

# RPDP Parental Involvement and Family Engagement



# NRS 391A.125(f)

In accordance with the program established by the Statewide Council pursuant to paragraph (b) of subsection 2 of NRS391A.135 training for:

- (1) Teachers on how to engage parents and families, including, without limitation, disengaged families, in the education of their children and to build the capacity of parents and families to support the learning and academic achievement of their children.

# NRS391A.135(j)

Coordinate with the Office of Parental Involvement and Family engagement in carrying out the duties of the Office.

# Embedded

## Grade 5

### Helping your child learn outside of school



1. Use everyday objects to allow your child to explore the concept of fractions. For example, have your child divide a candy bar (or a healthy snack) between three people. Ask, "How much does each person receive?" (Each person would receive  $\frac{1}{3}$ ). Suppose there are three candy bars that you plan to share with two friends. Have your child describe the amount that each person will receive.
2. Have your child explain how to write fractions in different ways. For example, what are some different ways to write  $\frac{1}{2}$ ? He or she could answer  $4 \div 8$ ,  $1 \frac{1}{2} \div 3$ ,  $\frac{2}{4}$ ,  $2 \times \frac{3}{6}$ ,  $\frac{3}{6}$ ,  $4 \times \frac{1}{8}$ , etc.
3. Ask your child to give you a fraction equal to a decimal. For example, what are two fractions that can be used to represent 0.6? Answers could include  $\frac{6}{10}$ ,  $\frac{60}{100}$ ,  $\frac{3}{5}$ , or  $\frac{3}{10}$ .
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that **everyone** can learn math.
5. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.

## Tips on how to Read with your Child

It takes 1000 hours of "lap-time" for young children to have the readiness skills in place to learn to read.

--National Institute for Children's Health and Development

"Lap-time" means one-on-one interaction between a caregiver and a child where meaningful language is in place. Types of lap-time activities include: talking, rhyming, chanting, and, of course, reading.

Experts in child literacy are unanimous in their belief that parents show the power of the parent-child bond has a positive effect on a child's ability to read. Try the suggestions below to help make reading a pleasure and a learning experience.

- ➔ Make reading a priority. Let your child see you reading and make it a habit.
- ➔ Don't leave home without it. Bring along a book or magazine anytime your child has to wait, such as in the car.
- ➔ Once is not enough. Encourage your child to re-read favorite books and poems. Re-read often.
- ➔ Dig deeper into the story. Ask your child questions about the story you've just read. Say "What do you think happened next?"
- ➔ I Read to you, you Read to me. Take turns reading aloud at bedtime. Kids enjoy this special time.
- ➔ Talk, Talk, Talk. Talk with your child every day about school and things that interest them. Bring interesting words into the conversation, and build on what you've already said.

Grados 2-3

## Los dos mejores pasteles: Fluidez en la lectura 1

Cuando los niños comienzan a leer por sí mismos, ellos necesitan mucha práctica para poder mejorar la habilidad de leer. Tienen que ser capaces de leer palabras con precisión, poner énfasis en las expresiones, y leer a una buena velocidad. Necesitan sentirse cómodos con la lectura, de modo que no sólo lean las palabras, sino que también puedan entender el significado. Los maestros llaman a esto fluidez en la lectura.

Si su niño tiene dificultades al leer en voz alta manteniendo una buena velocidad, o si su niño lee las palabras pero no entiende lo que ha leído, a continuación le presentamos algunas ideas que le ayudarán al niño a mejorar. Para aumentar la fluidez, siga estos tres pasos. Primero, antes de leer, haga preguntas para ayudarlo a su niño a enfocarse en el cuento. Segundo, lea el cuento a su niño y luego ayúdelo a que el niño le lea el cuento a usted. Tercero, después de leer el cuento, hágale preguntas al respecto.

### Antes de leer "Los dos mejores pasteles"

Haga una lista. Los niños aprenderán aún mucho más sobre un cuento si le hace algunas preguntas antes de empezar a leer. Siéntese con su niño a leer "Los dos mejores pasteles". Comience por leer el título de este cuento. Pregúntele lo que ella piensa que podría suceder en el cuento, y pídale que escriba sus ideas en un pedazo de papel. No se preocupe por la ortografía. Lo más importante es que ella escriba sus ideas en el papel. Cuando ella haya escrito una o más ideas, entonces es tiempo de leer juntas.



# Website Resources

Southern Nevada RPDP	<a href="http://rpd.net">rpd.net</a>
Northwest RPDP	<a href="http://nwrpd.com">nwrpd.com</a>
Northeast RPDP	<a href="http://nnrpd.com">nnrpd.com</a>

# Workshops

“I thought it was awesome that the parents genuinely seemed interested and asked such engaging questions.”

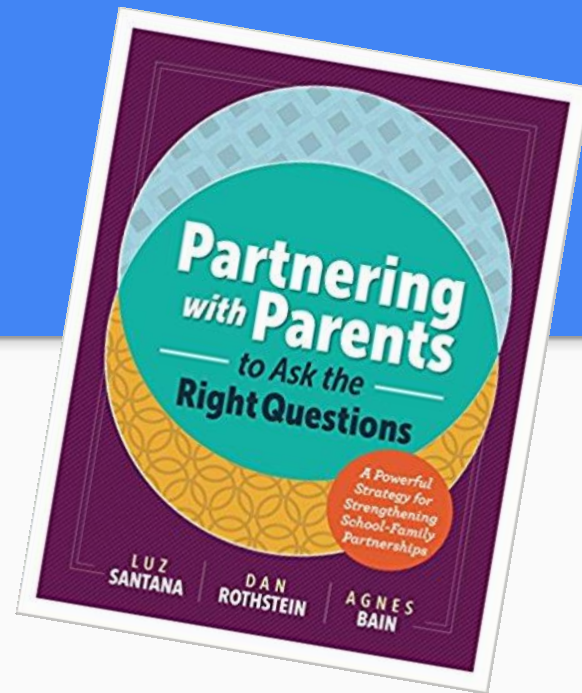
“I hope we can do this a few more times next year.”



# Book Study

*“[I used to think] it was scary to invite parents to ask questions, but now I see how by teaching them one strategy, two skills and three roles they will truly become partners with the school and together teachers and parents will produce higher student achievement.”*

*“[I used to think] that if we could get parents just to come to school and volunteer that would be enough, but I see now that we need to teach parents how to be engaged and advocate for their child. We need to teach parents how to ask questions. So many times I say, ‘Do you have any questions?’ They usually say ‘no.’ But if I worded that differently and tried the QFT I think many more questions would arise.”*







# Direct to Parents

- Conference workshops
- Information on standards
- Literacy and math in the home
- Books

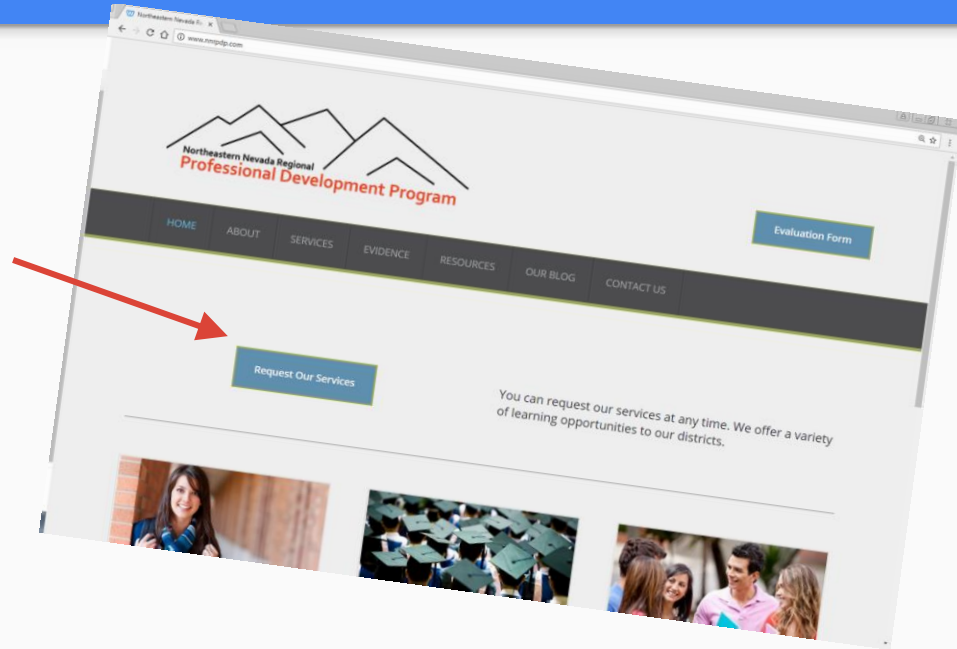


# How do teachers and administrators know what is available?



# Request for Service

- Email directly to trainers
- Request for service through website
- Director assigns requests to trainers



# Marketing

Class flyers

Emails with information

Social media

**GETTING SERIOUS ABOUT RTI**  
A Pyramid of Support

**Response to Intervention - ALL Kids!**  
This interactive RTI series will walk leadership teams (principals and their teacher leaders) through developing their school's RTI foundation. They will learn together what makes the foundation of an effective system of supports (the 4 C's) and begin to develop a systematic approach to ensuring all students have access to the support that they need to be successful. Materials will be provided courtesy of NNRDPDP. (Sessions will be sequential, so it's important to have your whole team committed to each session!)

Presented by:  
Aaron Hansen, NNRDPDP Leadership Consultant, National Presenter and Contributing Author to bestselling RTI book, *It's About Time*.

Gather and discuss...

Battle Mound K-6 Teachers  
Location: BMES TBD  
Limited to 20 participants  
Register by June 19th at [nnrdpdp.com](http://nnrdpdp.com)

One SUU continuing education unit or inservice credit

**3 Day Series**  
Bring your team

August 22<sup>nd</sup>  
October 17<sup>th</sup>  
December 12<sup>th</sup>

Training is focused on learning and implementing—let's do the work!

Learn how other schools have developed effective Tier I, Tier II, Tier III interventions and your school can!

Sponsored by  
Northeastern Nevada District Superintendent

Southern Nevada Regional Professional Development Program cordially invite you to attend the

## 2017 Secondary Math Summer Conference

# STRATEGIES FOR SUCCESS

June

This conference will become more through the latest Practices.

How to Register

1. Registration requires both of the following actions:

1. Complete the registration form at <https://goo.gl/RTVP97>
2. Send in a registration fee of \$30. (Make

**The Kindergarten Chronicles**  
Carry Rogers, Bess ES  
Robyn Markovic, RPDP  
March 2017  
Volume 12, Issue 7

Reading Comprehension with **Janet O. Shields** and **the Great Photos**

How to Find All These Word Work Activities for My Daily 5

ST. PATRICK'S DAY Emergent Reader

Southern Nevada RDPDP  
@SNRDPDP  
403 Tweets, 441 Followers, 393 Likes

Offering professional development that results in increased student achievement

Nebraska  
@rpdip.net  
Joined June 2010

Photos and videos

Tweets  
Valerie Seals @vseals11 Mar 24  
The GO TO Strategies - Instructional Strategies for ELLs! AMAZING!  
@SNRDPDP @nabrugman.ca.gov/what-we-do/ipro.

Instructional Strategies

The term *instructional strategy* refers to a generalized learning or teaching technique that is applicable across content areas and grade levels. Effective teachers have knowledge of a wide array of instructional strategies, and they choose the most effective ones for specific teaching and learning environments (Mazzoni, 2008; Marzano, Pickering, & Pollock).

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# Regional Professional Development Program

Thank you!



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