

Building the Foundation by Building Partnerships

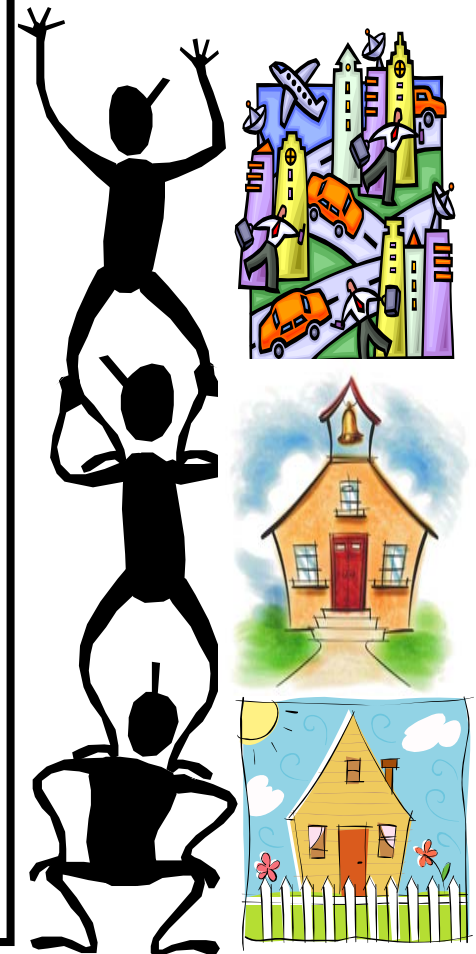
Latino Parent Involvement

Heather Whitehead, M.Ed.

World View

Latin America and North Carolina Seminar

March 25, 2008



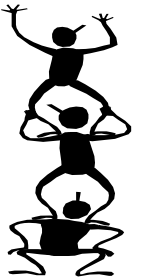
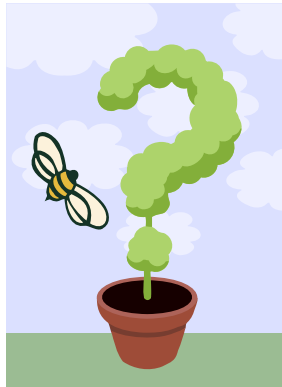


“Because parent involvement can be altered—unlike family income, gender, and ability—its potential value to young children should be carefully studied.”

- Anne T. Henderson and Karen L. Mapp



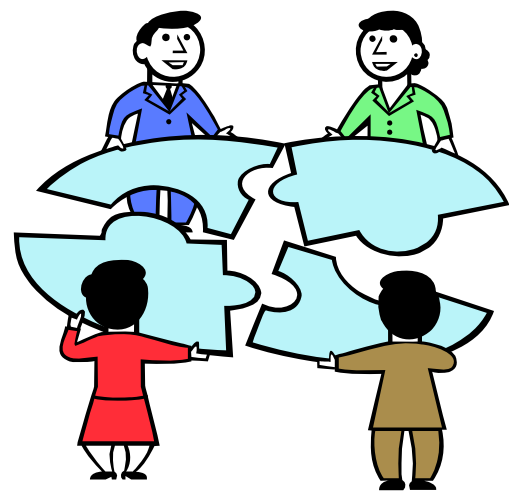
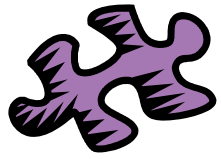
What is Parent Involvement?



The Parent Involvement Puzzle

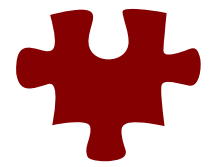
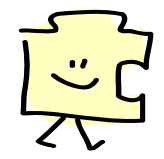
NCLB

Resources

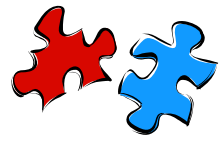


Barriers

Culture



Research



No Child Left Behind Act of 2001

Defining Parent Involvement

- * Participating of parents in regular, two-way, and meaningful communication
- * Making sure parents have an integral role in helping their child learn
- * Encouraging parents to be actively involved in their child's education
- * Carrying out parental involvement activities

US Department of Education
Office of Elementary and Secondary Education
Student Achievement and School Accountability Programs



No Child Left Behind Act of 2001

Title I

AYP

(Adequate Yearly Progress)

Parent Involvement Component- Sec. 1118

Each Local Education Agency(LEA) along with individual schools should have a written parent involvement policy that ensures effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement



No Child Left Behind Act of 2001

Title III

AMAO

(Annual Measurable Achievement Objective)



Progress- students identified as limited English proficient shall demonstrate progress (improve at least one proficiency level) in at least one of the domains (listening, speaking, reading, writing) on the state required language proficiency test

Proficiency- students identified as limited English proficient and who have been in American schools for at least five years shall score at the superior level in all domains on the state required language proficiency test



Contrasting Cultural Differences

United States Individualism

Nuclear Family

Independence encourages

Competitive

Future oriented

Individual development/success desired

formal support systems

Sex roles not clearly defined

Inner locus of control



Latin America Collectivism

Extended Family

Dependence/family of origin

Cooperative

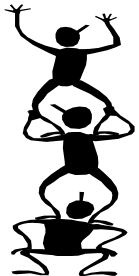
Present oriented

Happiness valued

Natural support systems

Sex roles more defined

Outer locus of control



Barriers to Traditional Parent Involvement

Mistrust

Racial Tension

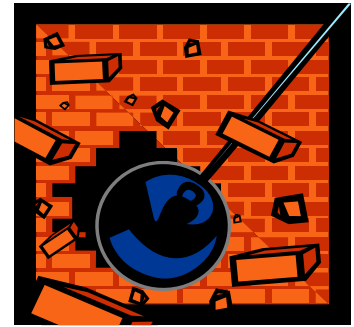
Poverty

Language

Culture

Levels of educational attainment

Level of Teacher Training



Barriers to Hispanic/Latino Parent Involvement

Defined boundaries between
home and school

Negative view of school system

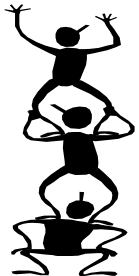
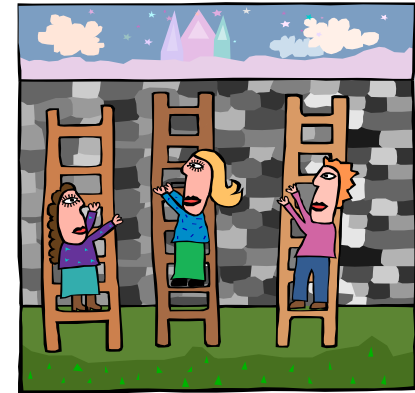
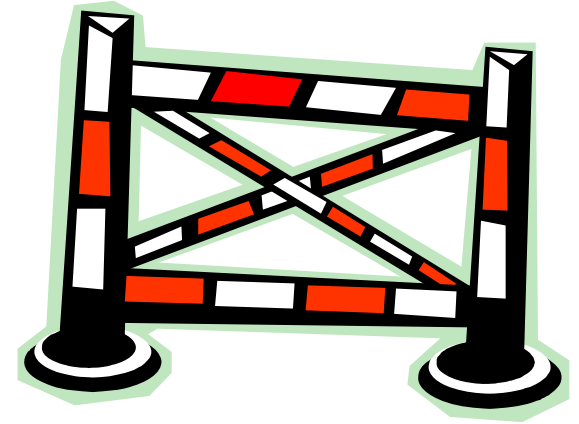
Language

Logistical

Attitudinal

Expectations

Level of Teacher Training



Guadalupe Valdés

An Ethnographic Study

Examines the diverse and at times conflicting values, expectations and goals of both Mexican American immigrants and white American teachers and the effects they have on Mexican children



Conclusions

Traditional parent involvement programs did not take into consideration the cultures and values of families. Furthermore, she concluded that the families didn't have a clear understanding of what their role was in their children's education within American schools.

Suggestions

Parent Education

Parent Involvement Programs

Parent/Family Empowerment Programs



Joyce Epstein

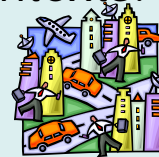
- Her philosophy is an integrated, community-wide approach to learning and teaching that focuses on in-depth knowledge of students and families, on their strengths, and on their needs
- Children can't learn solely in the home or solely at school but instead can learn in three influential contexts:



HOME



SCHOOL



COMMUNITY

- Six types of parent involvement based on the theoretical model of "overlapping spheres of influence":

Basic responsibilities

Communication

Volunteering

learning at home

Decision making

Collaborating with the community

<http://www.naperville203.org/parents-students/EpsteinModelPS.asp>



Best Practice

Implemented Hispanic/Latino Parent Involvement Programs

High-performing Hispanic Schools

(Scribner, Young, and Pedroza)

5 main themes that characterize high-performing Hispanic schools building collaborative partnerships

- ✎ **Build on cultural values of Hispanic parents**
 - ✎ **Stress personal contact with parents**
 - ✎ **Foster communication with parents**
 - ✎ **Create a warm environment with parents**
- ✎ **Facilitate structural accommodations for parent involvement**



Best Practice

Implemented Hispanic/Latino Parent Involvement Programs

IDRA's Parent Leadership Model

(Intercultural Development Research Association)

All families, especially language minority, are instinctively genuine and reputable of being treated with dignity, value, and respect and should be viewed as facilitators of their own strengths and assets in themselves and their peers

4 Dimensions of Parent Engagement

Parents as Teachers

Parents as Resources

Parents as Decision Makers

Parents as Leaders and Trainers



<http://www.idra.org/enlace/LhandoutsEng.pdf>



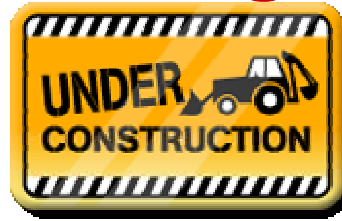
My Family, My School

An Investigative Action Research Study on Best Practices for Hispanic/Latino Parent Involvement

- **Interviews**
 - 5 school districts throughout the United States
 - 14 school districts throughout North Carolina
 - mountain, coastal, and piedmont region
 - urban and rural
 - # of LEP students and total student population
- **Parent Meetings**
 - complete background information forms and surveys
 - bi-monthly meetings
 - upcoming school events
 - decision making with regard to school based initiatives
- **Review of the Literature**
- **Best Practice for Effective Hispanic/Latino parent involvement**

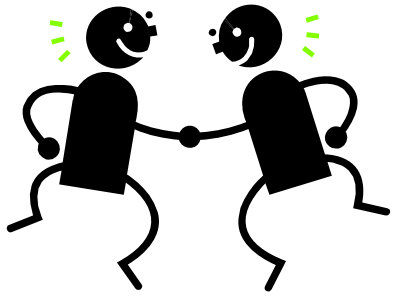


Benefits of Building Partnerships



- ✎ Parents build relationships with the school and with other members of their ethnic group
- ✎ Parents take ownership of their child's learning
- ✎ Parents are more informed about school procedures and expectations
- ✎ Student's self-esteem is elevated
- ✎ "Affective filter" is lowered
- ✎ Continuous two-way communication between the school and families
- ✎ Support group for families that do not receive ESL services





Best Practice for Effective Hispanic/Latino Involvement

- * Empowering parents to be parents
 - * Lowering the “affective filter”
 - * Providing staff development
 - * Offering administrative support
- * Establishing community partnerships





Resources

1. **Hola! Communicating with Spanish-Speaking Parents**

by Joni Britt

Good Apple: A division of Frank Schaffer Publications, Inc.

ISBN # 1-56417-898-6

2. **Letters to Parents: ESL**

by Diane Pinkley

Good Year Books

ISBN # 0-673-59232-4

3. **Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools**

By Guadalupe Valdés

Teachers College Press

ISBN # 0-8077-3526-4



Resources

4. Lessons from High-Performing Hispanic Schools: Creating Learning Communities

by Pedro Reyes, Jay D. Scribner, & Alicia Paredes Scribner
Teachers College Press
ISBN# 0-8077-3830-1

5. School, Family, and Community Partnerships: Preparing Educators and Improving Schools

by Joyce L. Epstein
Westview Press
ISBN # 0-8133-8755-8

6. Home-School Relations: Working Successfully with Parents and Families

by Glenn Olsen & Mary Lou Fuller
Pearson Education
ISBN # 0-205-36772-0



Resources

7. Building Communities of Learners: A Collaborative among Teachers, Students, Families and Community

by Sudia Paloma McCaleb
Lawrence Eribaum Associates
ISBN# 0-8058-8005-4

8. Home, School, and Community Partnerships

by Larry E. Decker & Virginia A. Decker
Scarecrow Press
ISBN # 0-8108-4522-9

9. A new Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement

by Anne T. Henderson & Karen L. Mapp
Southwest Educational Development Laboratory
<http://www.sedl.org/pubs/catalog/items/fam33.html>

Internet Resources

www.colorincolorado.org

www.kpirc.org/SchoolDownloadMSHS.htm

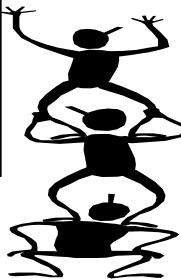
www.parent-institute.com/educator/

www.centerforparentleadership.org

www.edpartnerships.org/

[www.idra.org/Valuing Families and Communities](http://www.idra.org/Valuing_Families_and_Communities)

www.middleweb.com/mw/resources/MWRpublic.html



The Talking House

Bedroom



Bedroom Talk

describe toys and talk about their colors, textures, and special features.

Bathroom



Bathroom Talk

Label and describe the activities of bath time. For instance, note the slippery water, and ticklish feeling from washing your toes.



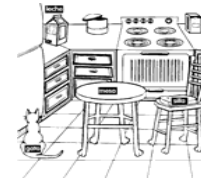
Family Room/Living Room



Family Room Talk

Talk about the toys, read storybooks, watch children's videos and discuss the characters. When picking up the toys ask your child to describe them, "José, please pick up the toy that has four wheels"

Kitchen



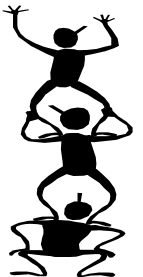
Kitchen Talk

Talk about the food you are preparing for meals; color, texture, and taste.
Talk about how small you are cutting the pieces.
Describe how to set the table, demonstrate how to say "please" and "thank you" while sharing food at the table.



It is essential to establish a shared vision of success and a fundamental belief that opportunities, not barriers, exist (with Hispanic/Latino parents) and that environmental factors associated with learners, learning, instruction, curriculum, home, and community can be purposively shaped to benefit the students”

-Jay D. Scribner and Pedro Reyes



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