



Engaging Parents of English Learners and English Learners with Disabilities

November 22, 2019

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AGENDA

Introductions

Who are parents of English learners and English learners with disabilities?

Who are English learners and English learners with disabilities?

Innovative Strategies from School/Parent Communication Process

Participant Input

Case Example

Discussion and Recommendations

Questions . . . and Thank you!

What you will learn today

Innovative strategies to engage with parents of English learners and English learners with disabilities



Why Innovation?



Central Question

How can educators **engage** parents of English learners and English learners with disabilities when making instructional and assessment decisions?



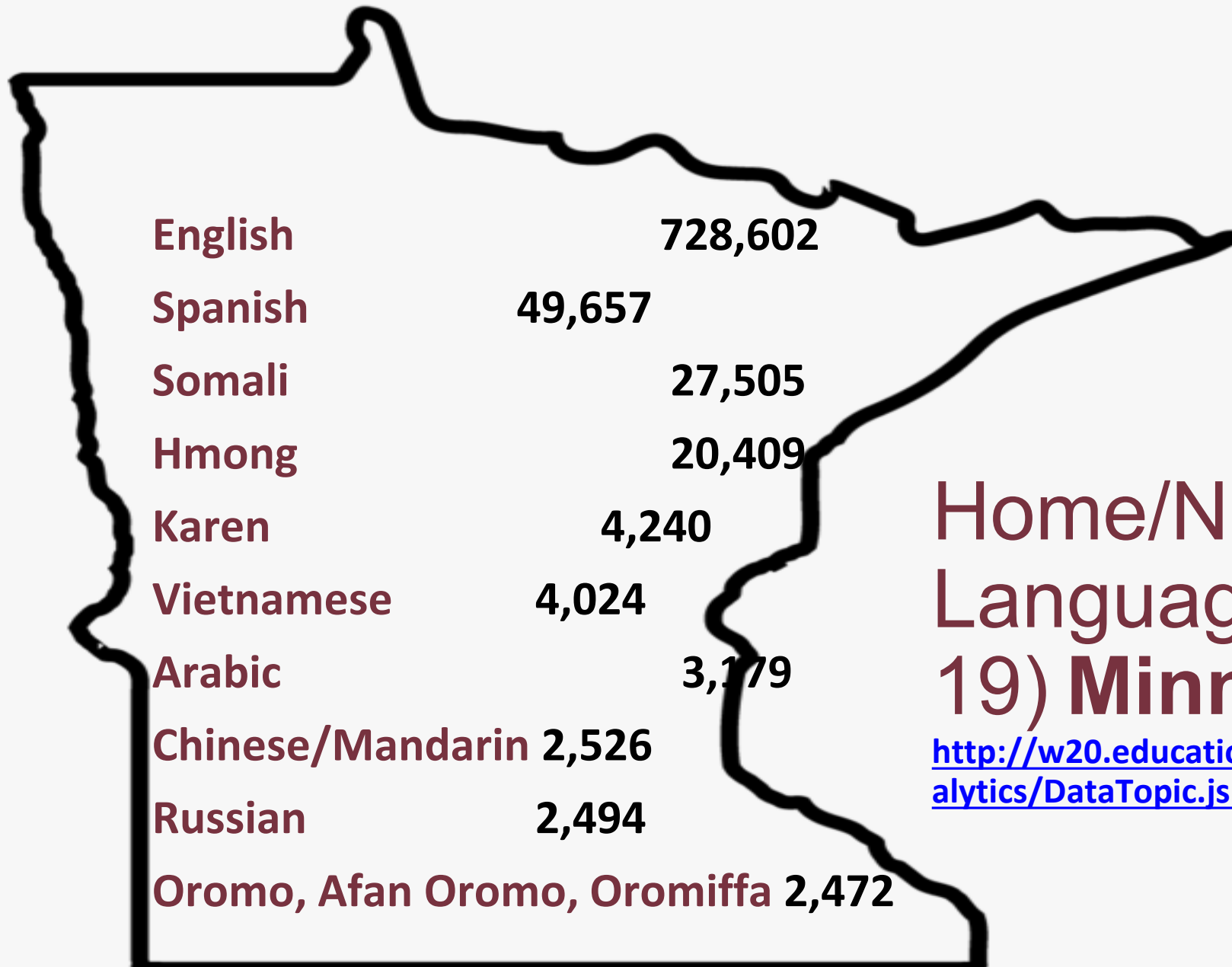
Who are immigrant parents?





Who are English learners?

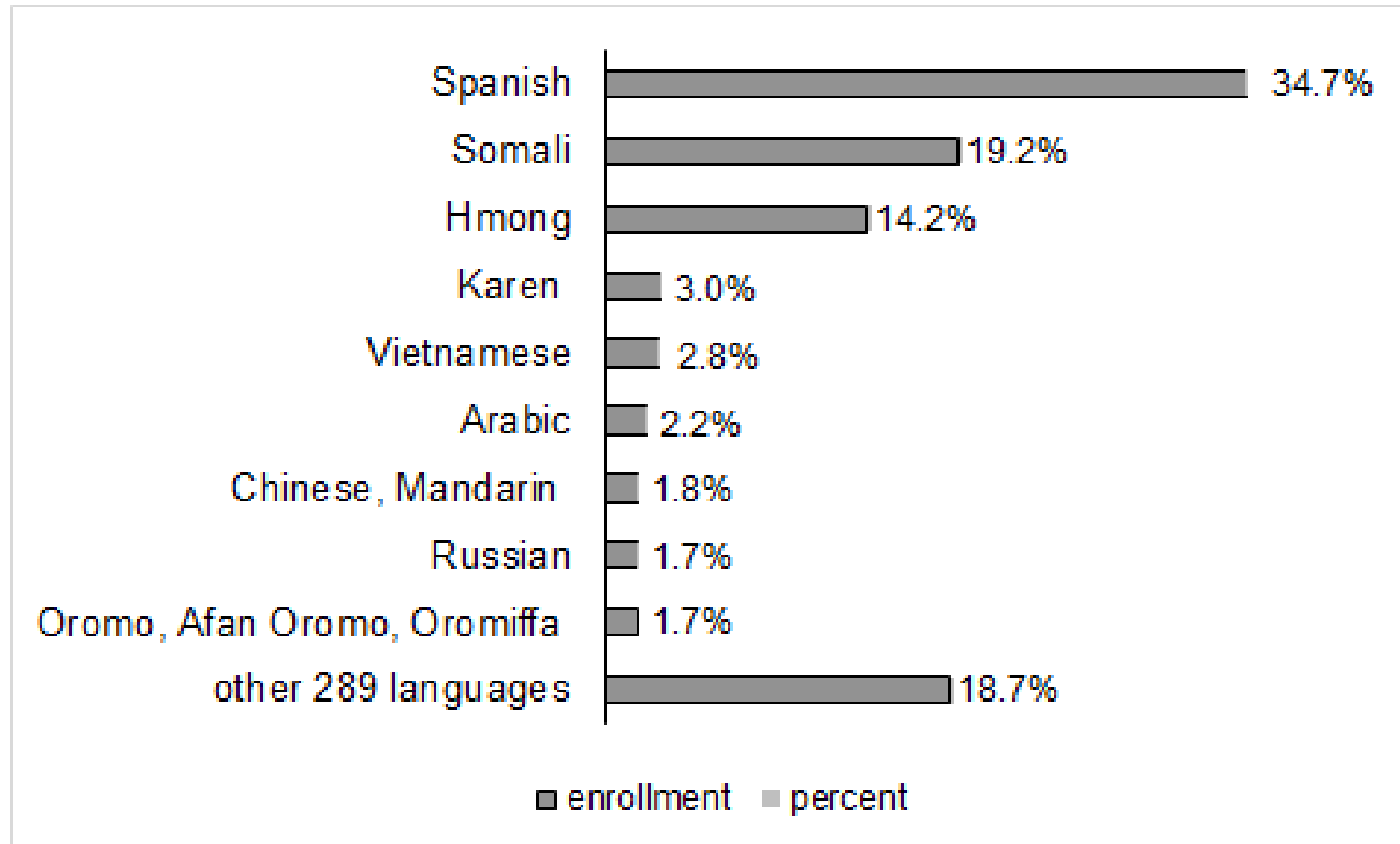
Who are English learners with disabilities?



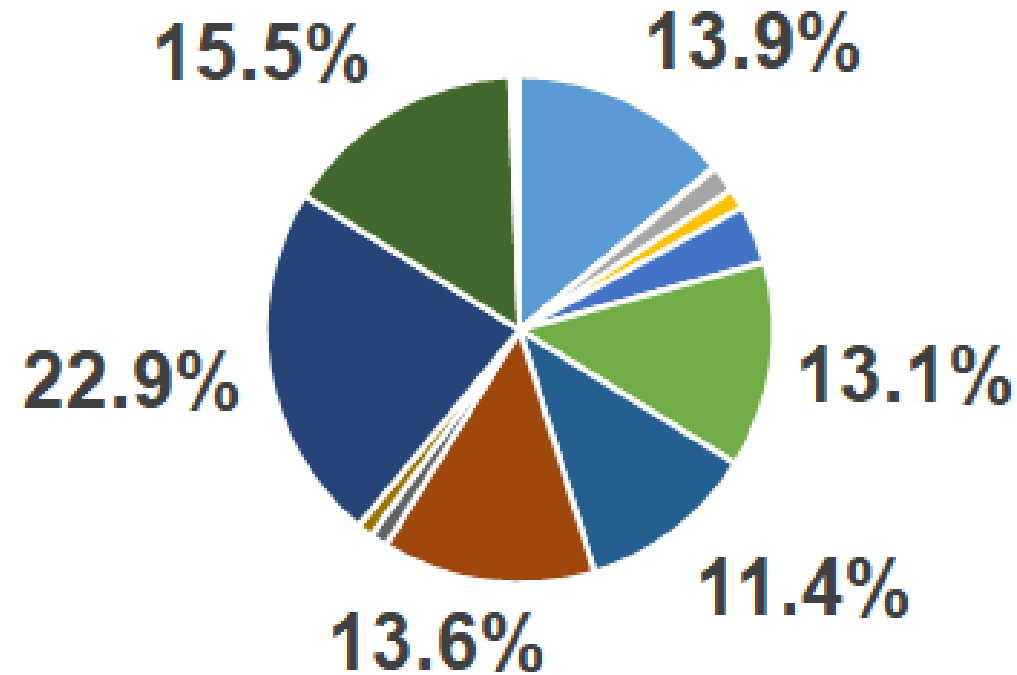
Home/Native Languages (2018-19) Minnesota

<http://w20.education.state.mn.us/MDEAnalytics/DataTopic.jsp?TOPICID=2>

Minnesota statewide non-English primary home languages



MN Disability Categories



- Autism Spectrum Disorders
- Deaf-Blindness
- Deafness/Hard-of-Hearing
- DCD: Mild-Moderate
- DCD: Severe-Profound
- Developmental Delay
- Emotional/Behavioral Disorder
- Other Health Disabilities
- Physical Impairment
- Severe Multiple Impairment
- Specific Learning Disability
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Why engage Parents?



Materials Development Process

Researcher self-reflection

Interface with parents in community

Identify parent-participants

Interview and seek feedback from parents

Incorporate feedback into products

Successful Partnerships

Between the School Principal, Families, and Communities

Principals play a key role in providing successful leadership for partnerships between the school and its culturally and linguistically diverse communities. They can help create a shared understanding and a caring school environment and cultures where all students, including English learners, are valued. Investing in building successful partnerships is vital to support academic learning.

What if you...

- Find it hard to make decisions
- Encourage positive support
- Assume parents are not interested
- Help alleviate helping them
- Engage community members



INFORMATION FOR TEACHERS

Building Successful Communication Between Teacher and Parent or Guardian

Engaging a parent or guardian in meaningful two-way communication will bridge the opportunity and academic gaps for students. This will establish a trusting relationship that will support the learning of culturally and linguistically diverse students, including English learners.

What if you...

- Find it hard to make decisions
- Encourage positive support
- Assume parents are not interested
- Help alleviate helping them
- Engage community members



INFORMATION FOR PARENTS OR GUARDIANS

Building Successful Communication Between Parent or Guardian and Teacher

Two-way communication between parents or guardians and teachers helps to build trust. Trust between school and parents or guardians is important in supporting the learning of culturally and linguistically diverse students, including English learners.

What should I do if communicating in English is a challenge?

If you are meeting teachers in person, ask teachers to bring an interpreter who can help you and the teacher talk to each other.

- Let teachers know several days before your meeting if you will need the school to provide an interpreter.
- Invite a bilingual parent, community leader, or other community member to support you during the meeting. This person can help you ask questions to make sure you understand the discussion.

What is the benefit of communicating with my child's teachers?

Both you and your child's teachers want to help your child to be safe and successful in school. Talking to (or texting or emailing) your child's teachers has benefits:

1. You can share information that will help teachers better understand your child. For example, you can tell them about:
 - your child's experiences in school, what they are good at, what they might need more help with,
 - the language you speak at home, and your cultural values, and family traditions.
2. Teachers can tell you what your child is doing in the classroom. This helps you to better understand and support your child's learning at home.

Language Interpreters

Building strong relationships with your students' families is paramount for the success of your students. This partnership between families and professionals promotes students' ability to learn and succeed in school. Parents who are not fluent English speakers are entitled to free access to language resources and assistance, such as interpreters, to address their needs. These services create a warm and welcoming school environment for the parents who may have limited English proficiency, as well as improving the educational outcomes for students.

Requires interpreters

- Parents or guardians who are not fluent English speakers are entitled to free access to language resources and assistance, such as interpreters, to address their needs.
- The interpreter should be trained in their field and have a good understanding of the student's needs.
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What to consider

- Work with the interpreter to interpret and train.
- Interpreter should be trained in their field and have a good understanding of the student's needs.



INFORMATION FOR TEACHERS

Working with Language Interpreters

Building a relationship and maintaining open communication with a student's parents or guardians is an essential part of supporting your student's learning. If you communicate in English with parents and guardians it is a challenge, you may need the support of a language interpreter.

Understanding what support an interpreter can provide and how to make the most of the interpretation is essential in developing open communication and establishing a trusting relationship with students who are English learners (ELs) and their parents or guardians.

What role?

Interpreters help by providing a different way to understand your message. They can help you understand cultural differences and register into an important part of your life.

Interpreters communicate with you and your child's teacher. They are not translators. They are not interpreters. They are not interpreters. They are not interpreters.

What to consider

- Interpreter should be trained in their field and have a good understanding of the student's needs.



INFORMATION FOR PARENTS OR GUARDIANS

Working with Language Interpreters

It is important to have a good relationship with your child's teacher. You know many things about your child. Together, parents and teachers can plan the best way to help your child learn. You will need to talk with the teacher at parent-teacher conferences and at other school meetings. You may have questions you want to ask the teacher at other times. You have the right to ask the school for a language interpreter to help you talk to your child's teacher. Requesting an interpreter to meet for you.

What is a language interpreter?

Language interpreters are trained professionals. They speak two languages fluently and they understand two cultures. They will listen to your conversation with a teacher. They will use your language to restate the teacher's ideas to you. They will use English to restate your ideas to the teacher accurately. A trained interpreter will not give advice. They will not tell you their own ideas or opinions. The interpreter should respect your culture and your beliefs. They will really listen to what you say. A trained interpreter knows that your information is private. Interpreters should not discuss your conversations with anyone except the teacher.

Who should not be an interpreter?

It is not a good idea to have a family member or friend interpret for school meetings. Children should not be interpreters. However, you may bring a friend, trusted community member or family member to meetings for support. The person you may bring can ask questions to help you clarify the discussion.



Participant Poll



Discussion Activity / Case Example

Chen

Grade: 5

School: Logan Elementary School

Free/Reduced Lunch: Yes

Home Language: Mandarin

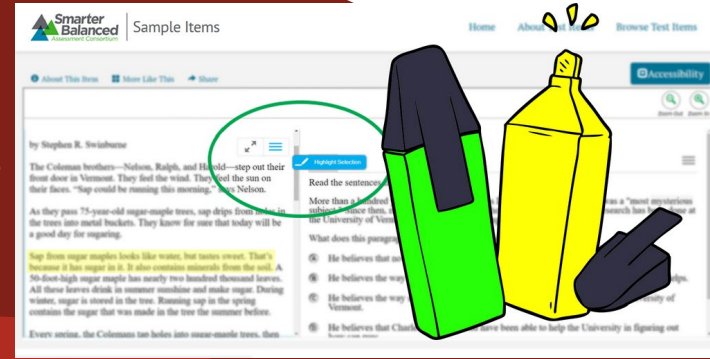
Duration in the U.S.: 5 months

Lives with: Mother, father, grandmother,
and baby sister



Accessibility Features

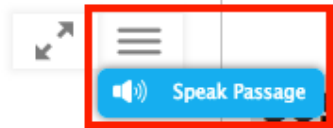
Universal Features



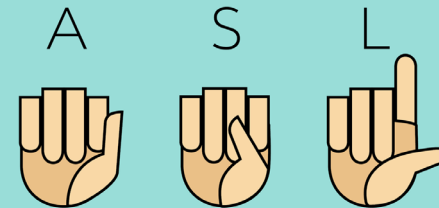
Designated Features

PICKING A PET

Your class is trying to decide what type of animal to get for the class pet. Your teacher is letting the class vote to choose a goldfish, a turtle, or a hamster as the class pet.



Accommodations





Why is it important for teachers to know their English learners' characteristics before making accessibility decisions?

In what ways should teachers and parents communicate when making accessibility decisions?

How could educators involve parents when making **instructional** decisions?

Individualizing Accessibility Features in Instruction and Assessment for English Learners

Student Name: _____

Grade: _____

Module 2. Instructional Planning

Student support/ need	Accessibility Feature	Subject(s)	Included in planning tool(s)	Included in classroom tasks	Would the student use it for that task every time?	Is it used alone or with adult assistance?
	AF1	<input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> ELA <input type="checkbox"/> Social studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	<input type="checkbox"/> EL plan <input type="checkbox"/> IEP/ 504 <input type="checkbox"/> State Assessment plan <input type="checkbox"/> Other: _____ <input type="checkbox"/> Not listed	<input type="checkbox"/> Classroom assignment <input type="checkbox"/> Quiz <input type="checkbox"/> Unit tests <input type="checkbox"/> Group work <input type="checkbox"/> Homework <input type="checkbox"/> Other: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No If not, how often?	<input type="checkbox"/> Alone <input type="checkbox"/> With assistance
	AF2	<input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> ELA <input type="checkbox"/> Social studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	<input type="checkbox"/> EL plan <input type="checkbox"/> IEP/ 504 <input type="checkbox"/> State Assessment plan <input type="checkbox"/> Other: _____ <input type="checkbox"/> Not listed	<input type="checkbox"/> Classroom assignment <input type="checkbox"/> Quiz <input type="checkbox"/> Unit tests <input type="checkbox"/> Group work <input type="checkbox"/> Homework <input type="checkbox"/> Other: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No If not, how often?	<input type="checkbox"/> Alone <input type="checkbox"/> With assistance
	AF3	<input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> ELA <input type="checkbox"/> Social studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	<input type="checkbox"/> EL plan <input type="checkbox"/> IEP/ 504 <input type="checkbox"/> State Assessment plan <input type="checkbox"/> Other: _____ <input type="checkbox"/> Not listed	<input type="checkbox"/> Classroom assignment <input type="checkbox"/> Quiz <input type="checkbox"/> Unit tests <input type="checkbox"/> Group work <input type="checkbox"/> Homework <input type="checkbox"/> Other: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No If not, how often?	<input type="checkbox"/> Alone <input type="checkbox"/> With assistance
	AF4	<input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> ELA <input type="checkbox"/> Social studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	<input type="checkbox"/> EL plan <input type="checkbox"/> IEP/ 504 <input type="checkbox"/> State Assessment plan <input type="checkbox"/> Other: _____ <input type="checkbox"/> Not listed	<input type="checkbox"/> Classroom assignment <input type="checkbox"/> Quiz <input type="checkbox"/> Unit tests <input type="checkbox"/> Group work <input type="checkbox"/> Homework <input type="checkbox"/> Other: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No If not, how often?	<input type="checkbox"/> Alone <input type="checkbox"/> With assistance

What are the unique accessibility considerations for English learners with disabilities?

How could educators involve parents when making assessment decisions for students who are English learners with disabilities?



Recommendations

Optimizing individual capabilities

Reach out when in need

Cultivate Mutual respect

Two-way communication and reciprocal partnerships

Home visits by teachers and school administrators are excellent bridge builders

Equal partnership of immigrant families and the school system

Recommendation

Pre-service teacher training

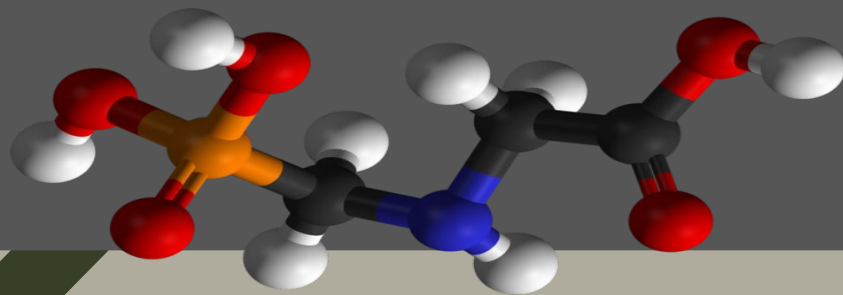
Teacher professional development

Meet families in their Turf (Raymond 2015).

Engage families in a culturally appropriate manner

Talk to gatekeepers before a home visit

Questions?



THANK YOU



Improving Instruction

Nceo.info

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This project is supported by a National Professional Development Grant (#T365Z160115) from the Office of English Language Acquisition, U.S. Department of Education.

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