

## **Module 1: Facilitator Overview of Parent Engagement Modules and Handouts**

### **1.1 Parent Engagement**

WestEd presents the Parent Engagement Migrant Modules; a module series developed on behalf of the California Department of Education, English Learner Support Division. Visit the CDE website for more information ([www.cde.ca.gov](http://www.cde.ca.gov)).

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### **1.2 Facilitator Overview of Migrant Modules and Handouts**

Welcome to Module 1: Facilitator Overview of Parent Engagement Modules and Handouts. This module is meant for individuals who work for the migrant program and will be facilitating family meetings or training sessions with online family modules.

### **1.3 Navigating the Module**

The following information will help you navigate this module:

- Use the menu on the left side panel and the navigation bar on the bottom of the screen to control this module.
- The tab key can also be used to navigate forward through the module components; shift+tab can be used to move backward.
- Use the audio button at the bottom right of the screen to turn the slide's audio narration on and off.
- Use the captions button at the bottom of the screen to turn the captions on and off.
- Use the transcript button at the bottom left of the screen to turn the transcript on and off.
- Transcripts for the complete module can be accessed in the resources menu.

The following keyboard shortcuts have been enabled for ease of use:

- N = Move to the next slide
- P = Move the previous slide
- S = Stop/Pause slide

- R = Resume/Play slide
- C = Turn closed captions on/off
- A = Turn audio narration on/off
- T = Turn narration text transcript on/off

The module will automatically save any progress made if connected to the Internet.

#### **1.4 Available Modules (Module 1)**

There are seven available modules, including this one. The other six modules can be presented to families at local meetings or training sessions. We recommend you present these modules to families in order as some of the topics build on what is presented in a previous module. This module is an overview for facilitators on the parent engagement modules and handouts.

#### **1.5 Available Modules (Module 2)**

Module 2 is Using Positive Discipline to Be a More Effective Parent.

During this module, participants will

- receive background information, implementation strategies, and practical examples of using positive discipline to be a more effective parent;
- reflect upon how this material applies to their daily lives;
- practice new strategies; and
- make a plan for applying new strategies.

#### **1.6 Available Modules (Module 3)**

Module 3 is Growing Self-Confident Children Through Goal Setting and Growth Mindset. During this module, participants will

- receive background information, implementation strategies, and practical examples of growing self-confident children through goal setting and growth mindset;
- reflect upon how this material applies to their daily lives;
- practice new strategies; and
- make a plan for applying new strategies.

### **1.7 Available Modules (Module 4)**

Module 4 is School Systems and Multiple Cultures: Bridging the Differences with Examples of Mexican and U.S. Schools (Part 1 and 2). In this module participants will:

- receive background information about the U.S. school systems and cultural differences with other systems;
- receive practical strategies for bridging the differences, with a focus on examples of Mexican and U.S. schools;
- reflect upon how this material applies to their daily lives;
- practice new strategies; and
- make a plan for applying new strategies.

### **1.8 Available Modules (Module 5)**

Module 5 is Supporting Your Child to Be Successful in School.

In this module participants will:

- receive background information, implementation strategies, and practical examples of helping their children be successful in school;
- reflect upon how this material applies to their daily lives;
- practice new strategies; and
- make a plan for applying new strategies.

### **1.9 Available Modules (Module 6)**

Module 6 is Understanding and Communicating with Your Teenagers.

In this module participants will:

- receive background information, implementation strategies, and practical examples of effectively communicating with teenage children;
- reflect upon how this material applies to their daily lives;
- practice new strategies; and
- make a plan for applying new strategies.

### **1.10 Available Modules (Module 7)**

Module 7 is Bullying: What It is and How to Help Your Child.

In this module participants will receive background information, implementation strategies, and practical examples of how to help prevent and support children with regard to bullying.

### **1.11 Activity: Reflect**

Take a moment to reflect on the available modules that were summarized.

1. What are you looking forward to presenting and discussing with your families?
2. Which modules do you think would spark the most conversation between families?

Select the boxes on the right to respond to each question.

At your next meeting, ask five to ten families which module they would find most interesting and make note of their responses. Knowing what your families are interested in can help you anticipate possible questions that will come up when you present these modules. Now that you are aware of the available content, it is time to consider how adults learn best.

By knowing how adults learn, facilitators are better able to present the modules in a way that participants will stay engaged and excited about what they are learning. The next section will provide you with resources about how adults learn and how to enhance your adult presentation skills.

By listening to this information and using it when you facilitate, the families you present to will gain the most from the meetings.

### **1.12 Implementation Science Basics**

Implementation science provides a clear framework for supporting adults to successfully learn new behaviors. One way to look at implementation science is in three basic phases: learn, do, and review or reflect. These phases are an adaptation from a statistics expert named Walter A. Shewart. Shewart was interested in improving quality in his work; led him to develop a plan, do, and see cycle. Let's look closer at this implementation science. The first phase is where a person investigates, hears information, or observes something new. Using this new information, they move to phase two. Phase two, in simple terms, is doing.

A person takes what they learned and implements that skill or behavior in some way. For families, this could mean they try a new strategy with their children.

Phase three is review or reflect. Once the person tries a new strategy or skill, they think about how it worked. Did they see a change in their child, themselves, or their family? The cycle would then start again, using the new information they gained through their experience, and trying again with a possible modification. You may be able to see how this would look with the families you will share this information with and how you can encourage this process through utilization of the information and activities each module provides.

### **1.13 Presenting to Adults**

Presenting to adults is a unique task. It is important to use both the theory of implementation science and specific adult-presentation strategies. The next section will review both.

There are five key points about presenting to adults:

1. Adults have a rich reservoir of experiences. Most people have learned to do many things over time and their experiences are key to learning new information.
2. Adults tend to be self-directed. Adults like to be in charge of their own learning as much as possible; they are primarily motivated internally, and they see themselves as equal to their instructors in terms of authority in the learning setting.
3. Adults have a problem-centered orientation to learning. They gain more when they are tackling a problem and are able to apply new strategies to solve that problem.
4. Adults generally desire practical, how-to info. They want to learn how to do something and to learn it by doing, not by looking at theories or research; they need hands-on strategies to learn.
5. Adults tend to be goal oriented. Adults like to plan and put their plan into action to meet goals they have set for themselves.

### **1.14 Personal Examples of Learning Styles**

Video – [Select to open link to video](#)

### **1.15 Various Learning Styles**

People have different ways of taking in new information and learning new concepts. While there are many learning styles, there are four main styles that are more common. These four styles are sometimes referred to as VARK learning styles. They include visual, auditory (sometimes called oral), reading and/or writing, and kinesthetic. Some people lean more toward one learning style than

another but are not limited in their ability to learn in more than one of these ways. Additionally, many people learn in more than one of these ways.

As a presenter or facilitator, having some knowledge of these various learning styles allows for a better understanding of the audience and their level of engagement, depending on their personal learning styles. Let's look a little closer at these four styles.

Select the image to view a video explaining the various learning styles.

### **1.16 Various Learning Styles (2)**

As you watched the video, you may have been thinking about how you learn best.

Perhaps you were already aware of your learning style. Let's talk a bit more about each style through the lens of presenting a module at a family meeting.

The visual learner prefers maps, graphic organizers, and charts when hearing a presentation, watching a video, or looking at slides on a PowerPoint. Many people mistake a visual learner as needing to see pictures or reading words to learn. Visual learners need more than that to gain understanding of content.

Using charts, tables, and maps that show relationships between content and experience are a way to support this type of learner.

### **1.17 Various Learning Styles (3)**

The auditory learner prefers to hear information rather than reading or seeing it.

This type of learner learns well from lectures, discussions, talking things through, and discussing problems out loud. Asking questions to the crowd and letting them respond-allowing them to repeat information learned-provides a great support to these learners.

### **1.18 Various Learning Styles (4)**

The reader/writer prefers information displayed as words. This type of learner learns well from PowerPoints, manuals, and writing assignments. When presenting to readers and writers, give them a passage to read through or provide guided note-taking sheets.

### **1.19 Various Learning Styles (5)**

The kinesthetic learner prefers to learn by doing and moving. Allowing movement during presentations-perhaps during activities-supports this type of learner. Using videos and

demonstrations based on real things, case studies, and real-life applications provide a way to put learning into context. Role-playing is another useful strategy for this learner.

### **1.20 Personal Reflection**

You may be more curious now about your own learning style. When you are facilitating modules, there will be people who learn in the same way you do and people who learn in other ways. With the knowledge that all people learn differently, you can be more understanding of why some participants like handouts, others like moving around, and others like to listen to the presentations.

Let's look at some examples of what you can do to help these different learners get the most from your sessions.

### **1.21 What might this look like in a meeting?**

Select each icon for some examples on how to keep each type of learner engaged.

The modules developed include options for all types of learners.

Print the handout tip sheet of strategies for adult learners and refer to it when planning your meetings with families:

- Support visual learners by charting answers to questions asked of the group. For example, chart responses from the group when asking which module seems the most interesting.
- Support auditory learners by including the videos and repeating participant responses. For example, if a parent answers a question, repeat or summarize the answer to the parent and the group.
- Support readers and writers by offering note sheets and referring to tip sheets in each module. Make sure to print all handouts and show them to the group when they are referenced in the module. These learners may want to read along or read each on their own.
- Support kinesthetic learners by including a hands-on activity. Each module includes several activities and ends with a "make and take" type activity. Make sure to include at least one of these activities in each meeting.

### **1.22 Stages of Learning**

Let's look at these four stages of experiential learning from Kolb's Experiential Learning Model.

David Kolb developed this cycle because he believed that knowledge is created when people experience new things.

The learning process can start at any stage, but effective learning happens when a person progresses through all four cycles:

- Have a concrete experience.
- Observe and reflect upon that experience.
- Analyze the experience and form conclusions.
- Use the analysis and conclusions to test hypothesis in future situations, resulting in new experiences.

### **1.23 Concrete Experience: The Feeling Stage**

The concrete experience, or the feeling stage, connects to what is being learned with experience. In these modules, parents and families will look to their personal experiences to connect to the topic. Build an environment with the feel of a community to make it comfortable for families to share these experiences. Guiding questions will be asked within the module and in the Facilitator Guides that will encourage sharing. As a trainer/facilitator, identify your own personal connections to the content before presenting the module. Answer the reflection questions for yourself and be ready to share your answers. Doing this makes families feel more comfortable with you and also models sharing which encourages families to share as well.

### **1.24 Reflective Observation: The Watching Stage**

In the reflective observation, or the watching stage, learners will look for meaning of what is presented. This is facilitated by small group discussion. Reflective questions can help connect the content with any experiences participants may have had. Since not all learners start at the same stage, hearing from others may help them identify like experiences that can be connected to what is being taught.

Again, be ready to share your own experiences if families are initially quiet and hesitant to share. Sometimes participants need time to hear from others before they share personal experiences. If learners have already identified an experience (Stage 1), they can reflect on that experience through the lens of the new content.



### **1.25 Abstract Conceptualization: The Thinking Stage**

In abstract conceptualization, or the thinking stage, learners begin to visualize to apply knowledge to practice. This will happen for your families in the reflective conversation and activities throughout the modules. How you support this conversation will impact how deeply your families consider this change. The more conversation that happens with families about how they may change their practices, the more likely they are to want to try something new.

### **1.26 Active Experimentation: The Doing Stage**

Active experimentation, or the doing stage, provides opportunities to implement what has been learned. Applying what is learned through actual experiences at home or with families will allow for the practicing of strategies and reflection upon how they are working. This will happen for your families after the meeting and between meetings. Consider checking in with your families at the next meeting about what strategies they have tried. Ask them questions about how a strategy worked and what they might do when they try it again.

### **1.27 Planning for Meetings**

The final section of this module will focus on the components of planning for module delivery. The modules are designed to be presented as part of your family meetings. There are many ways to use these modules in your meetings.

Let's first look at what each module will contain.

Each module contains the following:

- A course overview with learning objectives
- A minimum of three sections (10-20 minutes each)
- Interactive, hands-on activities between each section
- Reflective and/or discussion questions
- A plan for practicing skills learned

Remember that you will have a Facilitator Guide to support you in planning these sections. You will also have a Planning Guide that you should complete before facilitating these modules. The guide will ask questions about the meeting and help you plan what you need to do beforehand to prepare.

### **1.28 Planning Delivery Options for Modules**

Now that you know what each module contains, let's look at some different delivery options. For example, you may present sections of the module at parent meetings. As mentioned, the modules contain sections with activities between that provide a natural "break" in the module if you would like to present just one or two sections in one meeting. You may already have a cohort of parents that you meet with regularly and are ready to facilitate a series with them using one or two modules. You can also share links to modules with parents and families for them to watch sections of or complete. This can be done in addition to presenting a module at a meeting. Some parents may want to watch the modules again on their own.

### **1.29 Planning for the Stages of Learning in Your Meetings**

We have created a sample agenda to give an idea of what a meeting could look like using one section of a module. This screen shows that example and how each section of the agenda may support a different phase of learning. Let's take a moment to focus on this.

Select the Resources tab to find and download the Sample Agenda.

Take a moment to read through the agenda. Do you notice time for your participants to travel through the phases of learning? What else can you do after the meeting to support movement through the phases of learning? A sample agenda will be included in the Facilitator Guide of each module. It is meant to be used as a guide and can be made shorter for timing purposes if necessary. It is important to remember the learn, do, review process discussed earlier and to keep those three phases in the agenda, even if you only go through one section in a meeting. As a reminder, the modules are designed to be stopped between each section.

### **1.30 Planning Guide (1)**

Now that you have a sense of what each module contains and how modules can be used in meetings, let's explore one last resource-the Planning Guide.

Select the Resources tab to download the Planning Guide.

Think about the next parent meeting you are planning. This guide will ask questions about how long the meeting will be, how many sections of a module can be used, and what preparation is needed. This guide is meant to be used for every meeting where you present a module or section of a module. At the bottom of the guide are a few reflection questions to answer after the meeting to encourage

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making changes the next time it is presented. Take a few minutes now to start planning your first meeting by answering the questions on the guide.

You can come back to this guide again to continue to plan for your meeting.

**1.31 Thank you for completing Module 1!**

This concludes Module 1. Thank you for taking the time to learn about adult learning and to begin planning your next meeting. We hope you will come back and review this module again as needed and utilize the resources shared.