

Parent Education As A Tool For Parent Partnership



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Overview of the Session

DEFINE PARENT PARTNERSHIP

ADULT LEARNING THEORY

WHAT'S THE PROBLEM?

PARENT EDUCATION FRAMEWORK/CONSIDERATIONS

LET'S PLAN A PARENT EDUCATION SESSION!

By the end of this session you should be able to:

- × Define parent partnership
- × Identify primary motivations for adult learning
- × Create a parent education session or series of your own based on problems and desired outcomes



Parent Partnership

What does it mean to you?



The Shlenker School
Congregation Beth Israel



“Learning in adulthood is often more than just adding information. It is making sense of our experiences, which can result in a change in a belief, attitude, or perspective.”

*(Sharan B. Merriam,
Adult Learning Theory: Evolution and Future
Directions)*





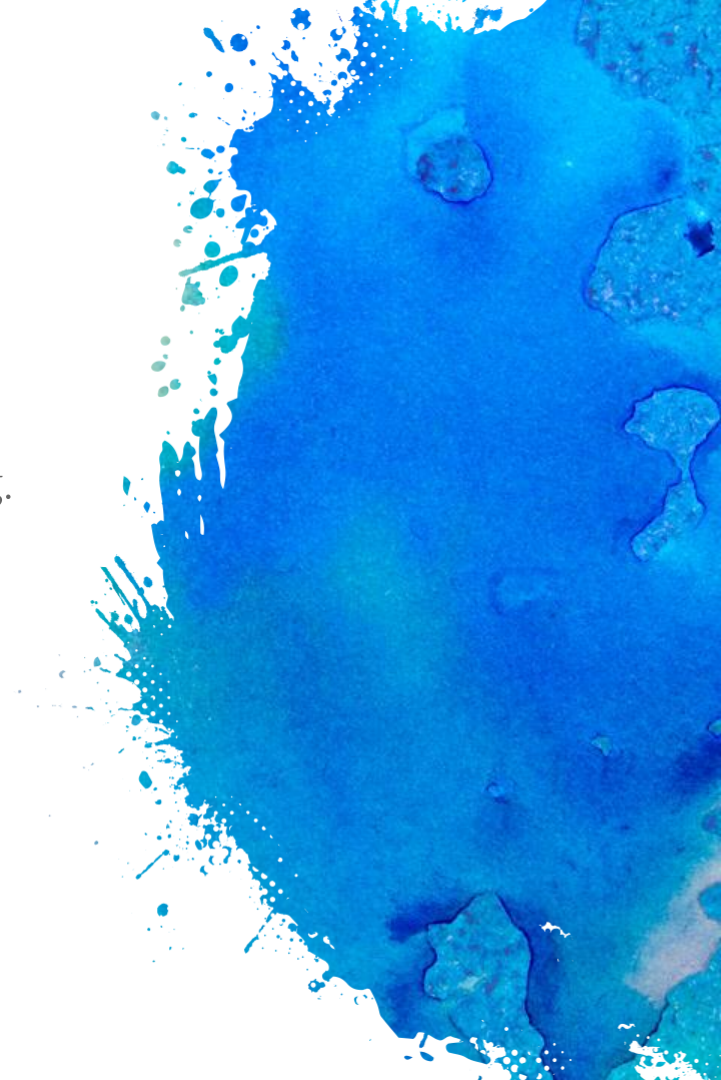
“In order to change people’s
behavior, we have to see the
world through their eyes.”

(Timothy Wilson,
Redirect)



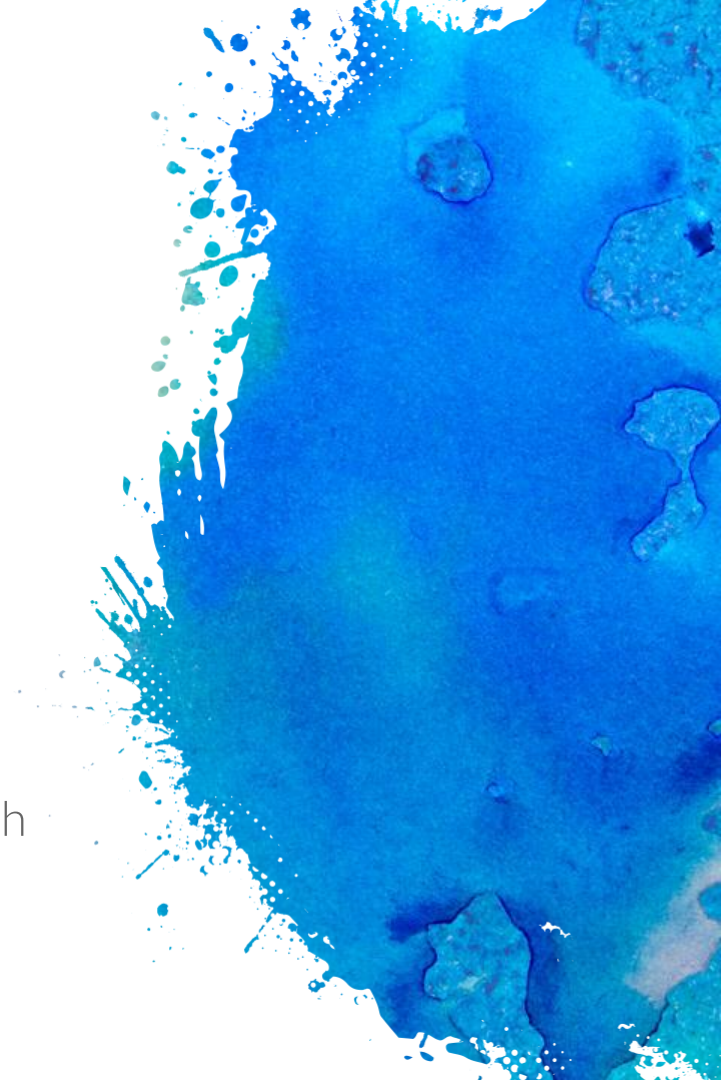
Foundational Theories of Adult Learning

- × Adults accumulate a growing reservoir of experience, which is a rich resource for learning.
- × There is a change in time perspective as people mature—shift from future application to immediacy of application.



Foundational Theories of Adult Learning

- × Adults are more problem-centered than subject-centered in learning.
- × Adults are mostly driven by internal motivation, rather than external motivators.
- × Adults need to know the reason for learning something, and come into a learning context with a meaning-making agenda.



Problems / Desired Outcome

Problems	Desired Outcome
Parents have unrealistic expectations of their children's standardized test scores.	(I wish they knew...)

LET'S USE BACKWARDS PLANNING TO DESIGN OUR PARENT EDUCATION SESSIONS

At your table, work together to generate a list of problems at your school. Think of problems as misconceptions or areas in need of clarity/additional information.

Then, write the desired outcome—What do you wish they knew?





“People’s behavior or
beliefs can change in the
face of the right kind of
impetus.”

(Malcolm Gladwell,
The Tipping Point)



Considerations

What is the problem? What do I wish they knew?

Who is the best person to facilitate?

- × Should it be you, a member of your team, an alum, or an outside specialist?

Who is the target audience?

- × Should it be the whole parent population or just a sub-section?

What is the best location?

- × Should it be at school, someone's home, another venue, or digital, i.e. Facebook Live?

When should the session(s) be held?

- × Are you only offering it once? Can you offer it on a different time, day, or week?

Is it a good idea to record the session for later usage?

- × Before answering, consider confidentiality and the nature of the topic, as well as the impact on physical attendance.

What sort of follow-up is needed, if any?

- × An email with links, an ask, an in-person follow up, etc.

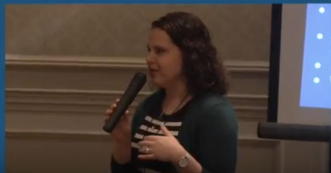


An Example: Standardized Testing

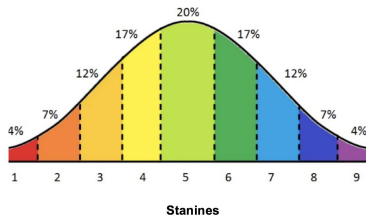
Objectives

By the end of this session you should know:

- The rationale behind taking the ERBs / a brief history
- What do the ERBs assess? / What material is covered?
- Ways we prepare your child at school
 - Test taking strategies
- How to talk to your child about the ERBs / prepare them at home
- How to interpret the ERB score report / vocabulary
- What can be learned from the ERBs?



BELL CURVE DISTRIBUTION



Dear Elementary School Parents,

Thank you to those of you who were able to attend our Parent Education event on ERB testing on either March 9th or March 21st. This event was specifically targeted toward 3rd-5th grade parents; however, we are sending out this email to all ES families as a reference.

In this email you will find a [link](#) to a recording of our first session on March 9th. We are also providing you with a link to the [Google slides](#) used in the presentation as well as Pressman Academy's [standardized test statement](#). This session covered the rationale behind ERB testing, the types of questions found on the test, information on how to interpret the score report, as well as ways that we prepare your child at school and ways you can help prepare them at home.

As always, we encourage you to be in touch if you have any questions.

Warmly,

Nichelle E. Barton





The Shlenker School
Congregation Beth Israel

Dialogue

with Dr. Barton

*an informal coffee and conversation series with the
new head of The Shlenker School*

Dialogue with Dr. Barton is designed for parents and community members to learn a little more about Dr. Barton.

To accommodate various schedules, the first event will be held on multiple dates and times. Please make plans to join us for one of the following:

Friday, August 24 - 8:00-8:30 AM - Margolis Gallery

Friday, August 24 - 9:00-9:30 AM - Margolis Gallery

*Thursday, August 30 - 6:00-6:30 PM - Library

*Thursday, August 30 - 6:30-7:00 PM - Library

*Thursday, September 6 - 6:00-6:30 PM - Library

**Please Note: These three dates are scheduled just
prior to the 2018-19 Elementary and Early Childhood
Open Houses for parent convenience.*

Igniting a spark in every child



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Congregation Beth Israel



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“Small changes in
interpretations can have
self-sustaining effects
leading to long-lasting
changes in behavior.”

(Timothy Wilson,
Redirect)





Thank You!

Dr. Michelle Barton
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