

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 Parent Session II

What	Who	Details	Slides	Time
Welcome	Main presenter	<ul style="list-style-type: none"> • Welcome everyone • Thank them for coming • Introduce key school leaders, new teachers • Ask for a show of hands to see how many of the parents in attendance came to the first session • Thank them for coming back, welcome new parents 	1-2	5
Objectives	Main presenter	<ul style="list-style-type: none"> • Review the objectives for the session: <ul style="list-style-type: none"> ○ Help parents understand how the Common Core State Standards differ from traditional NY educational standards ○ Help parents understand what the shift to the new standards will mean for their kids. ○ Help parents understand how they can help their kids at home. • Pause for questions 	3	
Quick Review	Main presenter	<ul style="list-style-type: none"> • Call on parents who were in attendance for the first session to answer questions about what they learned <ul style="list-style-type: none"> ○ One of the most important issues we discussed last time was college and career readiness, and what that really means. Who can tell me what that refers to? ○ And what are the Common Core State Standards? How do they differ from the old ones? • Add additional context if necessary, but try to let the participants lead the recap if they can 	4	
How Can Parents Really Help?	Main Presenter	<ul style="list-style-type: none"> • Remind everyone about the overview of the shifts done at the last session, and note that today the intent is to delve more deeply into each one to identify specific ways that parents can support their children. <ul style="list-style-type: none"> ○ Last time we talked in broad terms about some of the “shifts” in instruction and learning that will come 	5	

		<p>from the new standards</p> <ul style="list-style-type: none"> ○ Today we're going to look at each shift carefully, and really think about ways that you as parents can help your children be as successful as possible in school. 		
ELA Shifts	Main Presenter	<ul style="list-style-type: none"> ● Introduce ELA/Literacy shifts <ul style="list-style-type: none"> ○ We're going to start with ELA/Literacy. ○ As you can see here, there are six very specific shifts your children are going to experience as a result of the new standards ● Read the list of shifts, pausing to explain each one ● Pause for questions ● Prepare for next set of slides: <ul style="list-style-type: none"> ○ 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. ○ Let's get started... 	6	
ELA Shifts 1-6	Main Presenter	<ul style="list-style-type: none"> ● For each slide, spend some time on the “Students Must” block before clicking to reveal the “Parents Should” content ● Spend 2-3 minutes on each slide ● Pause for questions if needed, try to keep moving 	7-12	
Activity: Fun with non-Fiction	All Participants	<ul style="list-style-type: none"> ● Introduce the activity, and point out the list of suggested non-fiction texts in their packet <ul style="list-style-type: none"> ○ One of the most significant changes in the new ELA standards is the focus on non-fiction texts over 	13-14	

		<p>fiction</p> <ul style="list-style-type: none"> ○ This is particularly significant in elementary schools, where fiction has always been the norm ○ But non-fiction has gotten a bad rap, and the reality is that there are a lot of entertaining, interesting non-fiction books out there for every grade level, you just have to be willing to consider them. ○ Take a look at the list of non-fiction books in your packet. Work with a partner at your table to identify a couple that will be of greatest interest to your kids. ○ Once you, think about how you can get them interested in reading them and what you can do to help them along. ○ Perhaps most importantly, consider the third question – how often, and under what circumstances, do you let your children see YOU read? <ul style="list-style-type: none"> ● Give participants 4-5 minutes to discuss, then call on parents at different tables around the room. 		
		<ul style="list-style-type: none"> ● Introduce the Math Shifts ● Point out that with math, one of the biggest changes is the focus on fewer concepts, allowing teachers to delve more deeply into each one <ul style="list-style-type: none"> ○ You may hear people talking about math as being about “teaching more about less.” That sounds weird, but it’s really true. ○ The traditional US approach is to cover everything across all grades, from kindergarten through high school. ○ This was a lot to cover, and a lot of students – maybe some of you in this room – got lost along the way. ○ The theory behind the new standards is that by focusing on fewer standards overall, teachers will be 	15-17	

		<p>able to get into more detail, work closely with students on different components of each concept, and help them to not only figure out how to “do” the math, but understand how and why it works.</p> <ul style="list-style-type: none"> ○ Part of this will be through the use of writing in math – students will need to write about how they got their answer and why it worked. ○ Another piece of this will be through assignments that ask them to answer the same question in different ways. The answer will always be the same, but students will be asked to use different approaches to get there. ○ Any questions on these six shifts? <ul style="list-style-type: none"> ● Pause briefly for questions. 		
Math Shifts 1-6	Main Presenter	<ul style="list-style-type: none"> ● For each slide, spend some time on the “Students Must” block before clicking to reveal the “Parents Should” content ● Spend 2-3 minutes on each slide ● Pause for questions if needed, try to keep moving 	18-23	
Activity: Finding Math in Everyday Life	All Participants	<ul style="list-style-type: none"> ● Introduce the activity, and urge participants to work with other parents at their table <ul style="list-style-type: none"> ○ Much as our kids hate to admit it, math is everywhere – when we make change, slice a pizza, divide up our toys, count our calories, and more. ○ The trick is finding ways to involve our kids in this everyday math ○ This lets them practice the skills they’re learning in school, but even more importantly, let’s them see that the math they’re learning is connected to and useful in the real world. ○ So let’s give some thought to where we use math and how we can involve our kids ○ I’ve given you a few ideas, but want you to work together to come up with some more ○ Be creative! 	24-25	

		<ul style="list-style-type: none"> • Give parents 4-5 minutes to discuss, then call on parents at tables around the room to share out. 		
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. 		
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 • Close out the session 		