


## Implementation Report

There were two strategies that I used to try and improve my communication with parents. The first was a pre- and post- assessment of parent’s content with communication before and after five weeks of a newsletter. The second was a self-check where I recorded information that I believed was necessary to communicate in order to be effective.



### Communication Feedback

Please fill out this form with your honest opinion on communication from Riley and your student's independence. Thank you for taking the time to provide useful feedback!

\* Required

How satisfied are you with your student's ability to complete coursework on time? \*

1 2 3 4 5

Not very      Very much

How often do you check the homework calendar? \*

1 2 3 4 5

Never      Often

How satisfied are you with current communication about classroom deadlines or events? \*

1 = Very dissatisfied 5 = Very satisfied

1 2 3 4 5

Not very      Very much

How would you prefer to receive updates on deadlines and events happening at the school?

Your answer \_\_\_\_\_

How likely is it that your student will be able to independently complete classwork? \*

1 2 3 4 5

Not likely      Very likely

How important is it to you that your student build skills to independently complete classwork?

1 2 3 4 5

Not very      Very much

## Pre- Assessment Results

I received back only 10 responses for my pre-assessment of communication. From those 10, 90% were satisfied that their student completed coursework on time. 80% “never” checked the homework calendar. The satisfaction about communicating deadlines was across the board but tended to be more towards “not very” satisfied than “very much”. 100% of parents agreed that they would prefer to hear about updates to deadlines over email rather than the homework calendar. 90% of parents believed their student would be able to independently complete coursework. Finally, all parents agreed they would “very much” like to see their students build independence.

The low participation rate did not surprise me. I have trouble getting in touch with my parents this year and this assessment was proof of that. Of the parents who did respond, many were of higher achieving students who I was not worried about being independent in the first place.

## Post-Assessment Results

I decided to send the newsletter out to all families instead of having a sign-up sheet. I decided one email a week was appropriate to expect parents to read. I also thought from the pre-assessment that if I left it up to parent participation I would be missing out on communicating with the parents I am most concerned about getting this information.

After five weeks of sending out a newsletter, I sent the post-assessment to parents twice. I did this because I received even less participation than the first. After two emails, I only received four parent's participation in the post-assessment. Two of which live in the same household and are co-parents to my highest achieving student.

All four parents were happy and rated their student as a "five" for satisfaction of completing coursework. Half the parents checked the homework calendar at a "3" and the other half were at a "1" for never. The main difference in the post-assessment is that all four parents scored communication about deadlines at a "five" for very satisfied where only one parent had in the pre-assessment. They continued to want to be emailed about coursework and updates. All parents agreed that their student is likely to complete coursework on their own and that they value teaching independence to their student.

My big take-away again is the lack of participation in the assessments. I feel like I don't really have a grasp of what my parents as a whole feel about communication with the school. For this reason, I'm not sure if my newsletter is working well or not. I would say based solely on the increase of the happiness about communicating deadlines that it was effective for some. However, without more data and participation, I can't tell if this strategy is truly effective.

Though it was after these assessments, I have had an enormous spike of parent communication due to schools being closed with the COVID-19 stay-at-home order. I still struggle with communication between people who I have had a hard time contacting all year, but I have a lot more parent participation now than I did when we were in class.

### Effective Communication Check

The second way that I recorded the increase of communication with parents is by keeping a log of interactions per student. I went through and made sure each newsletter had deadlines, lesson objectives, and upcoming events. Then, I made sure I sent one positive email per student, per week. It was a lot of additional work, but it helped me to build positive relationships with my parents and students. Also, I made sure to email every time I needed to communicate negative behaviors as well. This was harder to track, so I took it off on the second week and looked at it more as a case-by-case basis. I have included a summary of the results. Each data box contains the percent of students whose parents received either an email or newsletter regarding my communication goal.

Am I communicating...	Date				
	2/14/2020	2/21/2020	2/28/2020	3/6/2020	3/13/2020
Deadlines	100%	100%	100%	100%	100%
Lesson objectives	100%	100%	100%	100%	100%
Behaviors (positive)*	100%	71%	78%	100%	21%
Behaviors (negative)**	2 emails sent	NA	NA	NA	NA

Upcoming Events	100%	100%	100%	100%	100%
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\*At least one per student per week

\*\*When needed

One big take-away from this that I learned was that it is very easy to communicate deadlines, objectives, and upcoming events in a newsletter. It didn't take me very long to complete and it made me feel a lot better about knowing that I sent it out to parents. Sending out a positive behavior email every week was harder to maintain. I tried to send out five emails every planning period, but sometimes I became too busy and this quickly became a task I pushed aside. I learned that this needs to become a habit that I need to value more.

I think this strategy was effective because it ensured that parents were at least given the option of another place to see deadlines/events/behavior notices. While I could not see if they were looking at these, at the very least it was communicated.

### **Next Steps**

Next steps right now are difficult because I'm writing this after schools have closed due to COVID-19 for the remainder of the school year. I also resigned my position earlier this year and am unsure if I will return to teaching next year. I suppose my next steps then are to evaluate how to communicate with parents for the remainder of the year. I have opened a Google Classroom and I am posting my weekly resources plan on there. I also will email it out to parents because they reported that this was the best way to contact them. I will continue to send out positive notes to parents. It will be on the participation of online classes and general personality traits of their students. My weekly newsletter is gone now and I will replace it with a menu for resources. I'm hoping that this next chapter of teaching will tell me a lot more about how to effectively communicate online with parents.