

SAMPLE PARENT WORKSHOP PLAN AND ANNOTATED AGENDA: PARENT SESSION II

Time

2 Hours (120 minutes)

Objectives

1. Parents will understand how the Common Core Learning Standards differ from traditional NY educational standards and what this will mean for their children.
2. Parents will understand how they can support their children at home and be more involved in the transition to Common Core.

Set Up

- Round tables in a central meeting space (auditorium, cafeteria or gymnasium)
- Tables along the back of the room to hold refreshments
- Doors should open 30 minutes prior to the start of the session to allow for informal mingling and refreshments

Materials

- Powerpoint projector and screen
- Access to the internet
- AV hook up with speakers
- Wireless mics
- Flip charts, markers
- Handouts

Services

- Babysitting
- Translation services
- If necessary, sign language interpreter
- Transportation

Annotated Agenda for Consolidated Parent Session

What	Who	Details	Slides	Time
Welcome and video	Main presenter	<ul style="list-style-type: none"> • Welcome everyone • Thank them for coming • Introduce key school leaders, new teachers • Play video: "What are the Common Core Standards?" 	1-2	5
Objectives	Main presenter	<ul style="list-style-type: none"> • Introduce objectives <ul style="list-style-type: none"> ○ Help parents understand what college readiness is and why it matters ○ Introduce parents to the new standards and help them to understand how they differ from traditional NY educational standards ○ Help parents understand what to look for and how to help their children at home • Review agenda 	3-4	
Activity: What is college readiness?	Main presenter	<ul style="list-style-type: none"> • Facilitator introduces activity: <ul style="list-style-type: none"> ○ We're going to talk a lot today about college readiness, but I first want to give you a chance to tell me what it means to you ○ Spend a couple of minutes comparing notes with the other parents at your table, considering the questions on the screen ○ Pay particular attention to that last one – what <u>can</u> parents do to help their kids become college ready? • After 2-3 minutes, call on a few people at different tables and ask them to share what was discussed 	5-6	
Explanation of college and career	Main presenter; all participants	<ul style="list-style-type: none"> • Quick review of the meaning behind college and career readiness <ul style="list-style-type: none"> ○ Important to note the difference between being "college ready" and "career ready." 	7-11	10

readiness		<ul style="list-style-type: none"> ○ Ask if there are any questions to clarify the difference ● Stress the urgency of the issue with slides 10 and 11 (click through) <ul style="list-style-type: none"> ○ This data represents the current reality. ○ For every 100 ninth graders (click) ○ 65 graduate from high school (click) ○ 37 enter college (click) ○ 24 complete their freshman year and come back as sophomores (click) ○ 12 graduate with a degree in six years – not 4 (click) ○ And of that original 100 high school freshmen, just SIX graduate from college and get a good job. ● Engage the group in a brief discussion by asking, “What do you think about that? How much of that comes as a surprise?” 		
About the Common Core	Main Presenter	<ul style="list-style-type: none"> ● Introduce basics of the Common Core <ul style="list-style-type: none"> ○ The new standards will prepare students for success in college and the workforce; ○ Ensure equity, regardless of race, ethnicity or zip code ○ Provide teachers with a clear, focused roadmap of what students need to learn and in what grade ○ These all represent significant changes from past practice ● Explain what the standards are, how they were developed and review the map of states that have adopted them ● Pause for questions 	12-14	15
What’s different?	Main Presenter	<ul style="list-style-type: none"> ● Explain in broad terms how the new standards will result in “shifts” in teaching and learning ● Use this as an opportunity to tease Part 2 of the workshop series 	15-19 (16-19 are pre- and post-	

		<ul style="list-style-type: none"> ○ You will see a change in the type of work your children bring home, their homework, the books they read and the math they do. ○ You should pay close attention to these changes, and if you don't see them happening, be sure to talk to your school principal or your children's teachers to make sure that the new standards are being used correctly. ○ In the second part of this workshop series we will go into much more depth about exactly what will change and how you as parents can help your child adjust to the shift and succeed in school. ○ A few of the changes to expect: <ul style="list-style-type: none"> <u>English Language Arts/Literacy:</u> <ul style="list-style-type: none"> ▪ Focus on non-fiction, careful reading ▪ Discuss reading and write using evidence ▪ Increase academic vocabulary <u>Mathematics</u> <ul style="list-style-type: none"> ▪ Learn more about fewer concepts ▪ Focus on skill building, speed and accuracy ▪ Use of real world examples to better understand concepts ● Flip through slides 16-19 to show examples of ELA and Math test questions to illustrate the shift in focus 	Common Core test questions for ELA and math)	
What can parents do?	Main Presenter	<ul style="list-style-type: none"> ● Transition into a discussion of how parents can help ● Run through some ideas, and then facilitate a discussion to generate other ways that parents can help their children succeed in school ● Among the strategies to present: <ul style="list-style-type: none"> ○ Review the standards; discuss with other parents ○ Review your child's homework each night ○ Carefully review the contents of your child's backpack 	20-21	

		<p>each night</p> <ul style="list-style-type: none"> ○ Meet with your child’s teacher to understand what is expected and to know what to expect in the coming months ○ Attend school board meetings ○ Participate in school councils or parent-teacher organizations to have a say in policy development ○ Talk with business leaders, community leaders and lawmakers about the need for high standards for all students ○ Talk to your children about the importance of graduating from high school ready for success in college <ul style="list-style-type: none"> ● Lead a brief discussion with the group to generate other ways parents can help their children succeed 		
Activity: After School Routines	Lead Presenter, all participants	<ul style="list-style-type: none"> ● Ask the group to work at their tables to consider their current after school routines <ul style="list-style-type: none"> ○ A smart way to help your children do well is to play an active role in their after-school routine each day ○ This can be challenging with after-school activities, job schedules and other evening distractions, but it is an important routine to establish to stay involved and informed about your child’s learning. ○ Work at your table to discuss your current after-school routine, considering the questions on the screen. ○ Pay particular attention to that last one – what is your favorite part of the routine? What works best? ● Give the group 3-4 minutes to discuss, then call on parents at different tables around the room to share out. 	22-23	5
Backpack I	Lead Presenter, all participants	<ul style="list-style-type: none"> ● Talk to the group about the importance of looking through your child’s backpack each afternoon ● Refer them to the Backpack Guide hand-out as a tool to use to identify what they should be seeing each day, and questions they should ask if they don’t see them ● Click through slide and discuss the “look fors” 	24	

		<ul style="list-style-type: none"> • Ask what else people have seen lately in their children’s backpacks 		
Backpack II	Lead Presenter, all participants	<ul style="list-style-type: none"> • Discuss ways to get your child talking about their day. <ul style="list-style-type: none"> ○ Getting kids to tell you about their day can be a challenge, particularly as they get older. ○ But as a parent, it’s your responsibility to learn more about what they learned, confirm that they are making progress, and testing to see if they are understanding what they’ve been taught. ○ Here are some questions you can use to learn more about your child’s day • Click through the suggestions on the slide 	25	
Activity: Talking to your kids about school	All participants	<ul style="list-style-type: none"> • Ask the group to compare notes with other parents at their table about the strategies they have used to get their kids talking after school • Allow 3-4 minutes for discussion, then call on parents at tables around the room 	26-27	
		<ul style="list-style-type: none"> • Introduce ELA/Literacy and Mathematics shifts <ul style="list-style-type: none"> ○ As you can see here, there are six very specific shifts in ELA and Math that your children are going to experience as a result of the new standards ○ Each of these shifts result in some new skills that your children will have to build in order to succeed in school – they don’t really have a choice. ○ For parents we have identified some very specific strategies you can – and we believe, should – adopt to really help your children do their very best. ○ All of these items and some others are listed on the “Working with the Shifts” handout, which I urge you to read carefully. ○ These are by no means the only ways you can help your children, but these are some ideas. If you have others, please share them. • Review the ELA and Math shifts, pausing for questions 	28-29	

		between them		
Resources	Main presenter	<ul style="list-style-type: none"> • Introduce EngageNY and other resources <ul style="list-style-type: none"> ○ WE've gone over a lot today and in our last session, and we've given you some additional material to keep with you, review at home and share with your friends ○ There are also additional resources available online that we would encourage you to review ○ One of the most relevant to NY is EngageNY, a site developed for educators and parents to provide information about different component of our education system. ○ [INSERT STOCK MESSAGING LANGUAGE EXPLAINING ENGAGENY] ○ There are also additional resources available for parents through other, national organizations, such as Achieve, the PTA, the Council of Great City Schools and more. 	30-32	
Closing Discussion	All participants	<ul style="list-style-type: none"> • Lead the group in a closing discussion <ul style="list-style-type: none"> ○ We really have covered a lot, and now I want to hear from you. ○ Which of the strategies that we discussed today do you think you might try? Which do you think will work best with your children? ○ What other information might be helpful to you? ○ What other questions do you have? • Thank everyone for their participation • Encourage everyone to sign the Participation Sheet, and to leave their contact information and email address to get updates and news • Ask everyone to move to their children's classroom to meet with their teachers and to hear more specifics about what they are learning. 	33-35	