


12-2017

Blooming Relationships: Increasing Communication Between Parents and Teachers

Jasmine Negrete

California State University, Monterey Bay, jasminenegrete@hotmail.com

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all

 Part of the [Early Childhood Education Commons](#), [Elementary Education Commons](#), and the [Liberal Studies Commons](#)

Recommended Citation

Negrete, Jasmine, "Blooming Relationships: Increasing Communication Between Parents and Teachers" (2017). *Capstone Projects and Master's Theses*. 202.

https://digitalcommons.csumb.edu/caps_thes_all/202

This Capstone Project (Open Access) is brought to you for free and open access by the Capstone Projects and Master's Theses at Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.

Blooming Relationships:

Increasing Communication Between Parents and Teachers

Jasmine Negrete

California State University

Monterey Bay

Abstract

The focus of this Capstone project is on strengthening the communication between parents and teachers by providing an alternative method of communication that will suit both parties. Both parties have expectations for one another that need to be communicated in order to benefit the students. The primary stakeholder perspectives surveyed were the parents of the children and the teachers and administrators. Three action options emerged from an analysis of the data and were explored as ways to address the issue presented. Parents were provided with access to an application called *Bloomz*, which is accessible by smartphones, tablets and computers.

Keywords: Parent-Teacher Relationship, Parent Involvement, Communication, Technology, Bloomz

Blooming Relationships:

Increasing Communication Between Parents and Teachers

In order for parents to be highly involved with their child's education, they should have a strong parent-teacher communication. Parents should be doing this with each teacher their child has each year. It should start out in the early years of education, such as preschool. Starting out on the right foot benefits both parties as the teacher sees that the parents will be involved with their child's education at home. It helps the teacher learn about the student's home environment and what their needs are. Sometimes schools only communicate with parents if their child was misbehaving or is doing poorly in school. There are the rare occasions when there are parent teacher conferences and Back-to-School and that is the first or second time the teacher and parents have met. There will be parents who do not show up at all for Parents and teachers can find many types of methods to communicate efficiently with each other.

At the daycare when communicating with parents it is often done face-to-face, through phone calls or a note is sent with the child. Adding a different method to the equation can benefit both parties as I have heard parents asking about digital communication to help with reminders on their digital calendars. Sometimes only one parent gets notified, the parents of the child are separated, or they misplace the written notes. Bringing in a different method of communication into the daycare is beneficial as with Miss Barbie's Child Development Center having been around for fifty years. I have seen people who attended the daycare bring their children in and having this family type of community brings in how important it is for these families to trust us with their children. Most of the time, students that start at the age of two stay at Miss Barbie's until they graduate from the Busy Bee class at age five. For three years

parents trust the staff and the loving and educational environment that they provide for their children.

Building on top of what they already use, adding a digital communication can go a long way. With the staffs blessing, I brought in the parent-teacher communication application Bloomz. We can communicate with parents what the monthly themes, weekly topics and planned daily activities are. Any upcoming events or field trips are in the calendar with notes, if parent drivers are needed it can be added on. We can post pictures of the project that the children made and from the field trips or special events. There is also the Reminder option, in case their child does not have a blanket for nap time or needs more diapers.

I want this place to continue to blossom in the community as they have done so for many years. I want to give back to this place that I hang around even when I am not working. Especially for the staff who are there for each other and have brought me in thanks to their administrator who is also my mentor. The staff truly cares about the education the children receive at Miss Barbie's and they love it when parents are involved just as much. The time I have spent working at Miss Barbie's has given me experience working in the field I want a career in and opportunities to make connections with the parents and the children. Why not make a difference where you love to work by lending a hand with the parent-teacher communication.

Literature and Synthesis and Integration

When it comes building a relationship between parents and teachers, they both need to put effort in it. In order for the relationship to build, there should be a set method of communication between the pair. If the parent has a strong relationship with the teacher, they much more engaged in their student's academics. Parent involvement improves the child's

academic success as parents can be involved at home just as much as other parents are at school. Teachers can have the misconception of parents not being involved, because of work schedules or other barriers, if they are unaware of parents' home involvement in educational activities (Waanders, 2007). Therefore, it is important to have parents and teachers discuss the type of communication that can benefit them and the student.

What is the issue?

Finding the perfect fit of communication with parents is not always so easy. Teachers need to find different methods of communication to see which ones are most effective with parents. There can be a lack of parent and teacher communication if there is no set communication between the two. Having to email, prepare notes to take home and scheduling conferences with parents can often make a teacher feel overwhelmed on top of the everyday teacher duties in class. It is important to update parents on what is going on in their child's learning. Teachers should be giving out monthly information about what they will be focusing on each week and events that will be happening. Websites can give this information and be effective, but it is not one to one communication with the teacher or staff member. If the parents have a question or comment, they must go through a process to get where they can communicate with someone, yet "...many schools push information to parents but, do not provide any means for parents to share information. They suggest that schools need to enable parents to pull information when needed and communicate with the school when needed." (Olmstead, 2013). Teachers should find another method of communication that engages parents on a more personal level, where they can feel connected such as their cellular devices. If parents used her cell phones to communicate with teachers, then texting and usage of mobile apps would provide opportunities to connect and increase the efficiency of regular outreach (Kraft, 2017). They

would have an open digital world to check their child's assignments, performance, sign up for field trips and schedule conferences. Giving parents a different method to communicate with the teacher provides them the opportunity to get involved in the school and their child's learning.

Why is it an issue?

As shown on Figure 1, there are a few factors that can make an impact on parent and teacher relationships.

Communication Method

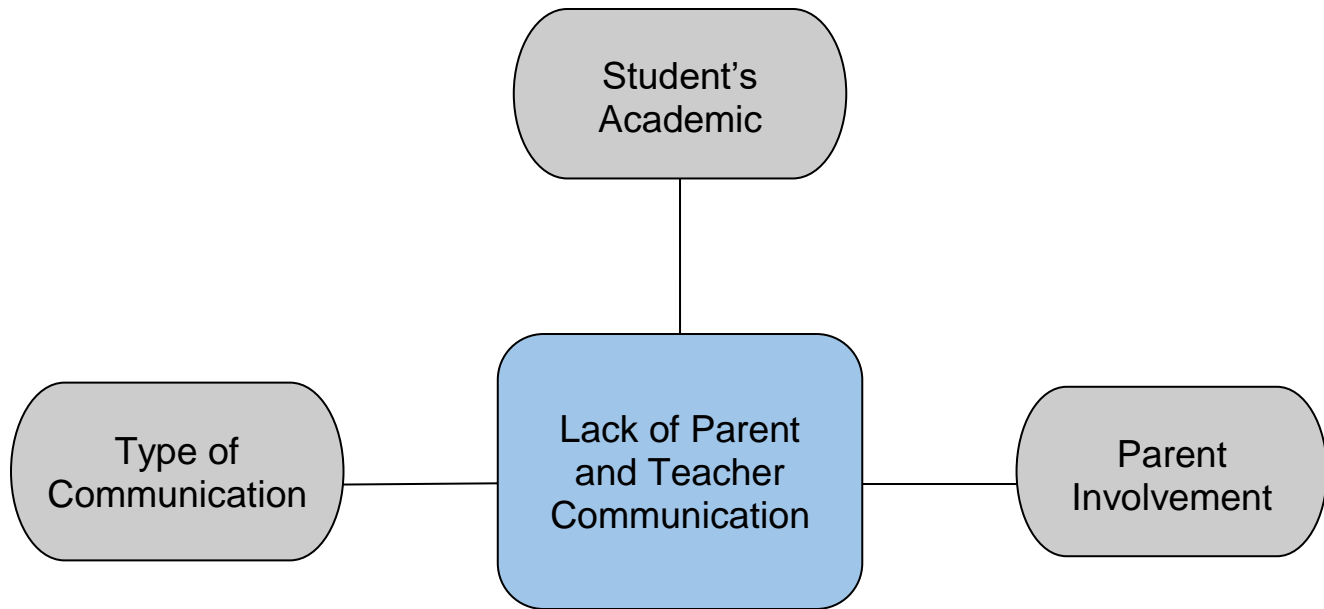
With so many types of digital communication, one cannot be too sure in which one would be grab the attention of the parent. Technology itself is still new to the world, and teachers in schools are not used to teaching with technology as an educational tool. Teachers need to feel comfortable integrating technology into the classroom even when the students seem to have a better grasp of the technology. Not having the confidence to use the tools could keep teachers on the paper-based communication with parents. There will be parents in the same boat, where they do have quite the grasp on technology and others who cannot live without it as a form of communication. Schools can start off with emailing parents the daily schedule, but that does not give it an individualized approach. It is an effective way to keep the parent involved in the whole school, but not their child. They would want an individualized notice about their child's performance that is not a bad behavior. A way to communicate back to the teacher in adequate time, asking them questions and giving feedback. When the communication system is school-based, which is a bigger scale classroom it often leads to low engagement since this approach has the parent log-in to be updated. Being able to minimize the group, teachers can contact a smaller group and be more effective on a personal scale. Schools should be looking for more ways to use their technological tools to increase parent teacher communication and involvement. Get teachers

to find the method that works best for them to use effectively with the parents. What method is more effective when it comes to school events, parent teacher conferences and updating parents on a daily schedule can be another factor. Whether it is email, websites, phone messaging, mobile application or other types of digital communication, the value of using technology for parent involvement is a plus.

Academic Success & Parent Involvement

When parents are showing positive learning environments at home and are engaged in their child's schooling, the student has a better chance at academic outcomes (Kraft, 2017; Houtenville & Conway, 2008; Todd & Wolpin, 2007). If parents go to the meetings, participate in school events or volunteer at the school, they are seen as involved. Yet, there are areas both teachers and parents overlook when it comes to the idea of involvement. Parents expect teachers to instruct their children as it is their job and teachers expect parents to continue the learning after school, as learning does not stop at school. When parents and teachers do interact, teachers learn about parents' expectations for their children and their children's teachers (Hill, 2004). Then teachers know how the student's home environment is like and what they can do for their needs.

Figure 1: Lack of Parent and Teacher Communication



What should be done?

Bloomz

Bloomz is a free web and mobile application that is used to give class updates, schedule events, share photos, automatically send out reminders. Bloomz provides a tutorial in the beginning for teachers in case they do not know how to use the application. It provides a demo class that helps create a class and add students. It gives you the class options of what you would like to focus on behavior management, student portfolios and parent communication. Teachers would add students then parents, either by cell phone numbers or email. For teachers, they would have to set up the classroom online and personalize it, give the access code to only the parents of that classroom in order to keep it private and secure. The teacher would be the only one to give access to whomever wanted to be a part of the group. There are other types of communication that be shared as a whole classroom or individual one-on-one. Parents can have a bidirectional communication with the teacher without having to give them their number. Teachers would get to create and set up calendar events, such as class activities, parent teacher conferences or field

trips. Included on the application is a volunteer sign-up sheet for the class when there is a need for parents on field trips. When there is updates like the ones mentioned above, parents would get a notification or reminder. Even if the parent does not have an account, but is still given the access code through their text messages, they would get the notifications. Bloomz can provide secure and reliable platforms for parents and teachers to communicate in many ways via class announcements and individualized text messages (Kraft, p. 60). It is an effective way to have parents feel like they are a part of their child's education. Parents would get paper reminders and forget about bringing in diapers or a blanket, with the application we would send reminders of that same topic as sometimes paper reminders are forgotten or lost.

Chat with Parent/Teacher

There are many ways to build a parent and teacher relationship. Whether it is through digital communication, paper based or other, it comes down to how the parent and teacher build the relationship for the sake of the child. Take time to meet one another and talk about the student's needs and each other's needs. It is important for both parties to be on the same wavelength. Teachers have a great deal of responsibilities to attend to that include lesson plans and activities, that finding an effective way to communicate with parents would help with the load. According to M. Kraft, parents are busy people as well, having a reminder to check in on their child every now and then with school, can help them participate much more. Incorporating a digital tool into the Daycare Center, parents who use technology as their main method of communication can download the Bloomz application onto their smartphone. They would get the access code from the teacher and start getting notifications from them. The way the application is being used would be more on the side of calendar events, announcements, reminders, and photos shared on

the classroom site. The application will keep everyone updated and have a constant contact with the teachers via the classroom site to have the reminders sent to the parent's mobile phone.

Method

The relationship between educators and parents is important for a child's academics. Both sides have expectations for each other that need to be communicated to affect the student's learning outcome. When there is a communication situation between the two, little to no process can be made. For this Capstone Project, I will investigate how communication can improve the relationship between teacher and parents and come with a solution to make the connection stronger.

Context

Miss Barbie's Day Care Center¹ was founded in 1967 in Monterey CA, and opened a second Day Care Center in Marina, CA in 1985. This year they have celebrated their 50th anniversary. Miss Barbie's Day Care Center is a privately-owned center. All children from ages two to five are welcomed to enroll. They do ask if the child can feed themselves, and whether a child is toilet trained or not. There are three different classrooms within the center. There is the Butterfly Room (ages 2-3), Ladybug Room (ages 3-4), and the Busy Bee's Room (ages 4-5). There is a different number of enrollment as children come on different days of the week. The program gives parents options on half-days or full-days, which days of the week they will come, and how they would like to pay, either weekly or monthly. There are two programs that help the parents with payments: CalWORKS and MAOF (Mexican American Opportunity Foundation). Each class has their own room, there is a front yard with artificial turf and playground equipment

¹ Pseudonyms have been used for the names of people, places and organizations.

for the children to play on and in the backyard, there is the sand box with playground equipment and a section where the bikes can be ridden. The office is the first thing you see when entering the building, parents must sign in and out when dropping or picking up their child. The Day Care Center is located near Ione Olson Elementary School and the Vince DiMaggio Park in Marina.

Participants and Participant Selection

The parent participants using the Bloomz application agreed to be part of the trial run for the Capstone. With the administrator's permission, I had a total of six parent pairs (one being a single parent) participating. Five of the parents downloaded the application on their cell phone and one had it just connected to their email address and would get text notifications. The Ladybug teacher is also participating in the use of the application with her tablet and cellphone while Butterfly and Busy Bee's teachers and the administrator are observing.

Researcher

Jasmine Negrete:

- I have seen parents who have attended or even worked as teachers aids at this daycare bring their children. The family environment that the daycare brings shows how close the community is. Some families do not live in the Marina area, but have work there and would prefer their children close to them. Children that start at the age of two stay at Miss Barbie's until they graduate from the Busy Bee class at age five. For three years parents trust the staff with their children because of the loving and educational environment they are in.
- For this project, I believe I am qualified from past experiences in school and in

the community that Marina is also a part of. Doing volunteer work in the community representing CSUMB Rotaract or Rotary has helped me network and make connections within the community of Monterey County. I have made connections with parents at the daycare who are teachers around the area, where they give me advice and tell me about their experiences as teachers. I have done my Service Learning the past four years in two different schools, one in Seaside and Salinas. I am comfortable talking about what I am passionate about to large groups as I have had my own workshop and led a fundraising event for Polio. Lastly, I have worked at the daycare for over a year, yet I have known one of the administrators for more than three years. The year prior, he became my mentor through the Rotary Mentorship Program and has since been a wonderful role model, guiding me on my personal and career development.

- Taking on this project, this idea was brought up to the staff by a parent more than once. He showed us what another school was doing and he would see how his other child is doing. Finding an alternative way of communication benefits the parents and teachers as there are times parents forget or lose the reminder notes. If there was an alternative such as digital communication, they could look at their phone and see the reminder there. I was influenced to make the teacher parent communication stronger by providing a different way to communicate.

Semi-Structured Interview and Survey Questions

1. What methods are you using currently to communicate with the families, keeping them up-to-date on events, weekly activities, and curriculum?

2. What is effective about the method you are currently using with the families?
3. What could be improved? Would you find integrating technology as a different form of communication between the daycare and families effective? Why or why not?
4. How would using technology improve communication?
5. What would be the drawbacks of using technology as a communication tool?
6. What kind of obstacles or issues prevent you from becoming more involved with your child at the daycare?
7. What do you think can be done by the staff to help parents become more involved?
8. What do you see as an issue between parent and teacher communication, and how does it concern the education of the student?
9. How has the application been working out for you? What do you like most and least about it?

Procedure

When choosing the participants for the trial run, I had in mind picking out students' parents who are either teachers, parents I had a connection with and parents who I do not have a connection with. We chose parents from the teacher's perspectives of who they thought would be true participants. I informed the participants on what I was working for the daycare, how it is a trial run and if it suits the six pairs (or single parents) we would open it up to the rest of the daycare. I told them what the application provides in the sense of what is the topic of the week or month, the calendar events, reminders and pictures of the students while they are doing projects or at field trips. The application tells me who has seen the posts, they can directly message through the application or comment on a post. There are six children in the trial run, two from

each class, and the parents can only see the classroom page their child is in. I asked each parent participant and teachers a set of questions and recorded the conversation with their permission. It took no more than ten minutes to answer all the questions and all interviews were in person, except one over the phone that was also recorded.

Data Analysis

Transcribed interviews were coded and analyzed for emergent themes.

Results

For this Capstone Project, administrators and parents from the daycare were interviewed to see what they think could be done to improve the communication between parents and teachers. This is important because parents should be highly involved with their child's education, and their teachers are a huge part of it. Both parties can benefit from the communication as it sets up an education home environment for the child, where the parent can help their child with homework. It also builds a relationship with the teacher, so the parents can know what they can do at home with their child. Based on an analysis of the data and the relevant research literature three themes emerged (see Table 1). Evidence-based decision making required evaluating each potential Action Option by the following criteria: time, participation and probability of Impact. Based on the evaluation of each Action Option an action will be recommended and justified.

Table 1

Evaluation of Action Options

	Time	Participation	Probability of Impact
Integrating digital communication	High	High	Medium
Have more Parent Teacher Conferences	Low	Medium	Medium
More events/field trips	Medium	High	Medium

Integrate Digital Communication Tool

There are numerous types of communication styles that teachers get to choose from email, to meeting up with a parent, talking over the phone or other types of communication. Parents may prefer one type of communication to another. Finding what communication style suits parents can be difficult, for as long as you have assorted styles to choose from the communication can flow easily. A teacher has to give out information to the parents on a monthly, weekly and daily schedule by either having to email, prepare notes and schedule conferences with parents. It can be overwhelming, yet by integrating digital communication it gives the teacher and parents a suitable way to communicate. Parents can use their cell phones by “texting and mobile apps provide opportunities to connect with families of all backgrounds as well as to increase the efficiency of regular outreach” (Kraft, 2017, p.6). If the teacher were to use an education app for their classroom, parents and the teacher would have another form of communicating. Having interviewed Maggie, (personal communication, November 1, 2017), a

parent from the daycare, she believes that people are so attached to their phones that a digital reminder on important dates and notes would be helpful. It would be a nice reminder throughout the day to see what your little one is up to at the daycare.

Establish a Note System

Parents and teachers meet twice a year for Parent-Teacher conferences. This meeting is to discuss a child's progress at the daycare and to talk about their behavior and their academic progress. Being able to talk to parents between those two conferences can be difficult if there is no availability time that is good for both the parent and teacher. When that happens, teachers leave a note with another teacher at the school. As Lucy, a parent at the daycare has said, "There has been plenty of times that (her child) has done something with one teacher and the other teacher knows nothing of it. A note can say so much, I would have to wait until the next day to talk to the teacher about their behavior," (personal communication, November 1, 2017). There are times where the teachers and parents talk to discuss negative issues, but having more opportunities to sit down with them and talk about the positives as well would be beneficial.

More events/field trips

While the center has field trips every now and then, having a bigger pool of events can give parents the chance to participate more. When parents go to the field trips with their children, it gives them the opportunity to spend time with them and the other parents and teachers as well. The center is a community where you come by so often and get to know others, it becomes like a family. They get to know the children that are friends with their child and the staff that provides

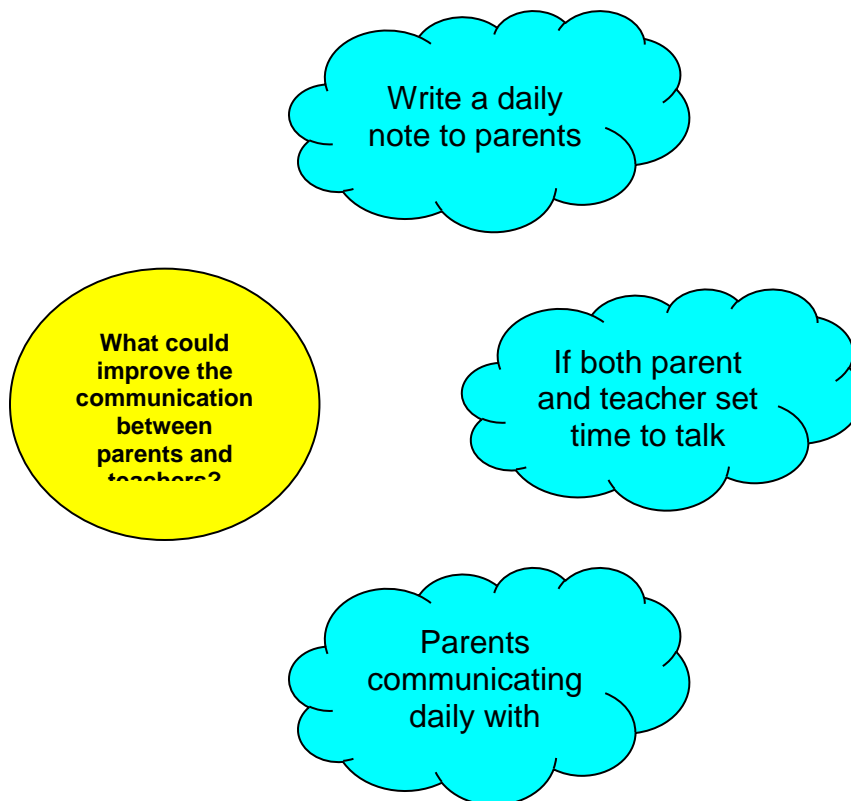
that safe and educational environment for them. The field trips are done in the morning and they are done before naptime. Events such as Thanksgiving feast or the Holiday Party also gives the opportunity to come to the center and celebrate with the others. Getting to see the projects the children have done and the songs they learn for the event. Talking with the staff before or after the event to see what they might need help with or giving your child the extra time to be with others they love to be around.

Conclusion

Seeing the pros and cons of each option, there are issues like the timing, being able to participate and wondering how this will impact your relationship to the staff at the daycare from polite acquaintances to close peers. Getting to talk to a few of the parents, these factors do play a significant role in their relationship with the staff and school. Parents are on the go because of work and while they have the intentions to participate more, they simply cannot take the time off from work to do so. Implementing another form of communication that is at their fingertips provides them a feeling that their child is doing well. Coming from the Administration at the daycare, Mr. Mime says, “You should not solely rely on one form of communication. What do you do for families that do not have Wi-Fi or a computer?” (personal communication, October 31, 2017) when it comes to tackling several types of communication. Another issue can be is not having the confidence or knowledge of using digital tools over paper-based tools. Even face to face communication, being able to talk to the parents when signing in and out children. Often, there is parents who drop off the child and leave immediately afterwards. Parent-Teacher conferences can be helpful, if parents do show up. Finding the time can be difficult and small talks are often what happens. Phone calls are an option for parents as well to talk to the staff

when they can, if they have time during nap time, before or after school as well. Events and field trips are highly recommended for parents to come as the staff does not want the child to miss out on the opportunity and would like to get to know the parents as well. The center tries to tell parents in advance of the dates and are always welcomed to help if they would like to. Figure 1 demonstrates what the administrators and teachers think about what can be improved when it comes to communicating with parents. Not all parents have similar careers, as there are different environments in each family. While the impact on each of these options can differ on each family, it is good to try new innovative ways for parents to build a relationship with the teacher.

Figure 1: Teacher's thoughts on how to improve communication with parents



Action Documentation and Reflection

The focus of this Capstone Project was on finding alternative ways to improve the communication between parents and teachers. Having a strong relationship between parents and teachers helps the student out, as the parents are much more involved in their education. A wonderful way to start that early involvement would be with the daycare or preschool that parents put their children in. As stated in the article, *Parent Engagement and School Readiness: Effects of the Getting Ready Intervention on Preschool Children's Social-Emotional Competencies*, "Early education and intervention programs can promote children's readiness skills, including social-emotional competencies, via relational contexts that permeate across home and school systems". As I work at a daycare, I was able to interview the administrators and parents of the different age groups. While asking the parents what stops them from being involved, many reasons come up, yet the main issue was time management. When thinking about the actions that could be done to address the issue, the three that emerged were having more parent teacher conferences; have more field trips and events that involve the parents; and integrating a digital way of communication such as a cellular application. One couple gave me an idea of having a different way of communicating that keeps them up-to-date on what is happening with their child daily. I found out that other parents at the daycare have an application they use with the teachers of their other children. At the daycare the type of communication that is used is face-to-face, phone calls and notes left by the teachers. Having a fresh style of communication could be helpful to parents who would prefer something different.

What I was able to do with the administration's permission was make a trial run with the parents of two children per class, with the application Bloomz. There are three classrooms, thus the parents of six children are using Bloomz. There are pictures posted for each individual class during class time and activities (see Appendix A). The application allows users to see monthly

themes, weekly activities and more, as shown in Appendix B. In the calendar section they can see and be notified about upcoming events or field trips. In a way each class setup is like a Facebook page, where you can see the posts, likes, comments, and sign-up for events. There are reminders for blankets, diapers and other things for the class (see Appendix D). There are times when parents cannot stay and chat with the teachers or to call ahead of time to talk about something. So, there is also the private messaging that parents and teachers can have (see Appendix C). The application lets us schedule posts, so it is an easier task to do and the teachers do not have to worry about posting at certain times when they are not available. While the task is easier, I need to make sure I can post for all three classes as one teacher understands and knows how to use the application, while the other two are still learning how to run their page. I am usually in one class and switch every week, so there are times I do not catch what one class is doing for their activities. The parents that are using the application love it, especially the pictures, they hope that we will open it up to the other parents as well for more interaction. The quick reminder has already helped one parent out, as she almost forgot to bring her child's teddy bear for the day. What was surprising was the immediate responses from the parents without me asking them about how they feel about the application. The next important steps are to have the teachers learn how to use the application by themselves and possibly give parents more information about the application if they need any assistance. I would make sure all parents are included as the application works on cell phones, pads and computers. Even with the additional type of communication, paper based, and face-to-face interaction will still be used at the daycare.

Critical Reflection

From this project what I have learned is to take it step by step, pacing yourself and not jumping to conclusions. I have found out that I try to find a solution rather quickly, rather than taking my time to reflect on the issue at hand and really go through it all. It has been helpful breaking down everything, as it is nice to focus on one section at a time. The feedback I have been receiving has been helpful as I am going back and really thinking about how I need to change certain things. Working towards this change has not been easy as there are many factors to make the action happen. There must be important steps taken to get to the goal. Addressing the issue then finding a solution that works best for the stakeholders is the utmost importance.

Looking back at the years I have been at CSUMB, I can say that the coursework that I took as a Liberal Studies student has paid off and given me learning experiences that I value. Each class, whatever subject it was, gave me an insight on what California needs from its future educators and how we can fulfill that. The Major Learning Outcomes (MLO) in the Liberal Studies department represent our development as future educators, such as with the first MLO that covers how we get to know our responsibilities as future California educators and getting the chance to express our knowledge and skills. I was first introduced to the social, geographical contexts of the schools in the course LS 277: Schooling in Modern Society, where I did my Service Learning in. I did not have a car as a freshman, so I would walk twenty minutes from my dorm early Friday mornings to the bus stop near the gas station to get to the elementary school in Seaside. It was my first experience being a teacher's assistant in college as I have done in high school. It was different as these were younger students in elementary school. Getting to experience Service Learning every year was a treat to be out in the field learning. I would especially say that the course LS 300: Major ProSeminar gave me to opportunity to demonstrate my skills and knowledge by writing about childhood obesity and how we as future educators can

help students not get to that point. Liberal Studies courses have taught me something different from the types of schooling, educational policies and experience on the education field.

CSUMB is well known for their diversity and multicultural awareness, as we have many clubs that empower our diversity and cultures. Our Liberal Studies professors were also able to educate us in the diversity we are among and the groups of children we will teach. A perfect example of equity issues among education that affects us as students was the class LS 291: Diversity in Educational Settings. It was not just about the color of skin or culture, it was about being able to express our true selves coming out of the social class, sexual identity and overall self-worth. To have panels of people sharing their experiences with us about their lives and education gave us valuable information that we will take into our careers. As a Latina who can speak both Spanish and English, I feel that we do not have that many role models in our community that look like us and show us that we can go the distance and make our dreams come true. My role models were not the same sex or ethnicity, yet they believed in me. I would like to be a role model to a young Hispanic girl that does not believe she can make it to college and make something of herself. Teaching students that their own multicultural identity is different from others also shows students that not everyone has the same opportunities as others. While our education has the “one size fits all” method we have to change that attitude in us for our students to be more multiculturally diverse.

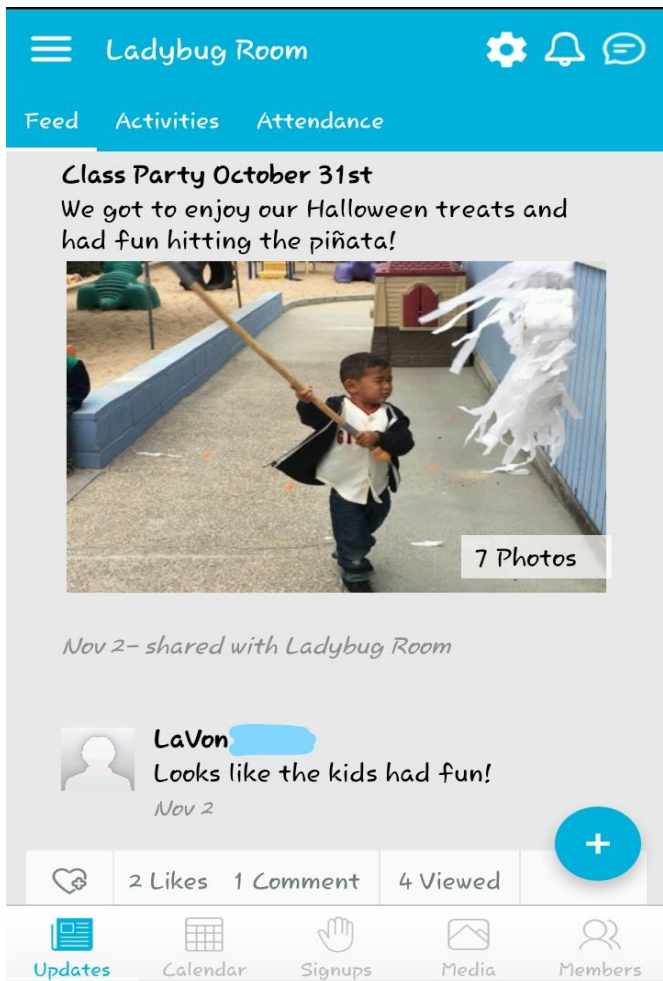
Even with all this experience and schooling, there is still much more to learn. I have not yet gone in a classroom as a teacher, I am still a teacher’s aide. Within these next few months, I would like to start substituting to get a feel of what it is to be a teacher, for different schools, grades and such. I would like to know where each grade level stands and what I can do for them to have a better learning experience. I should attend meetings where the school and the district

make important decisions that can affect the students and the faculty. Overall, be a part of the community where I teach at as the community should feel like a family away from home. We are there to make a difference in our students' lives, if we are not involved in the community or the school itself, there is no connection to the students that will fill you with passion to teach.

References

- Barrett, A. L. (2017). *Establishing connections with mindful interactions: Impact of parent education on perceptions of self-awareness and mindful parenting practices* (Order No. 10281131). Available from ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection. (1901453078). Retrieved from <https://search-proquest-com.library2.csumb.edu:2248/docview/1901453078?accountid=10355>
- Delta Kappa Gamma Society International (2013). Gateway Tools: Five Tools to Allow Teachers to Overcome Barriers to Technology Integration. *The Delta Kappa Gamma Bulletin, Volume 80-1*, pp.36-40.
- Hill, N. E., & Taylor, L. C. (2004). Parental School Involvement and Children's Academic Achievement. *Current Directions in Psychological Science, 13*(4), 161-164.
doi:10.1111/j.0963-7214.2004.00298.x
- Knopf, H. T., & Swick, K. J. (2006). How Parents Feel About Their Child's Teacher/School: Implications for Early Childhood Professionals. *Early Childhood Education Journal, 34*(4), 291-296. doi:10.1007/s10643-006-0119-6
- Kraft, M.A. (2017). Engaging parents as partners in education through better communication. *Educational Leadership, 75*(1), 58-62.
- Olmstead, C. *TECHTRENDS TECH TRENDS* (2013) 57: 28. <https://doi.org/10.1007/s11528-013-0699-0>

- Powell, D. R., Son, S., File, N., & Juan, R. R. (2010). Parent–school relationships and children’s academic and social outcomes in public school pre-kindergarten. *Journal of School Psychology, 48*(4), 269-292. doi:10.1016/j.jsp.2010.03.002
- Sheridan, S. M., Knoche, L. L., Edwards, C. P., Bovaird, J. A., & Kupzyk, K. A. (2010). Parent Engagement and School Readiness: Effects of the Getting Ready Intervention on Preschool Children’s Social–Emotional Competencies. *Early Education and Development, 21*(1), 125–156.
<http://doi.org.library2.csumb.edu:2048/10.1080/10409280902783517>
- Thompson, B. C., Mazer, J. P., & Flood Grady, E. (2015). The Changing Nature of Parent-Teacher Communication: Mode Selection in the Smartphone Era. *Communication Education, 64*(2), 187-207.
- Waanders, C., Mendez, J. L., & Downer, J. T. (2007). Parent characteristics, economic stress and neighborhood context as predictors of parent involvement in preschool children’s education. *Journal of School Psychology, 45*(6), 619-636.
doi:10.1016/j.jsp.2007.07.003

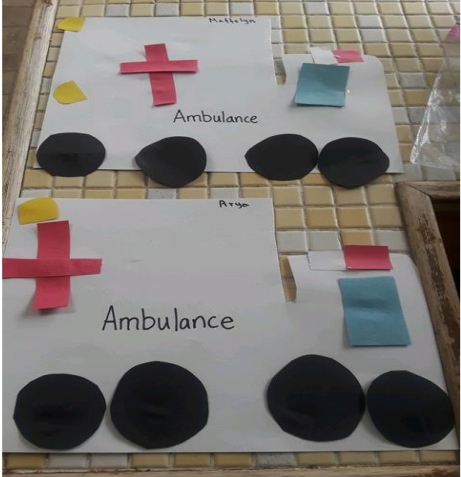


Appendix A: There was a Halloween party for each of the classrooms and for the Ladybug class we posted pictures of the children hitting the piñata and one of the parents commented on the post.

Butterfly Classroom

Feed Activities Attendance

Oct 16th-20th
This week we are learning about Doctors and Skeletons.

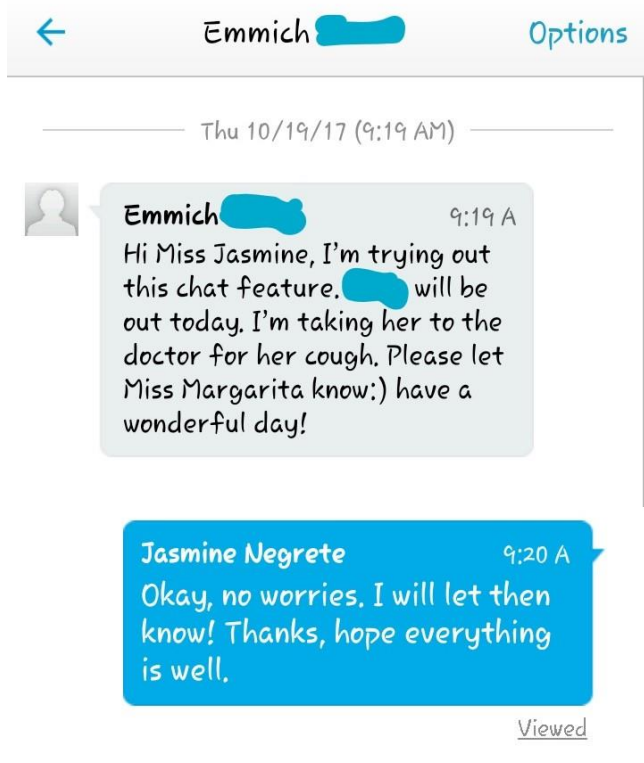


Oct 16- shared with Butterfly Classroom

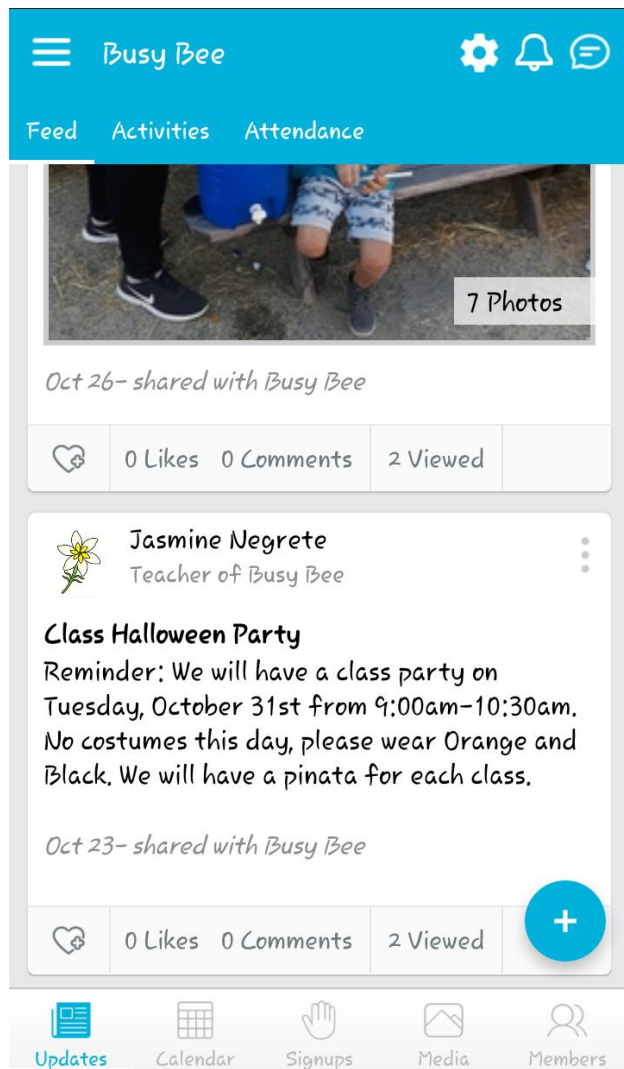
1 Like 0 Comments 2 Viewed

Updates Calendar Signups Media Members

Appendix B: The butterfly class made ambulances for the project of the day during Doctors and Skeletons week.



Appendix C: A parent messaged me through Bloomz informing that their child will not attend the daycare on that day because of a doctor's appointment.



Appendix D: A quick reminder to the parents what time the Halloween Party will start and end and not to wear their costumes, but to wear orange and black.