are interested in taking.

How to help your child in reading

Very interested Interested Not Interested

How to help your child in math

Very interested Interested Not Interested

Spanish classes

Very interested Interested Not Interested

High School/G.E.D. classes

Very interested Interested Not Interested

2. Please circle how long you would like to take the classes.

1 month 3 months all year not interested

3. Please circle how often you would like to take the classes.

1 time a week 2 times a week not interested

4. Please circle very interested, interested, or not interested to indicate which type of parent nights you are interested in participating in.

Reading nights

Very interested Interested Not Interested

Math nights

Very interested Interested Not Interested

5. Please circle the amount of hours you are interested in volunteering.

10 hours 15 hours 20 hours

6. Please circle yes or no to indicate if you are willing to participate on a parent advisory committee.

Yes No

Encuesta de Padres

1. Favor de hacer un circulo alrededor muy interesado, interesado, o no interesado para indicar cuales clases de padres tiene interes en participar.

Como ayudar su hijo/a con lectura

Muy interesado Interesado No interesado

Como ayudar su hijo/a con matematicas

Muy interesado Interesado No interesado

Clases de ingles

Muy interesado Interesado No interesado

Clases de la prepa/G.E.D.

Muy interesado Interesado No interesado

2. Favor de hacer un circulo alrededor el numero que significa por cuanto tiempo quiere tomar las clases de padres.

1 mes 3 meses todo el ano no interesado

3. Favor de hacer un circulo alrededor el numero que significa por cuanto tiempo a la semana quiere tomar las clases de padres.

1 vez a la semana 2 veces a la semana no interesado

4. Favor de hacer un circulo alrededor muy interesado, interesado, o no interesado para indicar cuales noches de familia tiene interes en participar.

Noches de lectura

Muy interesado Interesado No interesado

Noches de matematicas

Muy interesado Interesado No interesado

5. Favor de hacer un circulo alrededor el numero de horas en que le gustaria ser voluntario.

10 horas 15 horas 20 horas

6. Favor de hacer un circulo alrededor Si o No par aver si tiene interes en estar en un comite de padres.

Si No

REFERENCES

- Amanti, C., Gonzalez, N., & Moll, L.(2005). *Funds of Knowledge: Theorizing Practices in Households, Communities and Classrooms*. New Jersey: Lawrence Erlbaum Associates.
- Armendariz-Galindo, E. (2005). *Parent involvement: the staff's role in making it happen*. Dual Language Institute, Kennewick, WA.
- Banks, J., Cookson, P, Gay, G., Hawley, W., Irvine, J., Nieto, S., Schofield, J., & Stephan, W. (2001). *Diversity within unity*. Seattle, WA: University of Washington.
- Calderon, M., Minaya-Rowe, L. (2003). *Designing and implementing two-way bilingual programs*. Thousand Oaks, CA: Corwin Press Inc.
- Carter, S. (2003). *Educating our children together: A sourcebook for effective family-school-community relationships*. New York, NY: Consortium for Alternative Dispute Resolution in Special Education.
- Cloud, N., Genesee, F., & Hamayan, E. (2000). *Dual language instruction: A handbook for enriched education*. Boston: Heinle & Heinle.
- Constantino, Steven M. (2003). *Engaging all families*. Lanham, MD: Scarecrow Education.
- Cotton, K., Wikelund, K. (1989). Parent involvement in education. *Northwest Educational Laboratory School Improvement Research Series*.
Retrieved June 28, 2006 from <http://www.nrel.org/scpd/sirs/3/cu6.html>
- Delgado-Gaitan, Concha. (2004). *Involving Latino families in schools: Raising student achievement through home-school partnerships*. Thousand Oaks, CA: Corwin Press.
- Dietz, M..J. (1997). *School, family and community. Techniques and models for successful collaboration*. Gaithersburg, MD: Aspen Publications.

Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., & Voorhis, F. (2002). *School, Family and Community Partnerships: Your Handbook for Action*. (2nd ed.). Thousand Oaks, CA: Corwin Press.

Family Friendly Schools Association (2006). *Engage! All families institute*.

Retrieved September 12, 2006 from

<http://www.familyfriendlyschools.com/engage/institute/index.htm>

Freeman, Y., Freeman, D., & Mercuri, S. (2005). *Dual language essentials for teachers and administrators*. Portsmouth, NH: Heinemann.

George Lucas Educational Foundation (2000). *Educating teachers in the ABC's of parental involvement*. Retrieved September 12, 2006 from

http://www.edutopia.org/php/article.php?id=Art_446

Henderson, A., Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement annual synthesis 2002*. Austin, TX: National Center for Family & Community Connections with Schools.

Howard, E., Sugarman, J., & Christian, D. (2002). *Two-way immersion 101: Designing and implementing a two-way immersion education program at the elementary level*. Santa Cruz, CA and Washington DC: Center for Research on Education, Diversity & Excellence. Retrieved August 6, 2006 from

<http://www.cal.org/crede/pubs/edpractice/EPR9.htm>

Howard, E., Sugarman, J., & Christian, D. (2003). *Trends in two-way immersion education: A review of research. Report 63*. Baltimore, MD: Center for Research on the Education of Students Placed At Risk.

Inger, M. (1992). Increasing the school involvement of Hispanic parents. *Eric Digest*. New York: ERIC Clearinghouse on Urban Education, Teachers College, Columbia University.

Lindholm-Leary, K. (2005). *Review of research and best practices on effective features of dual language education programs*. Retrieved April 24, 2006 from http://www.lindholm-leary.com/resources/review_research.pdf

Lindholm-Leary, K. (2005). *Research and best practices in implementing dual language programs*. Dual Language Institute, Kennewick, WA.

Lindholm-Leary, K., Sugarman, J., Christian, D., Howard, E., & Rogers, D. (2005). *Guiding principles for dual language education*. Washington DC: Center for Applied Linguistics.

Montecel, M., Cortez, J. (2002). Successful bilingual education programs: development and the dissemination of criteria to identify promising and exemplary practices in bilingual education at the national level. *Bilingual Research Journal* 26(1) 1-21.

National Parent Teacher Association (1997, 2004). *National standards for parent/family involvement programs: An implementation guide for school communities*.

Peña, R. A., (1998). A case study of parental involvement in a conversion from transitional to dual language instruction. *Bilingual Research Journal* 22(2,3,&4), 103-125.

Peterson, E., Coltrane, B. (2003). *Culture in second language teaching*. Washington D.C.: Center for Applied Linguistics.

Smith, P. (2001). Community language resources in dual language schooling. *Bilingual Research Journal* 25 (3). Retrieved May 13, 2005, from <http://brj.asu.edu/v253/articles/art7.html>

Soltero, S., (2004). *Dual language teaching and learning in two languages*. Boston: Pearson Education Inc.

Sosa, A. (1997). Involving Hispanic parents in educational activities through collaborative relationships. *Bilingual Research Journal* 21 (2&3, 103-111).

Tinkler, B. (2002). *A review of literature on Hispanic/Latino parent involvement in K-12 education*. Denver, CO: University of Denver.

Title I. (1996). Policy guidance for title I, part A: improving basic programs operated by local educational agencies- April 1996. Retrieved August 16, 2006, from www.ed.gov/legislation/ESEA/Title_I/parinv2.html#sch-parent

VIDEOS:

ASCD (producer). (2000). *Education Everybody's Children Video Series Workshop 1: Attitudes and Beliefs Overview*.

ASCD (producer). (2000). *Education Everybody's Children Video Series Workshop 3: Matching Instructional Methods to Students Instructional Needs*.

Espinosa, Paul (producer) (1986). *The Lemon Grove Incident*. KPBS Television.

Video (1992). *In the White Man's Image*. Public Broadcasting Service.

Video: *Segregated Schooling in South Carolina* (available at the Levine Museum of the New South).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

Parents are very valuable to the implementation and the maintenance of a dual language program. It is very important that as dual language educators, we include parents in their child's education (Calderon & Minaya-Rowe, 2003). It is crucial that a dual language school creates and implements a parental involvement plan. The preceding handbook was developed to assist dual language teachers and administrators in developing a parental involvement program. With the assistance of the *Guiding Principles for Dual Language Education* (Lindholm-Leary et al., 2005) teachers and administrators are provided with strategic practices for implementing a quality parental involvement program. Research supporting each strategic practice, and a sample action plan or ideas for implementation, are also provided alongside each strategic practice.

Conclusions

It has been discovered by the author, the importance of parents in the dual language school setting. Parents have an incredible impact on their child's education. While it may be uncomfortable for teachers to have parents in the classroom, or for parents to be in the classroom, it is still extremely beneficial for the student to have parents involved in their education (Henderson & Mapp, 2002). Parental involvement does not have to happen at the school, but can take place at home. Parents who are active in their child's education at home may have a huge influence on their child's learning and success in school. The information gathered for the handbook was selected as it was correlated to the *Guiding Principles for Dual Language Education* (Lindholm-Leary et. al., 2005).

While the strategic practices have not been scientifically proven as efficient or successful, they have been supported by substantial research. Research also supports the need for on-going assessment of parental involvement programs schools create based on the strategic practices.

Throughout the process of researching the related literature, and developing the handbook, the author has learned the importance of strong parental involvement. Research findings have also reaffirmed the author's beliefs about communication in the languages of the families of the school, the need for a family liaison, having strong ties to the community, and including parents in decision making opportunities at the school that relate to students. This project will assist the author in her work to create strong relationships with the families in her classroom as well as develop opportunities for parents to be involved with their child's education in her classroom.

Recommendations

The handbook in Chapter Four was designed with the Moxee Elementary Dual Language program in the East Valley School District (WA) in mind, but may be utilized in any other school district regardless if they house a dual language program or not. The strategic practices in the handbook can be utilized in any Elementary school and can also be adapted for use in a Middle or High School with or without a dual language program.

It is recommended by the author that staff members review the handbook together and create action plans to be used in their school together along with parents if possible. As the staff members review each strategic practice and begin to create a plan for each practice, it is recommended that staff members review what they already have in place for parental

involvement, then brainstorm how to enhance and improve what is already in place. It is not necessary to re-create the wheel each time.

Lastly, it is suggested that schools begin with the first strategic practice and continue to the next practice one at a time. Trying to accomplish too much too soon may become overwhelming and may result in a poorly implemented parental involvement plan. It is recommended that once a strategy has an action plan that has been implemented for awhile, for example one trimester, then it will be time to move on to the next strategic practice.

Parents are schools' biggest supporters and advocates. A priority needs to be taken by both schools and school districts to create partnerships with parents and the community for the benefit of children. As it has been said that "it takes a village to raise a child", it is time that the village is included in the schools.

REFERENCES

- Alecio, R., Galloway, M., Irby, B., Rodriguez, L., & Gomes, L. (2004). Two-way immersion bilingual programs in Texas. *Bilingual Research Journal*, 28(1), 35-54.
- Amanti, C., Gonzalez, N., & Moll, L. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities and Classrooms*. New Jersey: Lawrence Erlbaum Associates.
- Armendariz-Galindo, E. (2005). *Parent involvement: the staff's role in making it happen*. Dual Language Institute, Kennewick, WA.
- Ascher, C. (1987). *Improving the school-home connection for poor and minority urban students*. New York: ERIC Clearinghouse for Urban and Minority-Education, Teachers College, Columbia University.
- Brilliant, C. (2001). Parental involvement in education: attitudes and activities of Spanish-speakers as affected by training. *Bilingual Research Journal* 25(3), 251-274.
- Calderon, M., Minaya-Rowe, L. (2003). *Designing and implementing two-way bilingual programs*. Thousand Oaks, CA: Corwin Press Inc.
- Carter, S. (2003). *Educating our children together: A sourcebook for effective family-school-community relationships*. New York, NY: Consortium for Alternative Dispute Resolution in Special Education.
- Christian, D. (1994). *Two-way bilingual education: students learning through two languages* (Education Practice Report, 12). Washington, DC: Center for Applied Linguistics.

- Cloud, N., Genesee, F., & Hamayan, E. (2000). *Dual language instruction: A handbook for enriched education*. Boston: Heinle & Heinle.
- Collier, V.P., Thomas, W., (2004). The astounding effectiveness of dual language for all. *NABE Journal of Research and Practice*, 2(1), 1-20.
- Constantino, Steven M. (2003). *Engaging all families*. Lanham, MD: Scarecrow Education.
- Cotton, K., Wikelund, K. (1989). Parent involvement in education. *Northwest Educational Laboratory School Improvement Research Series*.
Retrieved June 28, 2006 from <http://www.nrel.org/scpd/sirs/3/cu6.html>
- Crandall, J., (1992). Content-centered instruction in the United States. *Annual Review of Applied Linguistics*, 13, 111-126.
- Crandall, J., (1994). *Content-centered language learning*. Retrieved May 20, 2005, from <http://www.cal.org/resources/digest/cranda01.htm>
- Crawford, J. (2004). *Educating English learners: Language diversity in the classroom fifth edition*. Los Angeles, CA: Bilingual Educational Services
- Delgado-Gaitan, Concha. (2004). *Involving Latino families in schools: Raising student achievement through home-school partnerships*. Thousand Oaks, CA: Corwin Press.
- Dietz, M..J. (1997). *School, family and community. Techniques and models for successful collaboration*. Gaithersburg, MD: Aspen Publications.
- Epstein,J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., & Voorhis, F. (2002). *School, Family and Community Partnerships: Your Handbook for Action*. (2nd ed.). Thousand Oaks, CA: Corwin Press.

Escamilla, K. (1989). *A brief history of bilingual education in Spanish*. Charleston, WV: ERIC Clearinghouse on Rural and Small Schools. (ERIC Document Reproduction Service No. ED308055)

Family Friendly Schools Association (2006). *Engage! All families institute*. Retrieved September 12, 2006 from

<http://www.familyfriendlyschools.com/engage/institute/index.htm>

Freeman, Y., Freeman, D., & Mercuri, S. (2005). *Dual language essentials for teachers and administrators*. Portsmouth, NH: Heinemann.

George Lucas Educational Foundation (2000). *Educating teachers in the ABC's of parental involvement*. Retrieved September 12, 2006 from

http://www.edutopia.org/php/article.php?id=Art_446

Henderson, A., Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement annual synthesis 2002*. Austin, TX: National Center for Family & Community Connections with Schools.

Howard, E., Sugarman, J. (2001). Two-way immersion programs: features and statistics. *Center for Applied Linguistics*. Retrieved May 13, 2005, from

<http://www.cal.org/resources/digest/0101twi.html>

Howard, E., Sugarman, J., & Christian, D. (2002). *Two-way immersion 101: Designing and implementing a two-way immersion education program at the elementary level*.

Santa Cruz, CA and Washington DC: Center for Research on Education, Diversity & Excellence. Retrieved August 6, 2006 from

<http://www.cal.org/crede/pubs/edpractice/EPR9.htm>

- Howard, E., Sugarman, J., & Christian, D. (2003). *Trends in two-way immersion education: A review of research. Report 63*. Baltimore, MD: Center for Research on the Education of Students Placed At Risk.
- Inger, M. (1992). Increasing the school involvement of Hispanic parents. *Eric Digest*. New York: ERIC Clearinghouse on Urban Education, Teachers College, Columbia University.
- Kober, N. (2001). *It takes more than testing: Closing the achievement gap*. Washington D.C: Center on Education Policy. Retrieved August 8, 2006 from <http://www.ctredpol.org/improvingpublicschools/closingachievementgap.pdf>
- Krashen, S. (1996). *Under attack: The case against bilingual education*. Culver City, CA: Language Education Associates
- Lara-Aleccio, R., Galloway, M., Irby, B., Rodriguez, L., & Gomez, L. (2004). Two-way immersion bilingual programs in Texas. *Bilingual Research Journal* 28(1), 35-54.
- Lessow-Hurley, J. (2000). *The foundations of dual language instruction*. New York: Addison Wesley Longman, Inc.
- Lindholm-Leary, K. (2005). *Review of research and best practices on effective features of dual language education programs*. Retrieved April 24, 2006 from http://www.lindholm-leary.com/resources/review_research.pdf
- Lindholm-Leary, K. (2005). *Research and best practices in implementing dual language programs*. Dual Language Institute, Kennewick, WA.
- Lindholm-Leary, K., Sugarman, J., Christian, D., Howard, E., & Rogers, D. (2005). *Guiding principles for dual language education*. Washington DC: Center for Applied Linguistics.

Montecel, M., Cortez, J. (2002). Successful bilingual education programs: development and the dissemination of criteria to identify promising and exemplary practices in bilingual education at the national level. *Bilingual Research Journal* 26(1) 1-21.

National Assessment of Education Progress (2005). *The nation's report card*.

Retrieved August 12, 2006 from <http://www.nces.ed.gov>

National Association of Bilingual Education (2004). *What is bilingual education?*

Retrieved August 7, 2006 from <http://www.nabe.org/education/index.html>

National Center for Educational Statistics (2004). *English language learner students in US public schools: 1994 and 2000*. Retrieved May 20, 2005, from

<http://nces.ed.gov/pubs2004/2004035.pdf>

National Governor's Association (2006). *Closing the achievement gap*.

Retrieved August 7, 2006 from <http://www.subnet.nga.org/educlear/achievement/>

National Parent Teacher Association (1997, 2004). *National standards for parent/family involvement programs: An implementation guide for school communities*.

Office of Superintendent of Public Instruction. (2006). *School report card*.

Retrieved August 12, 2006 from <http://www.k12.wa.us>

Palacino, J., (1994). *What we need to "pull in" for effective "pull-out" content based ESL instruction*. Retrieved May 20, 2005 from

http://ncsu.edu/eslglobe/archives/vol11_no1/exemplars/Joanne's%20paper.html

Peña, R. A., (1998). A case study of parental involvement in a conversion from transitional to dual language instruction. *Bilingual Research Journal* 22(2,3,&4), 103-125.

- Peterson, E., Coltrane, B. (2003). *Culture in second language teaching*. Washington D.C.: Center for *Applied Linguistics*.
- Ramirez, J.D., Yuen, S.D., & Ramey, D.R. (1991). *Longitudinal study of structured English immersion strategy, early-exit and late-exit transitional bilingual education programs for language-minority children. Final report to the U.S. Department of Education*. Executive Summary and Vols. I and II. San Mateo, CA: Aguirre International.
- Rennie, J., (1993). *ESL and bilingual program models*. Washington, DC: Eric Clearinghouse on Language and Linguistics.
- Romero, A., (1999). *Two-way bilingual programs: The demand for a multilingual workforce*. Retrieved April 28, 2005, from <http://www.idra.org/Newsltr/1999/May/Anna.htm#Art2>
- Schwartz, W. (2001). *Strategies for improving the educational outcomes of Latinas*. ERIC Digest. Retrieved August 12, 2006 from www.ed.gov/databases/ERIC.Digests/ed458344.htm
- Smith, P. (2001). Community language resources in dual language schooling. *Bilingual Research Journal* 25 (3). Retrieved May 13, 2005, from <http://brj.asu.edu/v253/articles/art7.html>
- Soltero, S., (2004). *Dual language teaching and learning in two languages*. Boston: Pearson Education Inc.
- Sosa, A. (1997). Involving Hispanic parents in educational activities through collaborative relationships. *Bilingual Research Journal* 21 (2&3, 103-111).

Thomas, W.P., & Collier, V.P. (1997). School effectiveness for language minority students. NCBE Resource Collection Series, No. 9. Washington DC: National Clearinghouse for Bilingual Education.

www.ncbe.gwu.edu/ncbepubs/resource/effectiveness/index.htm

Tinkler, B. (2002). *A review of literature on Hispanic/Latino parent involvement in K-12 education*. Denver, CO: University of Denver.

Title I. (1996). Policy guidance for title I, part A: improving basic programs operated by local educational agencies- April 1996. Retrieved August 16, 2006, from

www.ed.gov/legislation/ESEA/Title_I/parinv2.html#sch-parent

Two-Way Bilingual Education Programs in Practice: A National and Local Perspective (1994). Washington, DC: Clearinghouse on Language and Linguistics. (ERIC Document Reproduction Service No. ED379915)

U.S. Census Bureau. (2004). *The foreign-born population in the United States: 2003*. U.S. Department of Commerce.

U.S. Department of Education. (2004). *Washington rate of LEP growth 1993/1994-2003/2004*.

Retrieved August 12, 2006 from [http:// www.ed.gov](http://www.ed.gov)

Valverde, L., & Armendariz, G. (1999). Important administrative tasks resulting from understanding bilingual program designs. *Bilingual Research Journal* 23(1), 1-10.