WORKSHOP TO IMPROVE PARENTAL INVOLVEMENT FOR SOMALI ESL PARENTS

by

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A capstone project submitted in partial fulfillment of the requirements for the degree of

Master of Arts in English as a Second Language.

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Content Reviewers: Idil Mohamed and Elise Toedt

Peer Reviewers: Thia Xiong and Elodie Sontgerath
This project is a workshop aimed at informing the parents of Somali ESL parents on the importance of parental involvement. Parental involvement is associated with student achievement and Somali ESL parents want to see their children succeed in education. However, some cultural and linguistic differences may hinder the parents’ participation in school activities. The failure to communicate well in English causes some parents to shy off from talking with their children’s teachers. Even though some school have parental engagement programs in place, the number of ESL students is growing and there is a deficit of beneficial approaches such as bilingual specialists. In terms of culture, Somalis that are new to the U.S culture may not understand why school systems in the country insist on parental engagement. In their societies, teachers are the ones who deal with matters of education exclusively. With these notions in mind, this workshop aims to:

- Educate Somali ESL parents on the concept of parental involvement and why it is important for the success of their children.
- Demonstrate to Somali ESL parents how to show involvement in their children’s education through assisting them in homework and reading.
- Discuss with Somali ESL parents about ways of improving their relationship with the school.

The workshop is modeled upon the andragogy model of adult learning coined by Knowles (1973) which stipulates that adults learn differently from children. Hence, the workshop will keep its content relevant and tailored to the needs of the adult learner in the practical world.

This workshop has three sessions that take place in the course of three days. Each session is two hours long. The sessions will take place after-school hours the majority of
the parents to attend after the day’s hassles. The workshop relies on presentations by the facilitator who delivers the content. Time is allocated for question-answer and group discussions. Handouts relevant to the lesson are distributed at the end of each session.

During the first and second sessions, the parents who are invited to participate in the workshop will register their names after the facilitator welcomes them and does the introduction. The facilitator then does a presentation of the lesson followed by a question-answer session then a group discussion. At the end, a handout of the presentation as well as resources used in the presentation are given.

During the third and final presentation, the facilitator leads a focus group discussion where participants shares personal narratives and perspectives about what can be done to improve the relationship between families and the school. This information is captured by the facilitator in form of notes or audio-recording. After that, participants are asked to fill a survey questionnaire that gauges their perspectives on parental involvement and how the workshop has inspired them to engage more in school activities. The session focuses on what can be changed, improved, or done better basing on the opinions of the parents.

The workshop will end by thanking the parents for their participation and urging them to retain the connection started in the workshop. The parents will be asked to create a digital platform where they can all become members and freely share further ideas about parental involvement.
# ESL PARENTAL INVOLVEMENT WORKSHOP AGENDA

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Time (hrs)</th>
<th>Activity</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1600-1610</td>
<td>Welcome and introduction, registration, housekeeping</td>
<td>Facilitator and students</td>
</tr>
<tr>
<td></td>
<td>1610-1615</td>
<td>Aims and objectives of workshop session.</td>
<td>Facilitator</td>
</tr>
<tr>
<td></td>
<td>1615-1700</td>
<td>PowerPoint presentation – parental involvement and its importance</td>
<td>Facilitator</td>
</tr>
<tr>
<td></td>
<td>1700-1705</td>
<td>Reflection</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>1705-1720</td>
<td>Question-Answer and feedback related to presentation</td>
<td>Facilitator and students</td>
</tr>
<tr>
<td></td>
<td>1720-1750</td>
<td>Group work and presentations</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>1750-1800</td>
<td>Review and summary of lesson, distribution of handouts, lesson closure.</td>
<td>Facilitator</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Day 2</th>
<th>Time (hrs)</th>
<th>Activity</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1600-1605</td>
<td>Welcome and roll call; Review of previous lesson.</td>
<td>Facilitator and students</td>
</tr>
<tr>
<td></td>
<td>1605-1610</td>
<td>Aims and objectives of workshop session.</td>
<td>Facilitator</td>
</tr>
<tr>
<td></td>
<td>1610-1715</td>
<td>PowerPoint presentation – parental involvement in reading and homework</td>
<td>Facilitator</td>
</tr>
<tr>
<td></td>
<td>1715-1725</td>
<td>Reflection, question-answer and feedback related to presentation</td>
<td>Facilitator and students</td>
</tr>
<tr>
<td></td>
<td>1725-1750</td>
<td>Group work and role play</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>1750-1800</td>
<td>Review and summary of lesson, distribution of handouts, lesson closure.</td>
<td>Facilitator</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3</th>
<th>Time (hrs)</th>
<th>Activity</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1600-1605</td>
<td>Welcome and roll call; Review of previous lesson.</td>
<td>Facilitator and students</td>
</tr>
<tr>
<td></td>
<td>1605-1610</td>
<td>Aims and objectives of workshop lesson</td>
<td>Facilitator</td>
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<tr>
<td></td>
<td>1610-1700</td>
<td>Roundtable discussions – ways to improve family-school relationships</td>
<td>Facilitator</td>
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<tr>
<td></td>
<td>1700-1715</td>
<td>Sharing personal perspectives and reflections</td>
<td>Students</td>
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<td></td>
<td>1715-1745</td>
<td>Survey on workshop experience</td>
<td>Students</td>
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<td></td>
<td>1745-1755</td>
<td>Voting and registering in a digital community</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>1755-1800</td>
<td>Review and summary of lesson, lesson closure.</td>
<td>Facilitator</td>
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</table>
Session One Lesson Plan

<table>
<thead>
<tr>
<th>Parental involvement and its importance</th>
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<tbody>
<tr>
<td><strong>Facilitator’s name:</strong> Adan Ali</td>
</tr>
<tr>
<td><strong>Grade Level:</strong> Adult Learners</td>
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<tr>
<td><strong>Course:</strong> ESL Parental involvement</td>
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<tr>
<td><strong>Duration:</strong> 2 hours</td>
</tr>
<tr>
<td><strong>Topic:</strong> Parental involvement and its importance</td>
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<tr>
<td><strong>Day in lesson sequence:</strong> 1</td>
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**Lesson Rationale:**
The main focus of this lesson is to introduce the learners to the concept of parental involvement. By teaching parental involvement in this lesson, the learners will gain an understanding of parental involvement and why it is important for the academic and social achievement of their children. It is necessary to teach this lesson because the students are newcomers from a different cultural background. It is important to help them gain an understanding of the school systems in Minnesota and why their involvement as parents can increase the literacy outcomes of their children. As this is the first lesson of the workshop sessions, the facilitator will define parental involvement in the context of family-school relationships and then explain the various ways in which parents engage in school activities. In the next lesson, the learners will get a chance to practice ways in which they can get involved as parents.

**Lesson Standards Outcomes:**
District and School Family Engagement Policy:
School Parental Involvement Components:
4) Train parents to enhance the involvement of other parents (Minnesota Department of Education, 2018, p.2).
6) Adopt and implement model approaches to improving parental involvement.  
(Minnesota Department of Education, 2018, p.2).

**Lesson Objective(s):**
Students will be able to understand the importance of parental involvement in the academic lives of their children by viewing an audio-visual presentation.

**Language Focus:**
parental involvement, parental engagement, family-school relationships, community, parental role, academic achievement
Interaction: Able to access materials, read and share about parental involvement.

**Prior Knowledge Assessment:**
Use informal questions to trigger parents’ memories about when they have been expected to participate in their children’s classroom or school activities. Allow parents to narrate or share their experiences.
How many have attended a parent-teacher-association meeting in their child’s school? You may also have been invited to and attended an academic day. What went on there? You probably met with your child’s class and subject teachers and discussed your child’s performance. These activities that involve you in your child’s school activities are form of parental involvement. Teachers and students work together to ensure that students receive the best guidance for their success in academics.

**Formative Assessment:**
Questioning: e.g. what have you understood from the presentation about parental involvement?
Learner-talk: Allowing learners to re-tell their understanding of the session to their peers
Comment-only marking: Giving feedback on what learners say without grading or approving/disapproving the correctness/incorrectness of their answers.

**Summative Assessment:**
Applied later in real-world when learners get the chance to put what is learnt in practice. Use a point-system where learners score a point for every activity they engage in as parents e.g. attending meetings, signing on homework, honoring classroom invitations etc.

**Lesson Differentiation:**
Target all learners’ needs by:
- Having Somali-English translators/translations for those struggling with English
- Pairing/Small group discussions for students to learn from one another
- Targeted questioning

**Materials:**
printed workshop agenda, register, computer, projector, PowerPoint presentation, memory stick, copy of PowerPoint printed handout, pamphlet summary of parental involvement concepts from Epstein et al. (2002) *Epstein’s Framework of Six Types of Involvement.*

**Learning Activities:**

<table>
<thead>
<tr>
<th>Duration</th>
<th>Facilitator Activity</th>
<th>Student Activity</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Lesson Launch</td>
<td></td>
<td></td>
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</tbody>
</table>
- Greet and introduce self to workshop students, include an ice breaker  
- Distribute workshop agenda  
- Enter students’ names in register  
- Explain housekeeping e.g. sitting arrangement, where to face, when to ask/answer questions or share information, when to take a break  
- Set workshop mood (formal vs. informal)

- Receive workshop agenda  
- Introduce self to facilitator and other workshop members  
- Sit according to proposed arrangement

- Andragogy model assumes that adults learn differently from children (Knowles, 1968). It is important to choose a topic that they see would be relevant to their day-to-day life.

<table>
<thead>
<tr>
<th>100 minutes</th>
<th><strong>Instructional Task Sequences</strong></th>
<th>- Watch and listen to the presentation</th>
<th>- It is important to tailor the lesson to the experiences of the individual learner by adopting a combination of major learning styles: visual, auditory, and kinesthetic. It should be clear how the lesson fits with their personal goals of self-improvement (Knowles, 1989).</th>
</tr>
</thead>
</table>
| - Tell students the aims and objectives of the session/lesson  
  ✓ To discuss parental involvement and its importance in education.  
- Set up computer and projector to launch PowerPoint presentation.  
- Present content on slides and explain with speaker notes.  
  ✓ Define parental involvement.  
  ✓ Explain importance of parental involvement to the child, parent, and school.  
  ✓ Demonstrate how parents get involved  
- Ask students to take some few minutes and reflect on lesson |
- Ask questions
- Answer questions
- Discuss content in groups
- Retell lessons in own words.
- Listen

| what they have learnt from the presentation. | - Encourage students to ask questions on any area that they need further understanding or clarification |
| - Throw the question back to the rest of the classroom and ask anyone to volunteer to answer. |
| - Give your own feedback to add to, or rectify the students’ answer |
| - Navigate to slides with the content related to the question and re-explain where needed |
| - Allocate students in small groups of three to four members. |
| - Distribute short-answer questions to each group requiring students to share an outline of their reflection on the lesson. |
| - Ask each group to choose a member to present their reflection to the rest of the classroom. |
| - Tell students to get back to their previous individual sitting arrangement. |
| - Allow each student to orally present a sentence or two about a new thing they have learned on parental involvement in their own words. |
| - Provide feedback on presentations |
| 10 minutes | **Lesson Summary and Closure**  
- Announce that the lesson has come to an end  
- Revisit lesson objectives and introduce the next lesson  
✓ Today we learnt about parental involvement and why it is important for the education of your children. In the next session, we will look at some practical aspects about how you can get involved as a parent.  
- Distribute materials for further reading (print handouts of presentation, pdf copies of *Six Types of Parental Involvement*).  
- Tell students the time and place for next meeting and that they are all invited.  
- Everyone to live at their own pleasure | - **Listen**  
- Share any other relevant information as see fit  
- Give feedback about the lesson (were your needs met)  
- Suggest what can be improved in future lessons. | - Adults are self-directed learners and should therefore be involved in evaluating their own outcomes (Knowles, 1989). |
Session Two Lesson Plan

<table>
<thead>
<tr>
<th>Involving parents in homework and reading</th>
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<tbody>
<tr>
<td><strong>Facilitator’s name:</strong> Adan Ali</td>
</tr>
<tr>
<td><strong>Course:</strong> ESL Parental involvement</td>
</tr>
<tr>
<td><strong>Topic:</strong> How to monitor homework and provide reading assistance</td>
</tr>
</tbody>
</table>

**Lesson Rationale:**
The main focus of this lesson is to teach the workshop students how they can monitor their children’s homework and assist them to read. Through this lesson, the learners will gain practical skills about ways of involvement in their children’s education. This lesson is important because it teaches skills that can be applied in a real-world setting. It is not enough to tell parents that they should get involved in school activities but to show them how. This lesson will mainly use a practical approach of learning by doing to improve parents’ skills in supervising homework and reading. In the next lesson, the students will be asked to examine any changes in their beliefs and evaluate whether the workshop has helped them adopt a different perspective on parental involvement.

**Lesson Standards Outcomes:**
District and School Family Engagement Policy:
**Building District/School Capacity for Involvement:**
1) Provide to parents of Title children assistance in understanding the state academic standards, the state local academic assessments, the parent and family engagement rights of Title 1, how to monitor their child’s progress, and work with their child’s teachers to improve the academic success of their child (Minnesota Department of Education, 2018, p.1).
2) Provide materials and training to help parents work with their children to improve their children’s academic achievement. This could be literacy training and using technology, as appropriate to foster parental involvement (Minnesota Department of Education, 2018, p.1).

**Lesson Objective(s):**
Students will be able to generate ideas about parental involvement through role play.

**Language Focus:**
Homework, reading skills, parental involvement, parental engagement, parental role, academic achievement
Interaction: speaking and listening in pairs, role play.
Prior Knowledge Assessment:
Use informal questions to trigger parents’ memories about when they have been expected to participate in their children’s classroom or school activities. Allow parents to narrate or share their experiences.

Do you look at your child’s homework when they come from school? What do you do about it? Have you ever read a bed-time story to your child?

These activities that involve you in your child’s academic life are form of parental involvement. Parents have a great role to play in improving their children’s reading skills and academic success.

Formative Assessment:
- Questioning: e.g. How would you go about supervising your child’s homework?
- Learner-talk: Allowing learners to re-tell their understanding of the session to their peers.
- Comment-only marking: Giving feedback on what learners say without grading or approving/disapproving the correctness/incorrectness of their answers.

Summative Assessment:
Applied later in real-world when learners get the chance to put what is learnt in practice. Use a point-system where learners score a point for every activity they engage in as parents e.g. signing on homework, completing a book reading etc.

Lesson Differentiation:
Target all learners’ needs by:
- Having Somali-English translators/translations for those struggling with English.
- Pairing/Small group discussions for students to learn from one another.
- Targeted questioning.

Materials:
printed workshop agenda, register, computer, projector, PowerPoint presentation, memory stick, copy of PowerPoint printed handout

Learning Activities:
<table>
<thead>
<tr>
<th>Duration</th>
<th>Facilitator Activity</th>
<th>Student Activity</th>
<th>Rationale</th>
</tr>
</thead>
</table>

| 10 minutes | **Lesson Launch** | -Greet and welcome students.  
-Reward housekeeping rules.  
-Take roll call.  
-Recap of last session’s lessons.  
✓ Who remembers what we talked about in the last session? | -Receive workshop agenda  
-Sign roll call  
-Sit according to proposed arrangement.  
-Review last session. |

| 100 minutes | **Instructional Task Sequences** | -Tell students the aims and objectives of the session/lesson  
✓ To teach parents to play an active role in their child’s education get through practical examples of monitoring homework and helping the child read.  
-Set up computer and projector to launch PowerPoint presentation.  
-Present content on slides and explain with speaker notes.  
✓ Monitoring homework as a way of parental involvement.  
✓ Reading with your child  
-Ask students to take some few minutes and reflect on what they have learnt from the presentation.  
-Encourage students to ask questions on any area that they need further understanding or clarification | -Watch and listen to the presentation  
-Reflect on lesson  
-Ask questions | -Andragogy model assumes that adults learn differently from children (Knowles, 1968). It is important to choose a topic that they see would be relevant to their day-to-day life. -It is important to tailor the lesson to the experiences of the individual learner by adopting a combination of major learning styles: -visual, auditory, and kinesthetic. It should be clear how the lesson fits with their personal goals of self-improvement (Knowles, 1989). |
- Throw the question back to the rest of the classroom and ask anyone to volunteer to answer.
- Give your own feedback to add to, or rectify the students’ answer.
- Navigate to slides with the content related to the question and re-explain where needed.
- Pair up students.
- Distribute role play scenarios, ask one person in the pair to act as a student and the other as a parent.
- Allow 10 minutes for each pair to read and rehearse their scenarios.
- Ask each pair to present their scenario in front of the class.
- Ask others to observe, evaluate and give feedback.
- Provide overall feedback after all presentations.

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
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<tbody>
<tr>
<td>10 minutes</td>
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<tr>
<td><strong>Lesson Summary and Closure</strong></td>
<td></td>
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<tr>
<td>- Announce that the lesson has come to an end</td>
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<tr>
<td>- Revisit lesson objectives and introduce the next lesson</td>
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<tr>
<td>✓ Today we practiced some strategies that parents can use to monitor their child’s homework. We have also practiced how a parent can read together with their child. In the next session, we will examine how this workshop has influenced your beliefs</td>
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<tr>
<td>- Listen</td>
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<td>- Share any other relevant information as see fit</td>
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<tr>
<td>- Give feedback about the lesson (were your needs met)</td>
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</table>

- Answer questions
- Work in pairs
- Teacher-student role play.
- Provide peer-to-peer feedback.

- Adults are self-directed learners and should therefore be involved in evaluating their own outcomes (Knowles, 1989).
| about parental involvement.  
- Distribute materials for further reading (print handouts of presentation).  
- Tell students the time and place for next meeting and that they are all invited.  
- Everyone to live at their own pleasure | - Suggest what can be improved in future lessons. |
Session Three Lesson Plan

<table>
<thead>
<tr>
<th>Improving involvement for ESL parents</th>
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<tbody>
<tr>
<td><strong>Facilitator’s name:</strong> Adan Ali</td>
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<tr>
<td><strong>Course:</strong> ESL Parental involvement</td>
</tr>
<tr>
<td><strong>Topic:</strong> How to improve family-school relationships</td>
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</table>

**Lesson Rationale:**
The main focus of this lesson is to determine ways of improving the relationship between the school and family. This session provides an opportunity for learners to open up and share their beliefs on parental involvement. It will examine what beliefs the parents held before the workshop and whether these have changed in the course of the workshops. Furthermore, the workshop participants will be asked to openly share their views of what can be done to improve future parent-school engagements. They will also be asked to evaluate the workshop experience in terms of whether their learners’ needs were met, and how the learning experience can be improved in the future. The lesson will end by devising a digital platform to help learners stay connected post-workshop while continuing to learn.

**Lesson Standards Outcomes:**

**District and School Family Engagement Policy:**

**Building District/School Capacity for Involvement:**

2) Provide materials and training to help parents work with their children to improve their children’s academic achievement. This could be literacy training and using technology, as appropriate to foster parental involvement (Minnesota Department of Education, 2018, p.1).

5) Ensure when possible that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (Minnesota Department of Education, 2018, p.1).

**School Parental Involvement Components:**

5) In order to maximize parental involvement and participation in their children’s education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school (Minnesota Department of Education, 2018, p.2).

6) Adopt and implement model approaches to improving parental involvement. (Minnesota Department of Education, 2018, p.2).
8) Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities (Minnesota Department of Education, 2018, p.2).

**Lesson Objective(s):**
- Students will be able to generate ideas about ways to improve parent-school relationships by sharing their beliefs and experiences.
- Students will be able to evaluate their own perspectives of parental involvement.
- Students will be able to create digital communities as a way of continual learning and staying connected.

**Language Focus:**
involve, engage, dialogue, evaluate,
Interaction: technology, communication, decision-making, continual learning, digital community, self-evaluation, workshop evaluation.

**Prior Knowledge Assessment:**
Ask students to narrate situations in which they sat as a group with other people and were asked to come up with ideas to solve a problem. Some communities, for example, would establish a neighborhood watch to ensure the safety of its residence. Have participants been in similar situations where they contributed to a group solution? Relate to this session where they will be required to brainstorm ideas that would make schools to be more inclusive of ESL parents.

**Formative Assessment:**
- Questioning
- Learner-talk: Allowing learners to re-tell their understanding of the session to their peers.
- Weighing ideas during brainstorming

**Summative Assessment:**
Applied later in real-world when learners get the chance to put what is learnt in practice. Use a point-system where learners score a point for every activity they engage in as parents e.g. attending school meetings and invitations,

**Lesson Differentiation:**
Target all learners’ needs by:
- Having Somali-English translators/translations for those struggling with English.
- Pairing/small group discussions for students to learn from one another.
- Targeted questioning.

Materials:
printed workshop agenda, register, computer, projector, whiteboard, marker pen, survey questionnaire tool forms, pens

<table>
<thead>
<tr>
<th>Learning Activities:</th>
<th>Duration</th>
<th>Facilitator Activity</th>
<th>Student Activity</th>
<th>Rationale</th>
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<tbody>
<tr>
<td></td>
<td>10 minutes</td>
<td><strong>Lesson Launch</strong></td>
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<tr>
<td></td>
<td></td>
<td>- Greet and welcome students.</td>
<td>- Receive workshop agenda</td>
<td>- Andragogy model assumes that adults learn differently from children (Knowles, 1968). It is important to choose a topic that they see would be relevant to their day-to-day life.</td>
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<tr>
<td></td>
<td></td>
<td>- Review housekeeping rules.</td>
<td>- Sign roll call</td>
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<td></td>
<td></td>
<td>- Take roll call.</td>
<td>- Sit according to proposed arrangement.</td>
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<tr>
<td></td>
<td></td>
<td>- Recap of last session’s lessons.</td>
<td>- Review last session’s lesson.</td>
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<td>✓ Who can share with us what they remember from the last session?</td>
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<td></td>
<td>90 minutes</td>
<td><strong>Instructional Task Sequences</strong></td>
<td>- Listen and anticipate responses.</td>
<td>- Adults are self-directed learners and desire explanations about why specific contents are being taught (Knowles, 1989).</td>
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<tr>
<td></td>
<td></td>
<td>- Tell students the aims and objectives of the session/lesson</td>
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<tr>
<td></td>
<td></td>
<td>✓ To discuss ways of further improving family and school relationships.</td>
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<td></td>
<td></td>
<td>✓ To examine how learners’ beliefs about parental involvement have been influenced by the workshop.</td>
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<td>✓ To form and sign up in digital communities for continual interaction.</td>
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<td>- Tell students to sit in round-table setting.</td>
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</tbody>
</table>
- Introduce the open-sharing session where students are free to voice their opinions about how schools can improve parent-school relationships.
- Give prompt questions.
  ✓ What should the school do to encourage you as a parent to attend school events?
  ✓ Looking back at what we have discussed in this workshop, what are other ways to foster parental involvement in their children’s education?
  ✓ If you were to create a parental involvement program for your school, what components will it have?
  ✓ What would you change about the current programs of parental involvement in your school?
- Inform students that one student will speak each time while the others listen and note down suggestions for response.
- Allow responses and discussions after every presentation.
- Take a five-minute break as students return to their individual sitting arrangement.
- Give each the questionnaire form with open-ended questions about their beliefs and experience in the workshop.

- Participate in focus group discussions
- Response to peers’ presentation.
- Come up with own questions.
- Share and discuss ideas.
- Encourage students to complete the survey as honest as possible and hand over the filled-up forms.
- Announce a voting game. Students get to choose a digital method through which they will stay connected with each other, the facilitator and school teachers.
- For the method that wins, tell students to demonstrate how they will be using it, and say what sign-up procedures are required. In case of chat apps, students may be required to share their phone numbers or email addresses. Have a technician put all the contacts together and form the chosen digital community.
- Fill in self-evaluation survey.
- Vote for a preferable digital community.
- Sign-up or register in the digital community.

<table>
<thead>
<tr>
<th>Lesson Summary and Closure</th>
<th>- Announce that the workshop has come to an end. - Share a summary of what has been discussed from the discussion session. - Tell the students that you will share the relevant information with other teachers. - Urge students to start practicing the workshop lessons in their real world. - Close the workshop and invite students for some snacks. - Everyone lives at their own pleasure.</th>
<th>- Share any other relevant information as see fit - Enjoy snacks</th>
<th>- Adults are self-directed learners that allows for discovery on their own (Knowles, 1989).</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
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Workshop Evaluation Survey

Welcome to this Survey

Please take a few minutes to complete our Parental Involvement and Workshop Survey. Your responses will help us determine how the school can meet your family's and children's needs. Your responses will remain confidential. The results of the survey will be summarized and used to make improvements to our parental involvement programs.

Part A: Parents Beliefs and Perspectives (check all that apply)

1. What grade is your child in?

   - Grade 7
   - Grade 8
   - Grade 9
   - Grade 10
   - Grade 11
   - Grade 12

2) As discussed in this workshop, do you agree that parental involvement has a positive impact on student academic and social achievement?

   - Yes
   - No

3) This workshop has helped me to better understand my child’s needs.

   - Agree
   - Disagree

4) I feel that I can now better support learning at home.

   - Agree
   - Disagree
5) I will from now on use the techniques offered in this workshop

- Yes
- No

6) How often do you communicate with the school teachers about your child’s performance?

- Always
- Often
- Sometimes
- Never

7) Which of the following are some of the reasons that have stopped you from attending a school event in the past? (You can check more than one)

- Teachers are not friendly
- I am not able to communicate in English
- I never received any invitation
- I don’t feel comfortable interacting with other parents
- I don’t understand why I have to attend school events
- I was at work
- I lacked transport to the school
- I was watching over my baby and can’t afford day care.

8) Are you aware about the school programs provided to support ESL students?

- Yes
- No

If yes, which ones? Describe. 


9) Have you ever volunteered for any of these activities in the school? Check all that apply.

- Assisting in the classroom in tutoring, preparing lab experiments, grading papers
- Chaperoning field trips
- Sharing food, stories, and customs from your culture during culture nights
- Leading clubs
- Fundraiser
- Others (please share) [ ]

10) Are you involved in any parent group in the school?

- Yes
- No

Part B: Workshop Experience (check all that apply)

2. How would you rate the information provided in the workshop?

- Excellent
- Good
- Average
- Poor

3. How would you rate the presenter’s delivery of the workshop content?

- Excellent
- Good
- Average
- Poor

4. What did you like the most about this workshop?
5. What did you like the least about this workshop?

6. What aspects of this workshop would you improve?

7. What time best suits you for a workshop?
   - Morning (9.00am)
   - Midday (12 pm)
   - Afternoon (2.00 pm)
   - After school

8. How often would you like to see workshops like this take place at our school?
   - Once a week
   - Once a month
   - Once a term
   - Twice a year
   - Once a year

9. If you would like to attend a parent workshop in the future, what days are best for you?
   - Monday
   - Tuesday
   - Wednesday
   - Thursday
10. In what ways would you like to learn about parenting information in the future?
- Parent workshop
- Parent and child playgroup
- School newsletter
- Webinars
- Children’s events in school
- Other (Please specify)

11. What is the best way to make you aware of an upcoming parent workshop?
- Phone call
- Text message
- Flyers sent home
- School webpage
- Email
- U.S Mail
- Others (please specify)

12. If you attended a parent workshop or school event would you need child care?
- Yes
- No

13. If you attended a parent workshop or school event would you need transportation?
- Yes
- No

We have come to the end of this survey. Thank you for your time.
Reference Links to Presentation Handouts

Presentation handout 1:
https://drive.google.com/open?id=1d9IaGg2hGnJGSM5x9aDJk5S8H_aO3ayD

Presentation handout 2: https://drive.google.com/open?id=1Nt7Pg9jUFQAiL-fp3-6oytJie2bXHo7-

Epstein Six Types of Parental Involvement:
https://drive.google.com/open?id=11vQYasDwpGSOD9RgUYBODV4TXQFEYABA

Homework ideas:
https://drive.google.com/open?id=1dk767FEtgYYeK96NdCR5bEiU_ah1bibU

Reading ideas:
https://drive.google.com/open?id=1p9mR7UEWjMdGBq0qQcmixtm2XQy_6rn

Session 3: Partnership ideas
https://drive.google.com/open?id=1vJFXWt8rcC_nTndiCm8JzdLe7GPvfzAq
References to Project Summary


