STRENGTHENING COMMUNICATION WITH DIVERSE FAMILIES TO FOSTER STUDENT LEARNING

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What should teachers communicate with families about teaching and learning to foster student learning and empower families?

How can teachers more effectively communicate with culturally and linguistically diverse families?
COMMUNICATION WITH FAMILIES can make or break SCHOOL–FAMILY TIES
SCHOOL-FAMILY TIES IMPACT STUDENT PARTICIPATION
Communication with families can impact student attendance, attitude, and behavior.
STUDENT PARTICIPATION IMPACTS CLASSROOM INSTRUCTION
COMMUNICATION WITH FAMILIES can empower or handicap FAMILIES
EMPOWERED FAMILIES CAN MAKE DECISIONS for their children
EMPOWERED FAMILIES CAN MAKE DECISIONS for the school
EMPOWERED FAMILIES CAN FURTHER SUPPORT LEARNING outside of school
COMMUNICATION WITH FAMILIES IS ABOUT THE STUDENTS
REALIZE YOUR COMMUNICATION ROLES
TEACHERS should be to FAMILIES as PUBLIC SERVANTS should be to CONSTITUENTS
PUBLIC SERVANTS should be to CONSTITUENTS

Be Transparent

Focus on Key Issues
TEACHERS and FAMILIES should act as partners as OLYMPIC COACHES and FAMILIES should act as partners.
OLYMPIC COACHES and FAMILIES should act as partners

Focus on Common Goal

Coach has Expertise
TEACHERS should communicate about LEARNING as DOCTORS should communicate about HEALTH.
DOCTORS should communicate about HEALTH

Make the Technical Understandable

Recommendations follow explanations
TEACHER–FAMILY communication should celebrate STUDENT LEARNING as A WEDDING TOAST should celebrate THE HAPPY COUPLE.
A WEDDING TOAST
should celebrate
THE HAPPY COUPLE

Tells a story
Polished, yet familiar
I COULD BE A PERFECT PARENT, IF IT WEREN’T FOR MY KIDS.
For you,

What roles resonate?
What roles come easily?
What roles are a challenge?

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INVITE FAMILY

FEEDBACK
DELIVER
the
RIGHT
MESSAGE
DELIVER at the RIGHT TIME
DELIVER in the RIGHT PLACE
DELIVER on the RIGHT PLATFORM
Ask & Listen

1. Micro-survey
2. Micro-interview
3. Simple Task

Look & Listen

1. Observe students
2. Observe families
For you...

What times, places, and platforms are used to communicate with families?

What family feedback do you have? do you need?
INVITE
ONGOING
COMMUNICATION
How often is ONGOING?
FRAMEWORK FOR TEACHING

Component 4C
Communicating with Families

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How frequent and timely is your communication with families about:

- Teaching and learning?
- Student Progress?
- Family Learning Activities?
In What Time???

Just so you know, teachers don't "have the summer off".

They just do a year's worth of work in 10 months.

someecards
user card

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INTEGRATE COMMUNICATION INTO TEACHING & LEARNING
FOCUS ON LEARNING PROCESSES
MORE focused on learning processes.

LESS listing of curricular topics.
EQUITY is in the processes.
Uncovering the skills, strategies, and learning processes that matter, can empower culturally and linguistically diverse families and equip them to make decisions for their children in school.
MORE personal tone focused on students.

LESS general descriptions and commands.
EQUITY is in the tone.
Families are rightly focused on the learning and development of their own children. Sharing student stories from the classroom may lead to families sharing stories from home.
In communicating with families...

Do you focus on learning processes?

Do you tell student stories?
DESIGN
INTENTIONAL
COMMUNICATION
MAKE IT RESPONSIVE
MAKE IT ENGAGING
MAKE IT CLEAR
MAKE IT MEANINGFUL
MORE showing through images or student work.

LESS telling through text.
MORE intentional, simplified language.

LESS complicated language and jargon.
Equity is in the design.
3-minute Design Challenge
Allen, *Creating welcoming schools*

Edwards, *Tapping the Potential of Parents*

Henderson, et. al., *Beyond the Bake Sale*
RESEARCH

- Bryk & Schneider, *Trust in schools*
- Delgado-Gaitan, *Literacy for empowerment:
- González et. al., *Funds of knowledge*
- Heath, *Ways with words*
- Rodríguez-Brown, *The home-school connection*
- Rogers, *A critical discourse analysis of family literacy practices*
- Valdés, *Con respeto*
COMMUNICATION

• Krashen, *The input hypothesis*
• Kress & Van Leeuwen, *Reading images*
• Sherwin, *Creative workshop*
• Tognazzini, First Principles of Interaction Design (Revised & Expanded) http://asktog.com/atc/principles-of-interaction-design/