Migrant Families Engage Through Academic Parent Teacher Teams (APTT) for Preschool Students

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Title I Part C: Education of Migratory Children

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Title I Part C – Education of Migratory Children Is Part of the Georgia’s Systems of Continuous Improvement
Objectives

- Develop an understanding of the APTT model
- Develop an understanding of the APTT Essential Elements
- Learn about the GaDOE MEP and Toombs County MEP APTT Partnership and Plan
• Lyons is a rural community with high mobility of migrant families.
• Families arrive to plant/harvest onions in November and March.
• In 2018, 20 MEP preschoolers participated in MEP funded classroom.
• APTT model increased student learning and increased parental engagement.
• The Georgia PreK curriculum (Bright from the Start) is modified for MEP preschoolers.
Based on 6 hours of instruction, 180 days per year, and 8 hours of sleep time. (School = 1,080 Hours) (Sleep = 2,920 Hours) (Away from school = 4,760 Hours)  
(Total Hours in a Year = 8,760)
Family Engagement Activity: Inventory

What do you currently do in your school/classroom to engage families?
Family Engagement
Activity: *Inventory Part 2*

- Go back to the list you created and put a next to everything on your list that **has to do with student learning**.
Family Engagement Activity: Inventory Part 3

- Review the list again and circle everything on your list that focused on grade-level learning goals.
Family Engagement Activity: Inventory Reflection

- What family engagement events are aligned to your school improvement plan?
- What activities are producing outcomes for student learning and achievement?
- Are there any events that can be combined for efficiency?
- Are there any activities that can be put on hold or eliminated?
The APTT Model
Year at-a-Glance

APT TT Repurposes Traditional Conferences

2018 Joint CIG Dissemination Event
## Team Meeting Presentation Process

### APTT Team Meeting Presentation Process

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>Strategies for Delivery</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| Welcome & Team Building | Communicate purpose and value of APTT meetings Express gratitude to families in attendance Model and explain icebreaker activity Icebreaker is fun, engaging, and interactive Families get to know other families better Teacher participates with families Families are more relaxed and interactive Closure is provided by communicating the importance of building a strong team that works together to improve student learning outcomes | Teachers:  
- Explained purpose and value of APTT meetings  
- Explained modeled activity  
- Emphasized importance of team  
- Emphasized the value that each family brings to student learning  
- Emphasized the classroom as a safe space for sharing and learning  
Families:  
- All participated in activity |
| Review Foundational Grade Level Skills | Clear explanation of the skill using visuals Clear explanation of why the skill is critical to grade level success and beyond Check for understanding with open ended questions and opportunity for discussion Academic vocabulary is explained in family friendly terms | Teachers:  
- Clearly explained the skill and why it is critical to master it (urgency)  
- Used visuals for instruction  
- Checked for understanding by asking open ended questions  
- Allowed think time |
| Share Data | Model and explain how to read the bar graph Model and explain how to interpret data Families are clear that data is actionable Families use graph and assessment in the family folder to follow instructions and find their student Check for understanding with open ended questions and opportunity for discussion Families examine and discuss data outcomes Clearly articulate high expectations Families are informed that follow-up data will be available to them at the next APTT meeting | Teachers:  
- Clearly explained and modeled how to read the graph in its entirety  
- Clearly explained and modeled how to interpret the data  
- Gave opportunities for questions and discussion  
- Set high expectations (urgency)  
- Took time to celebrate student growth (APT 2 & 3) |
| Model Practice Activities & Facilitate Family Practice of Activities | Model and explain two practice activities Use visuals and manipulatives to model activities Use "I Do, We Do, You Do" teaching strategies Check for understanding with open ended questions and opportunity for team discussion Ask families to provide ideas for extending the activity for added challenge Circulate around the room and interact with families to ensure engagement and understanding Encourage families to support each other Encourage families to contact the teacher anytime they have questions or need additional resources Closure is provided by emphasizing the value of practice and good study habits at home | Teachers:  
- Modeled two activities using visuals  
- Used "I do, we do, you do" strategy for modeling  
- Check for understanding with open ended questions and dialogue  
- Interacted with families and ensured engagement and understanding during practice  
Families:  
- Practiced two activities  
- Expressed confidence with using activities at home |
| Facilitate Setting 60-Day S.M.A.R.T. Goals | Model S.M.A.R.T. goal setting by providing a visual example using a fictitious student on the graph and completing the goal template for all to see Check for understanding with open ended questions and opportunity for team discussion Express high expectations and encourage rigor Articulate urgency, ownership, and accountability Tell families that you believe they can do it Collect the teacher copy of the family goal | Teacher:  
- Modeled goal setting  
- Checked for understanding  
- Supported families as they wrote their goals  
Families:  
- Fully completed goal sheet and turned in teacher copy |

**Total: 75 Minutes**
APTT Essential Elements:

1. Welcome and Teambuilding

2. Focus on Grade-Level Learning Skills

3. Data-Driven Decision Making

4. Modeling Home Practice Activities

5. Parent Practice with Activities and Materials

6. Set Short-Term Learning Goals

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Essential Element #1: Welcome & Teambuilding

Purpose:
To facilitate the development of strong, trusting relationships, collaboration, and mutual support beyond the classroom.
1. Find a person you don’t already know.

2. Say 3 things about yourself to partner.

3. Two are true and one is a lie.

4. The partner has to guess which is the lie.
APTT Essential Elements:

1. Welcome and Teambuilding
2. Focus on Grade-Level Learning Skills
3. Data-Driven Decision Making
4. Modeling Home Practice Activities
5. Parent Practice with Activities and Materials
6. Set Short-Term Learning Goals

APTT Team Meetings

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Essential Element #2: Foundational Grade-Level Skills

**Purpose:**
To help families gain a deep and practical conceptual understanding of the skill and how it can be applied anywhere and anytime to support student learning.
Overview of Grade Level Skill
Información General Sobre la Habilidad en el Grado Escolar

CONTENT AREA:
PRESCHOOL CHILDREN

AREA DE ESTUDIO:
ESTUDIANTES PRE-ESCOLARES

Recognizing Numbers 0-10
Reconociendo Números 0-10

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Recognizing Numbers 0-10

• Explain to parents why this foundational skill is so important and what assessment was used to measure this skill.

• When students know and feel confident with identifying numbers, they are better prepared to learn and understand more complex math skills they will encounter in Pre-K and Kindergarten.
Turn and Talk

Why is it important that families know and understand foundational grade level skills?
APTT Essential Elements:

1. Welcome and Teambuilding

2. Focus on Grade-Level Learning Skills

3. Data-Driven Decision Making

4. Modeling Home Practice Activities

5. Parent Practice with Activities and Materials

6. Set Short-Term Learning Goals

APTT Team Meetings

2018 Joint CIG Dissemination Event
Purpose: To increase knowledge and understanding of grade-level measures of success and to cultivate high expectations of shared responsibility for student learning growth.

• It’s important to understand what child knows and is able to do based on grade level achievement expectations.

• Data helps us pace the amount of practice support the student needs and it shows us how fast they are growing in that particular skill.

• Teacher will continue to support students on this skill in class and parents need to continue their efforts at home.
Recognizing Numbers: Classroom Data
Reconociendo Números: Resultados de la Clase

Reconizing Numbers/Reconociendo Numbers

- Pre-Test Scores
- Interim Scores
- Interim Benchmark
- Post-Test Benchmark

Horizontal line (Yellow) is the result for 60 days
Top line (Pink) is the End of The Year result
Blue line is where your child started at the beginning of the year
Linea horizontal (Amarillo) resultado para en 60 días
Linea de arriba (Rosado) resultado para el fin de año
Barra Azul donde su hijo(a) inicio al principio del año.

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Recognizing Numbers: Classroom Data
Reconociendo Números: Resultados de la Clase

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Horizontal line (Yellow) is the result for 60 days.
Top line (Pink) is the end of the year result.
Blue line is where your child started at the beginning of the year.
Green bar is where you child is right now.

Linea horizontal (Amarillo) resultado para en 60 días
Línea de Arriba (Rosado) resultado para el fin de año
Barra Azul donde su hijo(a) inicio al principio del año.
La barra verde es el número que su hijo sabe ahora mismo.
Recognizing Numbers: Classroom Data
Reconociendo Números: Resultados de la Clase

Top line (Pink) is the end of the year result.
Blue line is where your child started at the beginning of the year.
Green bar is where your child is right now.

Línea de arriba (Rosado) resultado para el fin de año
Barra Azul de la barra verde es el número que su hijo sabe ahora mismo
Donde su hijo está ahora mismo.

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APTT Essential Elements:

1. Welcome and Teambuilding
2. Focus on Grade-Level Learning Skills
3. Data-Driven Decision Making
4. Modeling Home Practice Activities
5. Parent Practice with Activities and Materials
6. Set Short-Term Learning Goals
Essential Element #4: Model Practice Activities

Purpose: To clearly demonstrate and discuss the types of activities that promotes growth in the selected foundational grade-level skills.
Modeling and Practice

<table>
<thead>
<tr>
<th>The Model</th>
<th>Together</th>
<th>Independent</th>
</tr>
</thead>
</table>

I do

We do

You do

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Purpose: To provide families materials and hands on opportunities to practice activities that promote student growth in the foundational grade-level skills.
Reflect:
Essential Element 4 & 5

Turn and Talk:

Why is it important that families practice the activities during the APTT meeting?
APTT Essential Elements:

1. Welcome and Teambuilding

2. Focus on Grade-Level Learning Skills

3. Data-Driven Decision Making

4. Modeling Home Practice Activities

5. Parent Practice with Activities and Materials

6. Set Short-Term Learning Goals

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Essential Element #6: Facilitate Setting S.M.A.R.T. Goals

Purpose: To support families as they take an active role in setting high expectations and monitoring their child’s growth and achievement
Academic Parent-Teacher Teams© (APTT)

Family S.M.A.R.T. Goal Sheet
(Teacher Copy)

Student Name: ___________________________ Date: ____________

Foundational Grade Level Skill: Recognizing Numbers 0-10

Today, my child recognizes ____________ numbers. In 60 days, I want my child to recognize ____________ numbers.

To help my child reach his or her goal, I will: ______________________________

_________________________________________________________________________

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Family Folder

1. Student name on the front of the folder

2. Teacher keeps:
   - Folder
   - Half of the goal sheet
   - Assessment

3. Family takes:
   - Practice materials
   - Activities
   - Half of the goal sheet
   - Data graph
Family Outreach Plan

• What will the principal do?
• What will teachers do?
• What will family coordinators/parent liaisons do?
• What will students do?
• What will the front office staff do?
Family Outreach Ideas
## Family Outreach Ideas

<table>
<thead>
<tr>
<th>Indirect Outreach Strategies</th>
<th>Direct Outreach Strategies</th>
<th>Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fliers</td>
<td>• Principal phone calls to families</td>
<td>• Extra recess</td>
</tr>
<tr>
<td>• Posters</td>
<td>• Teachers calls hard to reach families</td>
<td>• Extra special area class (PE, music, art, etc.)</td>
</tr>
<tr>
<td>• Robo-calls</td>
<td>• Teacher writes a personal note to each family</td>
<td>• Free Homework passes</td>
</tr>
<tr>
<td>• School marquee</td>
<td>• Students take write a personal letter to families</td>
<td>• Free dress pass</td>
</tr>
<tr>
<td>• Banners</td>
<td>• Students create a picture, cut it into puzzle pieces and take it home. However, there is a missing puzzle piece and it is at school. Families must attend meeting to get missing puzzle piece.</td>
<td>• Door Prizes for families</td>
</tr>
<tr>
<td>• Post cards</td>
<td>• Create a label with APTT meeting information and personally hand it to families at dismissal. Label can be placed on a water bottle, blow pop, pencil, or any other treat or item.</td>
<td>• Classroom, grade level attendance competitions</td>
</tr>
<tr>
<td>• Magnet with school mascot and APTT meeting information</td>
<td></td>
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<tr>
<td>• APTT t-shirts, key chains, etc.</td>
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</tbody>
</table>
Questions
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