Effective methods of parent-teacher communication for teachers of English language learners

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EFFECTIVE METHODS OF PARENT-TEACHER COMMUNICATION FOR TEACHERS OF ENGLISH LANGUAGE LEARNERS

by

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A thesis submitted in partial fulfillment of the requirements for the Honors in the Major Program in Elementary Education in the College of Education and in The Burnett’s Honors College at the University of Central Florida Orlando, Florida

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Thesis Chair: Elizabeth S. Hoffman, Ph. D.
ABSTRACT

Families from all over the world come to the United States for a new beginning. More often than not, these families speak little or no English. A challenge that teachers face every day is trying to communicate with children and their families who speak little or no English. Following a review of the various forms of communication and types of parental involvement, a survey was created. This survey was completed by elementary teachers in a local lower socioeconomic area elementary school with a high mobility rates and high levels of English Language Learner (ELL) students.

The results of this study will offer the most effective ways teachers can openly communicate with families who speak little or no English. The results suggest that although vital, communication between the parents of ELL students and the teacher varies from teacher to teacher. Additionally, having resources available to teachers at the school and using the resources available allows parents and teachers to communicate effectively.
DEDICATION

To my mother, oh my amazing mother; where do I begin? I cannot write this without crying. Since I was a little girl, no matter what crazy adventure I wanted to conquer, you have always supported me and told me I can do it, even when that meant moving more than 300 miles away to pursue my dreams. There are no words to say how grateful I am to have you as my mother. Thank you for everything and I love you!

To my family; you have never expected anything but greatness from me. Your constant support and love has made me who I am today. As I end one journey in my life and begin another, I cannot express how happy I am to know you all will be by my side supporting me. I love you all so much!

To all the teachers in my family who have dedicated their lives to others; you have inspired me to change as many lives as you did through teaching.

To my friends, especially Mahassan Harb and Nicole Yello; your motivation and ideas have changed my life forever. We have laughed, cried, and learned together. I have no doubt in my mind we will all achieve what we want in life; to change the lives of others.

To my professors; your knowledge and stories have inspired me. You all have motivated me in one way or another and I truly now believe this is right profession for me. Thank you!
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INTRODUCTION

In today’s world, diversity in elementary classrooms is more often the rule than the exception. When children come from another country to the United States, the opportunities for them to become successful and make a career for themselves are endless. Most immigrant children come speaking their native language. Their parents may speak little or no English. How does a teacher communicate with a parent who speaks little or no English? “Many classroom teachers across the United States feel unprepared to work with students and families who speak limited or no English” (Chen, Kyle, & McIntyre, 2008, p. 7).

“The increasing number of English Language Learners (ELLs) in public schools has created a need for teacher educators to prepare preservice teachers to be able to work with families who have limited English” (Hooks, 2008, p. 97). The challenge of trying to communicate with students and parents of another language can make teachers feel overwhelmed. I have personal knowledge of this challenge as I was an ELL student until third grade. Trying to communicate with my teachers was frustrating enough for me; I can only imagine what they were going through and how they were feeling. Thankfully, my mother spoke English and participated constantly in school events. Unfortunately, this is not the case for all ELLs, and we should not assume that parents are not interested in their child’s learning. Some parents may be scared, cannot make time, or do not feel welcomed in the classroom (Hornby & Lafaele, 2011).

“The importance of parental involvement was accentuated by the 2001 No Child Left Behind Act (NCLB), which holds our nation’s schools accountable for academic achievement for all students” (Ferrara & Ferrara, 2005, p. 77). “The law requires school districts who receive...
federal funds to inform parents how they can be involved in their children’s schools and requires school districts to disseminate an annual district report card to parents” (Barnyak & McNelly, 2009, p.34). Teachers can communicate with ELL parents to keep them involved by using print and/or technology. No doubt, parent-teacher communication is vital to a child’s success in elementary school (Balli, 1996; Comer, 1984; Lareau, 1987). This thesis sought to determine effective methods of parent-teacher communication for teachers of ELL students.
LITERATURE REVIEW AND BACKGROUND

“Communication needs to be clear, consistent, and positive, and parents need to believe that they play an important role in their children’s learning” (Musti-Rao & Cartledge, 2004, p. 16). “Communication can take several forms: (1) verbal communication, (2) written notification, (3) use of technology, and (4) community action strategies” (Columna, Senne, & Lytle, 2009, p. 49). Verbal communication occurs through face-to-face interaction including, telephone conversations. Written notification is a type of communication that can take the form of a letter, newsletter, message or brochure. The use of technology is communication that occurs through the use of technology to communicate with another person, such as, internet, e-mail, chat rooms embedded in classroom websites, cellular phone, or video chat (i.e., Skype). Communication action strategies include school-sponsored events that are held on the school grounds (i.e., Math or Reading Nights, Fall Festivals, fundraising events, etc.).

The advantages of using verbal communication include the teacher hearing the voice inflections and tone of the parent, it is more personable, and if it is face-to-face, the teacher can read the parent’s body language and facial expressions. Unfortunately, not all teachers are bilingual and having face-to-face meetings is time consuming. Face-to-face meetings can be time consuming because the teacher may spend multiple hours planning for the meeting as well as finding a reasonable time to meet with the parents. These disadvantages can make it difficult for a teacher to communicate with a parent of an English Language Learner (ELL) so the teacher must come up with other creative ways to communicate with the parent. One way the teacher can solve this problem is by having a translator who speaks the native language of the ELL’s family to come to the meeting to help communicate (Columna, Senne, & Lytle, 2009).
The advantages of written communication are the letters, newsletter, messages, or brochure can be detailed and translated to another language, if necessary. Many parents who speak little or no English can benefit greatly from this form of communication. If the teachers are willing to take the time, this form of communication will be one way they can communicate with parents of ELL students throughout the year (Columna, Senne, & Lytle, 2009). As wonderful as that sounds, the disadvantages of written communication are that it does take additional time for the translation, the translation given may not be accurate, and it may require hours of planning.

One of the most recent and effective ways teachers are communicating with parents is through the use of technology (i.e., computers, video chat, e-mail, text messaging, etc.). The advantages of using technology as a form of communication include the speed and ease of use for many people and teachers can post information regularly for parents to access anytime, at their own convenience. But if a parent does not have access to a computer or they have no experience using a computer, it can make this type of communication with the parent challenging (Columna, Senne, & Lytle, 2009). These disadvantages are often seen in lower socioeconomic area schools with a high population of ELL students and their families. An alternative to the use technology is the use of community action strategies to get parents involved and communicating with teachers.

As mentioned earlier, community action strategies include activities, information sessions, and festivals held at the school. Math and Reading Nights are two activities some schools employ to get parents involved. Information sessions can be presented on a large variety of topics, such as, eating healthy, how to become more involved, or other issues the school feels will be essential to the parents. Some of the advantages of communicating through community
action strategies are that it allows parent-to-parent interaction as well as parent-to-teacher communication. Community action strategies are also very personable, and they give parents the opportunity to share in cultural activities. However, planning for these events can take weeks and some parents may have difficulty obtaining transportation or getting off work, thereby, preventing them from attending the school events ( Columnsa, Senne, & Lytle, 2009).

“The value of parental participation is widely accepted, but participation is difficult to promote and maintain” (Darling, Kleiman, & LaRocque, 2011, p. 116). Teachers may also have concerns about the parental involvement of ELL students. Some of the “[r]ealistic concerns by teachers are the inconvenience or lack of transportation, the parents’ working schedules, the limited time a teacher possesses, the language barrier when translators are not available, and schools with a lack of or minimal support for family involvement….These concerns must be addressed if schools intend to involve the many families who want to be supportive but find it difficult, especially the families of English language learners” (Chen, Kyle, & McIntyre, 2008, p. 17). While there are many concerns about parental involvement, parent involvement can occur at various levels.

“Research indicates that three categories or types of parental involvement that exist: (1) home-based involvement, (2) school-based involvement, and (3) academic socialization” (Hill & Tyson, 2009, p. 742). Home-based involvement involves the parents helping with homework and taking children to educational settings such as museums and libraries (Hartlep & Ellis, 2010). School-based involvement refers to parental involvement in school events such as Parent Teacher Association (PTA) meetings and school open houses (Hartlep & Ellis, 2010). “Academic socialization involves parents being concerned with their child’s acculturation into disciplinary
and subject-based discourse[d] and genres” (Lea & Street, 2006, p.368). The ideal classroom setting includes involved parents actively participating in school events, communicating with the teacher on a regular basis and helping their children with their homework or class projects on a daily basis. Unfortunately, this is not always the case.

The non-involvement of parents of ELL students occurs for multiple reasons. Some of the common reasons for lack of involvement on the parents part are that they may not speak enough English to communicate with school personnel, they may not know that they are expected to be involved in their child’s education, they may not be literate in their native language and/or English, and may not be able to read notices sent home, even when translated into the home language. Additionally, some cultures believe the teacher is a higher authority figure and the parents may not want to interfere with the teacher’s authority. Some parents may work several jobs and simply not have the time to be involved. Finally, some families may not have transportation or the ability for childcare in order to visit the school (Ariza, 2000).

Other barriers to parental involvement may include specific cultures prohibiting the mother from leaving the house because of traditional gender roles. In other cases, some parents may fear contact with authority figures due to immigration status. Sometimes children are used as interpreters and the parents may feel uncomfortable with the child acting in this capacity. Regrettably, some parents may not realize they are, or should be, the decision makers when it comes to their child’s education, therefore they may have never made an attempt to become involved (Ariza, 2000).

Demographics may also affect involvement and communication with parents. “Demographic factors such as poverty, racial and ethnic identity, family composition, and
educational level of parents affect educational performance of children” (Musti-Rao & Cartledge, 2004, p. 15). Parents lacking education may be intimidated by the school setting. If parents do not believe they play an important role in their child’s education, they may not be willing to go above and beyond to get involved. In fact, the parents may shy away from any involvement or communication with the teacher which may negatively affect their student. If the students feel the parents do not care, they may also not care about their own education.
METHODOLOGY

Effective parent-teacher communication is important to English Language Learners’ success in elementary school. Effective communication involves both the sending and receiving of information. As stated previously, this thesis sought to determine effective methods of parent-teacher communication for teachers of ELLs. Therefore, for the purpose of this survey, I decided to survey teachers in order to help determine the answer to this important question: What is the effective means of parent-teacher communication of teachers with ELL students. “Today—more than ever—the perception is the reality. What people think is what they believe…and know…for a fact!” (Banach, 2001, p.1) The survey was an effective way to find out what the participants in my study were thinking.

The online survey I developed (See Appendix A for a screenshot of the questions included in the survey) closely follows Banach’s (2001) work on developing effective surveys. As noted by Banach (2001) the essential steps to making a survey include, but are not limited to the following steps: outline the content areas, design questionnaire, tabulate the data, analyze the results, and then report the new knowledge. The survey consisted of 16 questions; 5 scaled, 3 short answers, 3 multiple choice, 3 yes or no, 1 true or false and 1 optional question. The target audience for the survey was elementary teachers at a local lower socioeconomic area elementary school with high mobility rates and high levels of ELL students.

The school houses 847 students compared to last year when the school housed over 1000 students. Of these students, 67.5% are identified as Hispanic, 13.3% are Black, and 13.1% are White, while the remaining 6.1% are students of various ethnicities (i.e., Asian, American Indian, etc.). Out of the whole student body, 73.9% of the students are on the schools free or
reduced lunch program, 42.2% are in the English for Speakers of Other Languages (ESOL) program, and 8.5% receive Exceptional Student Educational (ESE) services. As of today, the school is classified as a Title 1 school, in which the school receives funding because the majority of the school population is categorized as low income families.

The information gathered from the online survey determined what teachers in today’s classrooms have found to be the most effective ways to communicate with parents of ELL students, the challenges teachers face, and the resources available for teachers. The survey was accessible by http://www.kwiksurveys.com/. The survey was approved by the University Institutional Review Board (IRB) as well as the local school district. (See Appendix B for the Letter of Approval from IRB and Appendix C for the School District Approved Research Request Form).

This survey captured all the ideas of the participants and gathered the data as to the most effective ways teachers can communicate with parents of ELL students. The data collected from the survey will inform this research question and benefit teachers as well as future educators. The responses from the survey have led to more questions about parent-teacher communication and the effects on ongoing ELL elementary student success that will be addressed later in the conclusion.
RESULTS

After conducting the survey, requesting 40 participants to respond, the results indicated how the 31 teachers felt about the importance of parent-teacher communication and the various methods of communication. The teachers stated which method of communication (i.e., verbal communication, written notification, the use of technology, and community action strategies) they found to be the most effective and ineffective to use when communicating with families who speak little or no English. The survey asked the teachers what resources are available for them, if any, to communicate with families who speak little or no English by their school as well as to explain the most challenges part about communicating with parents of English Language Learners (ELLs). The last question of the survey was optional and asked the teachers to give advice to future educators about communicating with families who speak little or no English. Refer to Appendix D: Table of Summative Survey Results, for the summary of the survey results.

Importance of Parent-Teacher Communication

As stated in the introduction, “The importance of parental involvement was accentuated by the 2001 No Child Left Behind Act (NCLB), which holds our nation’s schools accountable for academic achievement for all students” (Ferrara & Ferrara, 2005, p. 77). “The law requires school districts who receive federal funds to inform parents how they can be involved in their children’s schools and requires school districts to disseminate an annual district report card to parents” (Barnyak & McNelly, 2009, p.34). The first question on the survey asked teachers to rate, on a scale from zero to five; zero being the lowest and five being the highest, how important
it is for them to communicate with parents of ELLs. See Appendix E: Survey Results, page 48, for the detailed results and comments from the survey.

Out of 31 responses, two (6.45%) of the teachers rated the importance of communicating with their ELLs parents a three; three signifying it is important; eight (25.80%) teachers rated the importance of communicating with their ELLs parents a four, signifying highly important; 21 (67.74%) of the teachers rated the importance of communicating with their ELLs parents a five, signifying extremely important. Based on these results, the teachers believe that communicating with the parents of ELLs is of importance to them. Six teachers provided comments as to why they believe it is important to communicate with parents of ELL students.

One teacher stated “It is very important to keep all your students’ parents up to date with how they are doing in the classroom so that they can reinforce learning at home.” Two other teachers wrote similar comments; “ELL students sometimes lack the support from home due to the language barrier. It is important to communicate with parents so they can understand what needs to be done at home to help their [children]” and “This is the key to success with these [ELL] students[.] [T]he more teacher/parent communication the better students can learn, since what is being taught in the classroom hopefully is being reinforced at home.” These teachers realize that in order for ELL students to be successful, they must continue their learning at home by practicing what they have learned at school. Most students check out as soon as the bell for dismissal rings. By keeping the lines of communication open between the parent and the teacher, the teachers hope that the parents will reinforce learning at home.

In order for the parents to reinforce the learning at home, “They [parents] must understand the expectations and the strategies we [teachers] use in order to accommodate the
ELL student’s needs” as stated by one teacher. If the parents of ELL students are not communicating with the teachers, they may not understand “…the difficulties the child might encounter throughout the school year while learning a second language.” I agree with one teacher who commented that “Even though it is easier to not meet with the parents, the students and parents will benefit more when there is open communication…” Taking the easy way out seems the most appealing but it is not what is best for the students. As so eloquently stated by one participant, “Communication is paramount in the success of our ELL students. We must get the parents onboard to help their child succeed…” and become successful in reaching their life goals.

Methods of Communication

The methods of communication between a teacher and a parent can occur orally, in print and/or through the use of technology. Unfortunately, sometimes it is not only the students who do not speak English but their parents may speak little or no English as well. In order for teachers to communicate with parents successfully, “[c]ommunication needs to be clear, consistent, and positive, and parents need to believe that they play an important role in their children’s learning” (Musti-Rao & Cartledge, 2004, p. 16). “Communication can take several forms: (1) verbal communication, (2) written notification, (3) use of technology, and (4) community action strategies” (Columna, Senne, & Lytle, 2009, p. 49).

Questions two through four asked participants about the methods they use in their classroom to communicate with the parents/guardians of English Language Learners (ELL); to identify which method of communication works best for them and which method of communication does not work for them when communicating with families who speak little or
no English (i.e., verbal, written, or the use of technology). See Appendix E: Survey Results, pg. 48-49, for the complete results and comments from the survey.

The second question asked the teachers to identify the methods they use in their classroom to communicate with parents/guardians of ELL students (i.e., email, phone call, etc.). After reviewing the responses, I discovered that many teachers use a variety of methods to communicate with the parents of ELLs, not just one specific method. First, I will review the responses for verbal communication. The verbal communication methods that were indicated by the teachers were phone calls and face-to-face parent conferences. Out of 31 responses, 18 (58.06%) teachers noted that they use phone calls home to communicate with the parents of ELL students, but one teacher noted that she uses this method only if the parents do not respond to their emails or letter home. Out of 31 responses, five (16.13%) teachers noted that they use face-to-face conferences to communicate with the parents of ELL students, and although 22 of the respondents speak only English, only one teacher specified that she uses a translator during her parent-teacher conferences.

The forms of written notifications that were used as indicated by the teachers were letters sent home, notes in student planner/agenda, newsletters, and weekly behavior reports. Out of 31 responses, 16 (51.61%) teachers responded they communicate with ELL parents by sending letters home. Fourteen (45.15%) of the 31 teachers noted they use notes in the student agenda/planner to communicate with the parents of ELLs. Out of 31 responses, five (16.13%) teachers stated they send out monthly and/or weekly newsletters but, interestingly, only one teacher specified that he/she sends out the newsletter in both English and Spanish. One teacher noted “I have a weekly newsletter that I send home with my students that explains what we are
doing in each subject for the week and any other information that is important such as field trips, PTA events, FCAT dates, etc…” Out of 31 responses, only two (6.45%) teachers indicated that they use weekly behavior reports as a way to communicate with parents of ELL students.

Over the years, technology, in my opinion has become a vital part of our society. The use of technology that was noted by the 31 teachers as a way to communicate with the parents of ELL students were emails, classroom/team website, and text messages. The most popular of them all is email. Out of 31 responses, 25 (80.65%) teachers noted they use email as a way to communicate with the parents of ELL students. Three (9.68%) teachers indicated that they send out weekly emails in both English and Spanish and one (3.23%) teacher specified that they send out their classroom newsletter via email.

Out of 31 responses, two (6.45%) teachers responded they use their classroom website and/or team website to communicate with the parents of ELL students. Out of 31 responses, only one (3.23%) teacher noted he/she uses text messaging as a way to communicate with the parents of ELL students. I found it interesting that only one (3.23%) teacher indicated they use text messaging. It seems as though today everywhere we look, everyone, even children, are on cellular phones talking, text messaging, or web searching. You might think this method would be more popular as a form of communication for teachers too.

The third question asked teachers, which method of communication works best for you when communicating with families who speak little or no English. Out of 31 responses, 18 (58.06%) teachers chose verbal communications as the method of communication that works best for them when communicating with families who speak little or no English. Out of 31 responses, five (16.13%) teachers chose written communication as the method of communication
that works best for them when communicating with families who speak little or no English. Out of 31 responses, eight (25.81%) teachers chose the use of technology as the method of communication that works best for them when communicating with families who speak little or no English. These results have proven that what works best varies from teacher to teacher.

The fourth question asked the teachers, which method of communication does not work best for you when communicating with families who speak little or no English. Out of 31 responses, ten (32.26%) teachers chose verbal communications as the method of communication that does not work best for them when communicating with families who speak little or no English. Out of 31 responses, nine (29.03%) teachers chose written communication as the method of communication that does not work best for them when communicating with families who speak little or no English. Out of 31 responses, twelve (38.71%) teachers chose the use of technology as the method of communication that does not work best for them when communicating with families who speak little or no English. These results show that among the 31 teachers who participated, the use of technology is the least preferred method of communication.

The following sections present what the teachers believe are the least and most effective methods of communication (verbal, written, and the use of technology) with parents of ELL students as well as the community action strategies provided by their school for parents to become involved.

**VERBAL COMMUNICATION**

Verbal communication occurs through face-to-face interaction including telephone conversations. As stated earlier, effective communication involves both the sending and
receiving of information. If a teacher cannot understand what the parent is saying or the parent cannot understand what the teacher is saying because of a language barrier, effectively communication will be challenging, if not, impossible. The fifth question on the survey asked teachers to rate, on a scale from zero to five; zero being the least effective and five being the most effective, is verbal communication effective when communicating with families who speak little or no English. One teacher wrote, “Even if there is the language barrier it is important to see parents face to face. So that you can show them their students work and grades rather than trying to explain it.” See Appendix E: Survey Results, Question 5, on page 49, for the detailed results and comments from the survey.

Out of 31 responses, 11 (35.49%) teachers rated the effectiveness of verbal communication between a zero and two, meaning that they believe it is the least effective method of communicating with families who speak little to no English. A teacher noted, “It depends, if there is a translator, then yes. Otherwise, not really.” Five (16.13%) other teachers wrote similar responses. Other teachers indicated “It depends on the adult's comfort with English. Using the same strategies we use with the students (slower rate, less complex language, repetition, etc.) seems to help” and “Over the phone it is quite challenging.”

Out of 31 responses, 20 (64.52%) teachers rated the effectiveness of verbal communication between a three and five, meaning that they believe it is the most effective method of communicating with families who speak little or no English. One teacher noted, “Yes for me personally it is since I am bilingual myself I tend to communicate more with parents verbally so that they can understand me more. It also gives the parent a sense of security…” Other teachers stated “It is very important [to have] face to face communication when you have
parent who are limited in the second language because you may use visuals, gestures and even translators who can come into your classroom during meetings” and “…When you[‘]r[e] sending an email or written it is sometimes misunderstood.”

Essentially, most teachers agreed that verbal communication is the most effective method of communicating with families who speak little or no English but if you do not speak the language or there is no translator available, it is the least effective. Written notification is another method of communication in which teachers express how they feel about the effectiveness of written notification in the next section.

**WRITTEN NOTIFICATION**

Written notification is a type of communication that takes the form of a letter, newsletter, message or brochure. As mentioned before, effective communication involves both the sending and receiving of information. If a teacher continues to send written notifications home but is receiving no responses, they are not effectively communicating with the parents. Or if the parents do not understand what they are reading or misinterpret what they have read, how can written notification be effective when communicating with parents of English Language Learners (ELL)? The sixth question on the survey asked teachers to rate, on a scale from zero to five; zero being the least effective and five being the most effective, is written notification effective when communicating with families who speak little or no English. See Appendix E: Survey Results, Question 6, on page 50, for the detailed results and comments from the survey.

Out of 31 responses, 19 (61.29%) teachers rated the effectiveness of written notification between a zero and two, meaning that they believe it is the least effective method of communicating with families who speak little or no English. “When something is written down
things can be lost in translation if they don't have someone to explain it for them. However if you are lucky enough to have someone to translate all your notes into the language of the family it works fine. Usually that is not an option outside of important documents. You also have the problem of the student losing the document” one teacher stated. Other teachers noted, “I find that often written communications can be more easily ignored or overlooked” and “I think it depends…Again all parents and situations are different.”

Out of 31 responses, 12 (38.71%) teachers rated the effectiveness of written notification between a three and five, meaning they believe it is the most effective method of communicating with families who speak little to no English. One teacher noted, “Most families have access to someone who can translate for them so written form is usually most effective.” Another teacher responded, “Usually I have more of a response from written because either the student or another family member can translate the message.” Three teachers indicated that if the letter is translated to their native language or if the parents have someone to translate it for them (often, the student), then written notification is effective.

Ultimately, most of the teachers agreed that written notification is the least effective method when communicating with families who speak little to no English due to misinterpretations that may occur and lack of translations. The next section offers how teachers feel about the effectiveness when using technology as a means of communication.

THE USE OF TECHNOLOGY

The category “use of technology” is defined as a type of communication that occurs through the use of technology to communicate with another person, such as, internet, e-mail, chat rooms embedded in classroom websites, cellular phone, or video chat (i.e., Skype). As stated
previously, effective communication involves both the sending and receiving of information. Technology has proven its benefits to the world but also the complications. With millions of people using technology, some things are bound to go wrong, such as, lost emails and/or the hacking of information. How have teachers been able to overlook these complications and use technology to their benefit when communicating with parents of English Language Learners (ELLs)?

The seventh question on the survey asked teachers to rate, on a scale from zero to five; zero being the least effective and five being the most effective, is the use of technology effective when communicating with families who speak little to no English. See Appendix E: Survey Results, Question 7, on page 50, for the exact results and comments from the survey.

Interestingly, the results of this question were almost evenly split. Out of 31 responses, 16 (51.61%) teachers rated the effectiveness of the use of technology between a zero and two, meaning they believe it is the least effective method of communicating with families who speak little to no English. One teacher responded, “Lack of [money] to have a computer at home. Usually…it will take more than a week to get a reply back from a parent.” Three (9.68%) other teachers agreed, if the family does not have a computer or access to the Internet, this method of communication is not effective.

Out of 31 responses, 15 (48.39%) teachers rated the effectiveness of the use of technology between a three and five, meaning they believe it is the most effective method of communicating with families who speak little or no English. One teacher noted, “The parents can translate the email online or have someone translate it for them. My ESOL parents ask for email updates.”
Two (6.45%) other teachers indicated similar comments, if the parents can get someone to translate or the email can be translated, this method of communication is effective.

After reviewing the results, the use of technology proves that what works for one teacher may not work for another. Community action strategies is a method of getting parents involved and the following section shares how teachers feel about community action strategies and what their school does to provide parents ample opportunities to become involved.

COMMUNITY ACTION STRATEGIES

Communication action strategies include school-sponsored events that are held on the school grounds (i.e., Math or Reading Nights, Fall Festivals, fundraising events, etc.) As discussed earlier, community action strategies are very personable and give parents the opportunity to share in cultural activities. If schools and teachers do not make the parents feel welcomed, they may not try to communicate with the teachers and/or may not want to become involved in their child’s education. The survey asked the teachers about the effectiveness of community action strategies as a means of communication and if their school provides parents opportunities to get involved. See Appendix E: Survey Results, Question 8 and 15, on pages 51 & 55, for the complete results and comments from the survey.

The eighth question asked teachers to rate on a scale from zero to five, zero being the least effective and five being the most effective, is the use of community action strategies effective when communicating with families who speak little or no English. Additionally, the fifteenth question asked the teachers if their school provides ample opportunities for the parents to become involved and to explain the ways the school provides opportunities for the parents to become involved.
The eighth question asked the teachers to rate the effectiveness of community action strategies. Out of 31 responses, 8 (25.81%) teachers rated the effectiveness of community action strategies between a zero and two, meaning they believe it is the least effective way of communicating with parents who speak little or no English. One teacher noted, “If the parents come” it can be effective. Other teachers indicated, “It depends on the family's involvement and if there are people available to translate” and “Our parents are more than willing to attend such events, but do not participate on the planning and volunteering side of fundraising carnivals, etc. It requires many hours of work on the part of the teachers and administration.”

Out of 31 responses, 21 (67.75%) teachers rated the effectiveness of community action strategies between a three and five, meaning they believe it is an effective method for communicating with families who speak little or no English. “I feel that these events are important to everyone, but even more so to students and parents that speak little or no English. Events like this help everyone to feel involved in the community, which makes them want to try more to boost scores and help their children.” Another teacher shares, “The best way to communicate those type of things to the parents, is to have the students be excited and understanding what[‘]s going on. They are the ones that push their families to come to those types of things.” In order for the community action strategies to be effective, one teacher mentioned, “We offer some of these in Spanish and English…Many times parents won't come because they feel embarrassed.”

The fifteenth question asked the teachers if their school provides adequate opportunities for the parents of English Language Learners (ELL) to become involved and, if so, teachers were also asked to identify ways in which the school provides parents of ELL student’s opportunities
to become involved. Out of 31 responses, overwhelmingly 30 (96.77%) teachers answered yes, their school does provide sufficient opportunities for the parents to become involved. Out of 31 responses, only one (3.23%) teacher answered no, their school does not provide sufficient opportunities for the parents to become involved.

After reviewing the responses, the school provides a variety of ways parents can become involved. Some of these included organizations the parents can join, family nights, volunteering, tutoring, and meet-and-greets. Out of 31 responses, 14 (45.15%) teachers noted the multiple organizations parents can join; Parent Teacher Association (PTA), School Advisory Council (SAC), and Parent Leadership Council (PLC). The PTA consists of the parents/guardians of the students and any member of the school (i.e., teacher, cafeteria staff, custodians, etc.) in efforts to raise money for the school, create activities and events to get the community and parents actively involved, and volunteering. The SAC has monthly meetings (varies from school to school) where parents become involved in the decision making process of the school as well as the schools improvement plan for the following year. The PLC gets the parents to participate and involved in Language Enriched Pupil (LEP) programs and academic achievement initiatives.

Out of 31 responses, all teachers indicated at least one of the many family night events that occur at their school. These events include Florida Comprehensive Assessment Test (FCAT) Night, Reading Night, Math Night, Science Night, Fall Festival, Movie Night, and Skate Night. FCAT Night consisted of a variety of teachers from third to fifth creating games involving FCAT questions, discussing what the children can expect on FCAT, and reviewing with the parents how their children can prepare for it. Math, Reading, and Science Night are events relating to those specific topics where students come with their parents, play games and discuss with a variety of
teachers their strengths and weaknesses as well as how can they improve in those subjects. Fall Festival, Skate Night, and Movie Night are events in which parents and students come to have fun and take a break from the stresses of school and FCAT.

Out of 31 responses, 19 (61.29%) teachers noted the many ways parents can become involved in the school by volunteering. The parents can volunteer in the classroom, on field trips, for family night events, and with administration, if needed. Out of 31 responses, three (9.68%) teachers shared that their school provides English tutoring sessions for the parents who speak little or no English. In my opinion, this is probably the most positive result. By helping the parents learn English, the teachers and administration are giving the parents a greater chance to become involved and keep open communication with the teachers.

Out of 31 responses, five (16.13%) teachers noted the about meet-and-greet events that take place, for example, Coffee with the Principal, Meet the Teacher Night, and Conference Night. Coffee with the Principal takes place in the morning before school starts and the parents are welcomed to come and ask questions while enjoying a cup of coffee and small snacks. Meet the Teacher Night is held in the beginning of the year (usually before school starts, depending on the school) where the parents are welcomed to come and meet the teachers. Conference Night takes place at least two times a year (varies from school to school) in which the parents come and have a face-to-face conference with the teachers.

Overall, as stated by one teacher, “The school sponsored events are definitely a link between the school and the community and it is an effective way to bring parents to [the] school to participate [in] their children activities.” There is no doubt this school provides effective community action strategies and an abundant of opportunities for the parents to become
involved. The following sections shares responses about the resources provided by the school in order for the teachers to communicate with parents who speak little or no English and the challenges the teacher face.

**Resources Available to Teachers**

“The increasing number of English Language Learners (ELLs) in public schools has created a need for teacher educators to prepare pre[-]service teachers to be able to work with families who have limited English” (Hooks, 2008, p. 97). If a teacher cannot speak another language besides English, how can she/he communicate effectively with a parent who speaks little to no English? What resources are being used in school by teachers in order to effectively communicate with parents of ELL students?

The ninth question of the survey sought to answer the above questions and asked the teachers if their school provides resources for teachers to use to communicate with families who speak little or no English. If so, the teachers were asked to identify the resources provided by the school. The tenth question of the survey asked the teachers what resource(s) they use if they need a letter translated into another language. See Appendix D: Survey Results, Question 9 and 10, on page 52, for the detailed results and comments from the survey.

The ninth question asked the teachers if their school provides resources in order to communicate with families who speak little to no English and to identify the resources available. Out of 31 responses, 29 (93.54%) teachers answered yes, their school provides resources for them to use to communicate with families who speak little or no English. Surprisingly, one teacher noted “There is always a translator available” such as administration, bilingual teachers, and English for Speakers of Other Languages (ESOL) Curriculum Compliance Teacher (CCT).
Important letters sent home and/or phone calls made by the principal are translated to Spanish and sometimes in Haitian Creole.

Out of 31 responses, two (6.45%) teachers answered no, their school does not provide resources for them to communicate with families who speak little or no English. One teacher stated, “If it is Spanish, we have several people able to translate. If it is anything else, then we do not have a resource.” One other teacher also mentioned that it was harder to find resources to translate in languages other than Spanish. During my Senior Internship (which is at the school where the survey was conducted), I have seen multiple non-Spanish speaking teachers ask Spanish speaking teachers to translate notes and/or phone calls for them. It is inspiring to see how all the teachers, staff, and faculty work together and assist one another.

The tenth question asked the teachers to write the resource(s) they use if they need a letter translated into another language. The results showed the teachers use a variety of resources to translate letters, such as, school personnel, fellow teachers, online websites, and other resources. Out of 31 responses, 23 (74.20%) teachers use school personnel (e.g., administration, secretary, etc.) to translate letters. Thirteen (41.84%) of the 23 teachers responded that they use other teachers on their team or in the school to translate letters.

Five (16.18%) teachers indicated “If it is a different language, I utilize a translation website” such as Babel Fish to translate letters. Other resources mentioned by two teachers were parents and dictionaries. The teacher noted, “I use the dictionaries sometimes that are provided in both languages to review some words that I might find confusing. But since I am proficient in Spanish I really don’t use much.”
The results show that the teachers who do not speak another language besides English have learned how to make a “sticky” situation into a good one. Instead of becoming overwhelmed and stressed about not being able to communicate with the parents of ELL students, they have learned how to use the resources surrounding them, for example, school personnel and online websites. It seems as though this data is contradictory; this is something that will be further investigated in future research to clarify. Teachers face challenges on a daily basis and in this next section it shares how the teachers feel about the challenges with communicating with families who speak another language, how much time the teachers plan in order to communicate with parents of ELL students, and the many challenges the teachers face while trying to communicate with families whose native language is different than their own.

**Challenges**

As stated in the introduction, the challenges of trying to communicate with students and parents of another language can make teachers feel overwhelmed. Not speaking another language can be overwhelming for teachers especially if the majority of their students are English Language Learners (ELLs). Three of the questions on the survey addressed these issues. The eleventh question asked the teachers how much time they spend planning for a meeting with a parent of an ELL student. The twelfth question asked the teachers if it is extremely challenging for them to communicate with parents of their ELL students and to explain why or why not. The fourteenth question asked the teachers to explain the most challenging part about communicating with parents of ELL students. See Appendix E, Questions 11, 12, and 13 (on pages 52 & 53) for the complete results and comments from the survey.
The eleventh question asked the teachers to identify how many hours they spend planning for a meeting with a parent of an ELL student. Out of 31 responses, 30 (96.77%) teachers noted they spend at least 0-2 hours planning for a meeting, only one teacher specified they do not spend any time planning for a meeting with a parent of an ELL student. The twelfth question asked the teachers to classify if it is extremely challenging for them to communicate with parents of an ELL students and to explain why it is extremely challenging or why it is not. Out of 31 responses, six (19.35%) teachers chose true, it is extremely challenging for them to communicate with the parents of their ELL students. Out of 31 responses, 22 (70.97%) teachers chose false, it is not extremely challenging for them to communicate with the parents of their ELL students.

The teachers who responded that it was extremely challenging for them to communicate with parents of their ELL students gave reasons such as not speaking other languages and if there are no translators around, it would be extremely difficult. One teacher noted, “If the family does not speak English communication becomes non-existent.” The teachers who chose the responses that it was not difficult to communicate with the parents of their ELL students, gave several reasons, such as, they speak another language, translator’s available, online resources and resources provided by the school. One teacher stated, “I have the support of my team. If I did not it would be extremely challenging.” Two (6.45%) teachers indicated that if there were not translator available, they would use the students or ask the parents to bring an adult with them to translate.

The fourteenth question asked the teachers to explain the most challenging part of communication with parents of their ELL students. The responses revealed the teachers felt the most challenging part(s) of communicating with parents of their ELL students are schedule
conflicts, getting in contact with the parents, language barriers, cultural differences, misunderstood messages, finding translators, etc. A few teachers stated similar challenges such as, “The most challenging sometimes is not being able to sometimes get in contact. As a lot of my parents work more than one job…Scheduling meetings have to be flexible as different things might come up” and “The language barrier and cultural differences can be a challenge at times, especially the ones about being late not being important.” One teacher noted “Getting the family to come to a conference when they know very little English is a challenge” because the parents may feel embarrassed and decide to not show up.

One teacher explained, “It is sometimes difficult to determine how well the family really understands what I am trying to say. Sometimes, like our students, they will nod along because they are embarrassed to ask further questions or to indicate that they don't understand.” Another teacher stated “The most challenging part is clearing up any confusion about grades or assignments.” Not all families consider education their number one priority and to illustrate one teacher offered “[g]etting them [parents] to understand the importance of school” is the most challenging part. Other teachers indicated, “[h]aving them [parents] understand that you always do things to help their child even if the homework is repetition. The more practice the better” and “[g]etting on the same page is the most challenging aspect of these meetings.”

Every teacher faces different challenges in their career, but may not consider the language barrier or not being able to communicate with their student’s parents until the day actually comes. The respondents in my project have dealt with this reality on a daily basis. Every teacher learns from one another and the next section offers the wise advice the teachers gave to
future educators through the use of this survey about communicating with families who speak little or no English.

**Inspirational Advice**

The teachers, education professors, and fellow future educators that I have encountered in my life so far are always willing to share ideas with one another. In my opinion, the teaching profession is not meant for people to keep ideas to themselves; it is for people who want to continue learning their entire lives by not only their students but by their fellow teachers. The sixteenth question on my survey was optional. It asked the teachers what advice they could give to future educators about communicating with families who speak little or no English. The wise advices for future educators as shared by the teachers are:

- **“It would be to be forthcoming and to ask for help if you need translators. Parents are usually open to any advice you give as they want their children to succeed in school.”**

- **“Use translators whenever possible to avoid running into the language barrier. It is much easier to fix a miscommunication with a translator present! ;)”**

- **“Be patient and use the resources you need.”**

- **“Do not be afraid to admit that you do not know their home language, but take the time to prepare an[!] alternate form of communication (translated notes, a translator present, etc.)”**

- **“Just breathe. Everyone is there for the benefit of the child. If you keep that in mind, you will realize that everyone is on the same side.”**

- **“Keep all avenues of communication open. You will find one works best, and each family is different.”**
• “Be always very sensible to their culture and customs, B[e] attentive, make them feel welcome and comfortable when they come into your classroom for meetings, invite them to participate of school activities, try to use translators during meeting and send information home in their native language.”

• “Be prepared with other resources outside of your school. Also provide letters in multiple languages if possible. Encourage parents to talk the English classes that some schools offer for free to these parents. Know how to handle different cultures languages/gestures.”

• “Win them over. Be sure they know that you care about their child and their child’s future. Help them to understand what you are looking for and what your expectations are for them as parents and for the student. Let them know that you are there to help and then be sure to be there when you are needed.”

• “Effective communication is essential to create strong school-home partnerships and to increase parental involvement...”

• “Use pictures, have a coworker translate or always have a translator when setting up a meeting.”

• “Use your resources!! Ask colleagues, use the internet, [and] ask other parents and students.”

• “Try getting someone to have school personnel to assist you when you are having a meeting. Look for letter translations so the parents can understand everything better. Be specific and reschedule appointments for the child[‘s] benefit.”
When it comes to dedicating yourself to becoming a lifelong learner, any advice may help! These teachers provided an abundance of wise advice to guide future educators, such as myself, on the right path to communicating with families who speak little or no English. This study explains the most effective methods to communicate with parents of ELL students as well as brought more questions on communicating with parents of ELL students which will be specified in the following section.
CONCLUSIONS

This study has proven that communicating with the parents of English Language Learners (ELL) is no simple or easy task. After carefully reviewing the results of the survey, I have concluded that identifying the most effective way to communicate with parents of ELL students varies from teacher to teacher. The first step to communicating effectively is finding the way that actually allows for communication to happen. The next step would be to follow through by using the method of communication that works, whether it is verbal communication, written notifications, the use of technology, or community action strategies. As mentioned before, communicating effectively involves both sending and receiving of information.

Each method of communication has its advantages and disadvantages. The teachers identify the advantages of verbal communication as giving the parents a sense of clarity and comfort. If the parents speak little or no English and no translator is available, that situation is a huge disadvantage. The advantages of written communication, as noted by the teachers of the survey, are that they have more responses from the parents when notes are written. Though a number of disadvantages about written notifications were also noted, such as, the message can be misconstrued and/or over looked or ignored.

The use of technology responses were almost evenly split between effective and ineffective. The noted advantage for the use of technology includes its quick speed and money saved on paper. The noted disadvantages include the lack of access parents have to computers or Internet and that those messages can too be misunderstood. When it comes to community action strategies, the advantages were endless. The school provided many opportunities for the parents to become involved and communicate with their children’s teachers (i.e., Meet the Teacher,
Coffee with the Principal, etc.). One of the disadvantages of community action strategies was getting the parents to come but by offering English tutoring classes to the parents, the school has opened the lines of communication.

The information I learned from this study has only furthered my professional growth as a pre-service teacher. In my future classroom, I will be open to the use of multiple means of communication so I can effectively communicate with the parents of my ELL students. Yes, it may be harder, but it will be worth it. In the end, it is the students that benefit from their parents and teachers communicating. Multiple teachers in the survey stated, in order for their ELL students to continue their learning at home and practice, the parent and teacher must communicate effectively.

While this study provides valuable information about the effective methods of parent-teacher communication for teachers of ELLs, the results are limited to this population. This study has also brought multiple questions that I have yet to answer. How do the parents of ELL students feel about communicating? How do the ELL students feel about their parents and teachers communicating? What effects has parent-teacher communication had on ELL students? These are questions I plan to further investigate as I grow professional and enter graduate school.

“Individually, we are one drop. Together, we are an ocean.”

-Ryunosuke Satoro
APPENDIX A: SCREENSHOT OF SURVEY
Effective Methods of Parent-Teacher Communication for Teachers of English Language Learner Students

You are being invited to take part in a research study.

- The purpose of this research is to find the most effective parent-teacher communication strategies via print and technology, and how it will affect an ELL elementary student success in school.
- As a participant, you will be asked to complete a brief survey online at the comfort of your home or work. The survey consists of 16 questions; 5 scale, 3 short answer, 3 multiple choice, 3 yes or no, 1 true or false, and 1 optional question.
- The survey will take approximately 15 minutes to complete.

1. On a scale from 0 to 5, 0 being the lowest and 5 being the highest, how important is it for you to communicate with your ELL students parents/guardians?

   Additional Comments:

2. What do you use in your classroom to communicate with parents/guardians of ELL students? (i.e., email, letters, etc.)
3. In your classroom, which method of communication works best for you when communicating with families who speak little to no English?
- verbal communication
- written notification
- the use of technology

4. In your classroom, which method of communication does not work when communicating with families who speak little to no English?
- verbal communication
- written notification
- the use of technology

5. On a scale from 0 to 5, 0 being the least effective and 5 being the most effective, is verbal communication effective when communicating with families who speak little to no English?
   
   Additional Comments:

6. On a scale from 0 to 5, 0 being the least effective and 5 being the most effective, is written notification effective when communicating with families who speak little to no English?
   
   Additional Comments:

7. On a scale from 0 to 5, 0 being the least effective and 5 being the most effective, is the use of technology effective when communicating with families who speak little to no English?
   
   Additional Comments:
On a scale from 0 to 5.0, where 0 is the least effective and 5 being the most effective, are community action strategies effective when communicating with families who speak little to no English?
Communication action strategies include school-sponsored events that are held on the school grounds (i.e., Fall Festivals, Community Dinners, Family Fun Night, etc.).

Additional Comments:

Does your school provide resources for teachers to use to communicate with families who speak little or no English?
Yes
No
If no, what resource(s) are available:

What resource(s) do you use if you need a letter translated into another language? (i.e., school personnel, online website, etc.)

How much time do you spend planning for a meeting with parent(s) or guardian(s) of ELL students?
- 0-2 hours
- 3-4 hours
- 5-9 hours
- 10 hours or more
- I do not spend time planning for meetings

It is extremely challenging for me to communicate with families of ELL students.
True
False
Why or why not? 
13. Do you speak another language?
   - Yes
   - No
   If yes, what language(s):

14. Explain the most challenging part of communicating with families of ELL students.

15. Does your school provide ample opportunities for parents to become involved?
   - Yes
   - No
   If yes, please list a few ways below:

16. OPTIONAL: What advice would you give to future educators about communicating with families who speak little to no English?
APPENDIX B: IRB APPROVAL LETTER
Approval of Exempt Human Research

From: UCF Institutional Review Board #1
FWA00000351, IRB00001139

To: Sherron E. Roberts and Co-PI: Lucrena Alfonso-Reyes

Date: March 05, 2012

Dear Researcher:

On 3/5/2012, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination
Project Title: Effective Methods of Parent-Teacher Communication for Teachers of English Language Learner Students
Investigator: Sherron E. Roberts
IRB Number: SBE-12-08139
Funding Agency: n/a
Grant Title: n/a
Research ID: n/a

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether those changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in IRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Marzonti on 03/05/2012 02:00:58 PM EST

IRB Coordinator
APPENDIX C: SCHOOL DISTRICT APPROVAL
Submit this form and a copy of your proposal to:
Accountability, Research, and Assessment.

RESEARCH REQUEST FORM

Received Dec 15 2011

Requester's Name: Luzcana Alfaro-Reyes, Date: 12-10-11
Address: Home: N/A, Davenport, FL 33897, Phone: 407-462-
Business: N/A
Project Director or Advisor: Elizabeth Hoffman, Phone: 407-582-
Address: Winter Garden, FL 34787

Degree Sought: □ Associate, □ Bachelor's, □ Master's, □ Specialist
(check one)

Project Title: Effective Methods of Parent-Teacher Communication for Teachers of English Language Learners

ESTIMATED INVOLVEMENT

<table>
<thead>
<tr>
<th>PERSONNEL/CENTERS</th>
<th>NUMBER</th>
<th>AMOUNT OF TIME (DAYS, HOURS, ETC.)</th>
<th>SPECIFY/DESCRIBE GRADES, SCHOOLS, SPECIAL NEEDS, ETC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td>510 20 minutes</td>
<td>K-5 grades</td>
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<tr>
<td>Teachers</td>
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<td>Administrators</td>
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<td>Schools/Centers</td>
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<td>Others (specify)</td>
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</table>

Specify possible benefits to students/school system: As the number of ELL students grows, my research will help teachers and future teachers effective ways to communicate with parents of another language.

ASSURANCE

I hereby agree to conduct research in accordance with the policies of the Orange County Public Schools. Deviations from the approved procedures shall be cleared through the Senior Director of Accountability, Research, and Assessment. Reports and materials shall be supplied as specified.

Requester's Signature:

Approval Granted: □ Yes □ No, Date: 1/3/12

Signature of the Senior Director for Accountability, Research, and Assessment:

NOTE TO REQUESTER: When seeking approval at the school level, a copy of this form, signed by the Senior Director, Accountability, Research, and Assessment, should be shown to the school principal.

Reference School Board Policy GCS, p. 249
APPENDIX D: TABLE OF SUMMATIVE SURVEY RESULTS
<table>
<thead>
<tr>
<th>Question</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>See comments in Appendix D</th>
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<tbody>
<tr>
<td>1. On a scale from 0 to 5, 0 being the lowest and 5 being the highest,</td>
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<td>Yes</td>
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<td>how important for you to communicate with your ELL students’ parents/</td>
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<td>0/0%</td>
<td>0/0%</td>
<td>2/6.45%</td>
<td>8/25.8%</td>
<td>21/67.74%</td>
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<td>guardians?</td>
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<td>2. What do you use in your classroom to communicate with parents/</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
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<td>guardians of ELL students?</td>
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<td>3. In your classroom, which method of communication works best for</td>
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<td>you when communicating with families who speak little to no English?</td>
<td>Verbal communication 18/58.06%</td>
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<td>Written notification 5/16.13%</td>
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<td>The use of technology 8/25.81%</td>
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<td>4. In your classroom, which method of communication does not work</td>
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<td>No</td>
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<td>when communicating with families who speak little to no English?</td>
<td>Verbal communication 10/32.26%</td>
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<td>Written notification 9/29.03%</td>
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<td>The use of technology 12/38.71%</td>
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<td>5. On a scale from 0 to 5, 0 being the least effective and 5 being</td>
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<td>Yes</td>
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<td>the most effective, is verbal communication effective when communicating with families who speak little to no English?</td>
<td>1/3.23%</td>
<td>3/9.68%</td>
<td>7/22.58%</td>
<td>2/6.45%</td>
<td>10/32.26%</td>
<td>8/25.81%</td>
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<td>Question</td>
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<td>29/93.55%</td>
<td>0%</td>
<td>6/19.35%</td>
<td>12/38.71%</td>
<td>4/12.89%</td>
<td>4/12.89%</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------</td>
<td>-----------</td>
<td>----</td>
<td>----------</td>
<td>-----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Does your school provide resources for teachers to use to communicate with families who speak little or no English?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What resource(s) do you use if you need a letter translated to another language? (i.e., school personnel, online website, etc.)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

6. On a scale from 0 to 5, 0 being the least effective and 5 being the most effective, is written notification effective when communicating with families who speak little to no English?

7. On a scale from 0 to 5, 0 being the least effective and 5 being the most effective, is written notification effective when communicating with families who speak little to no English?

8. On a scale from 0 to 5, 0 being the least effective and 5 being the most effective, are community action strategies effective when communicating with families who speak little to no English?

9. On a scale from 0 to 5, 0 being the least effective and 5 being the most effective, are community action strategies effective when communicating with families who speak little to no English?

10. On a scale from 0 to 5, 0 being the least effective and 5 being the most effective, are community action strategies effective when communicating with families who speak little to no English?
<table>
<thead>
<tr>
<th>Question</th>
<th>Response 1</th>
<th>Response 2</th>
<th>Percentage</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. How much time do you spend planning for a meeting with parents/guardians of ELL students?</td>
<td>0 – 2 hours 30/96.77%</td>
<td>3 – 4 hours 0/0%</td>
<td>5+ hours 0/0%</td>
<td>Do not spend time 1/3.23%</td>
</tr>
<tr>
<td>12. It is extremely challenging for me to communicate with families of ELL students.</td>
<td>True 6/19.35%</td>
<td>False 25/80.65%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Do you speak another language?</td>
<td>Yes 9/29.03%</td>
<td>No 22/70.97%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Explain the most challenging part of communicating with families of ELL students.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>15. Does your school provide ample opportunities for parents to become involved?</td>
<td>Yes 30/96.77%</td>
<td>No 1/3.23%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. OPTIONAL: What advice would you give to future educators about communicating with families who speak little to no English?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
APPENDIX E: SURVEY RESULTS
## Question 1

On a scale from 0 to 5, 0 being the lowest and 5 being the highest, how important is it for you to communicate with your ELL students' parents/guardians?

<table>
<thead>
<tr>
<th>ID</th>
<th>View Survey</th>
<th>Additional Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11002481</td>
<td>View</td>
<td>Test</td>
</tr>
<tr>
<td>11004396</td>
<td>View</td>
<td>5</td>
</tr>
<tr>
<td>11004399</td>
<td>View</td>
<td>It is very important to keep all your students' parents up to date with how they are doing in the classroom so that they can reinforce learning at home.</td>
</tr>
<tr>
<td>11005422</td>
<td>View</td>
<td>Even though easier to not meet with the parents, the students and parents will benefit more when there is open communication between parents and teacher.</td>
</tr>
<tr>
<td>110139010</td>
<td>View</td>
<td>ELL students sometimes lack the support from home due to the language barrier. It is important to communicate with parents so they can understand what needs to be done at home to help their student.</td>
</tr>
<tr>
<td>11071544</td>
<td>View</td>
<td>I consider that our ELL parents need to understand about the difficulties the child might encounter throughout the school year while learning a second language.</td>
</tr>
<tr>
<td>11071967</td>
<td>View</td>
<td>This is the key for success with these students. The more teacher-parent communication the better the students can learn, since what is being taught in the classroom hopefully is being reinforced at home.</td>
</tr>
<tr>
<td>11072577</td>
<td>View</td>
<td>Communication is paramount in the success of our ELL students. We must get the parents onboard to help their child succeed, while making them feel comfortable.</td>
</tr>
<tr>
<td>11072929</td>
<td>View</td>
<td>Very important! They must understand the expectations and the strategies that we will use in order to accommodate the ELL students needs.</td>
</tr>
</tbody>
</table>

## Question 2

What do you use in your classroom to communicate with parents/guardians of ELL students? (e.g., email, letters, etc.)

<table>
<thead>
<tr>
<th>ID</th>
<th>Text Answer (31)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1100624181</td>
<td>I use weekly emails in both languages Spanish and English so that my parents can understand and be able to read what their child is doing in my class. I send letters and phone calls are also made.</td>
</tr>
<tr>
<td>11004398</td>
<td>I use email, notes sent home in the agenda, letters, and phone.</td>
</tr>
<tr>
<td>11005512</td>
<td>Emails, newsletters, translation of newsletters, phone calls, etc.</td>
</tr>
<tr>
<td>11009822</td>
<td>Letters or email.</td>
</tr>
<tr>
<td>11005845</td>
<td>Agenda, email, phone call, parent conferences.</td>
</tr>
<tr>
<td>11009842</td>
<td>Email, phone calls, face-to-face conferences.</td>
</tr>
<tr>
<td>11009813</td>
<td>I send out a monthly newsletter via email. I write notes or other forms of communication the students' agenda.</td>
</tr>
<tr>
<td>110098097</td>
<td>I have a weekly newsletter that is sent home with my students that explains what we are doing in each subject for the week. I also use emails to communicate with parents.</td>
</tr>
<tr>
<td>11006763</td>
<td>Weekly email, monthly newsletter, classroom website.</td>
</tr>
<tr>
<td>110131929</td>
<td>Letters, phone calls, face-to-face conversations.</td>
</tr>
<tr>
<td>11013919</td>
<td>I use weekly email to my whole class. I also use email to communicate with individual parents. The planner is also a way I communicate. I also use letters and phone calls.</td>
</tr>
<tr>
<td>11024149</td>
<td>Weekly reports and email.</td>
</tr>
<tr>
<td>11030571</td>
<td>Email, notes home, phone call.</td>
</tr>
<tr>
<td>11041371</td>
<td>Email, notes in agenda or on paper, conferences.</td>
</tr>
<tr>
<td>11052897</td>
<td>Email.</td>
</tr>
<tr>
<td>11071014</td>
<td>Email, letters, agenda book.</td>
</tr>
<tr>
<td>11071212</td>
<td>Emails newsletters phone calls.</td>
</tr>
<tr>
<td>11071544</td>
<td>I use: Agendas (notes) Email Phone calls Letters.</td>
</tr>
<tr>
<td>11074599</td>
<td>Email, notes home.</td>
</tr>
<tr>
<td>11071735</td>
<td>Letters, email, notes in agenda.</td>
</tr>
<tr>
<td>11073877</td>
<td>Email, letters, phone call, email.</td>
</tr>
<tr>
<td>11072577</td>
<td>Email, letters, phone calls, in agendas are all used to communicate with parents.</td>
</tr>
<tr>
<td>11072529</td>
<td>Email, agenda, text messages, phone calls, one on one parent teacher conferences.</td>
</tr>
<tr>
<td>11072521</td>
<td>I use letters, classroom newsletter, email, and learn website.</td>
</tr>
<tr>
<td>11072501</td>
<td>Email, letters, phone call.</td>
</tr>
<tr>
<td>11072712</td>
<td>Email, letters, a phone call to most of parents if they don't respond.</td>
</tr>
<tr>
<td>11081368</td>
<td>Email, letters, notes in agenda, phone calls, conferences.</td>
</tr>
<tr>
<td>11135894</td>
<td>Email, letters.</td>
</tr>
<tr>
<td>11130017</td>
<td>Email, letters, phone call to most of parents if they don't respond.</td>
</tr>
<tr>
<td>11130736</td>
<td>I use email, notes home, newsletters and calling.</td>
</tr>
</tbody>
</table>
Question 3
In your classroom, which method of communication works best for you when communicating with families who speak little to no English?

<table>
<thead>
<tr>
<th>Method</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Communication</td>
<td>18</td>
<td>56.00%</td>
</tr>
<tr>
<td>Written Notification</td>
<td>5</td>
<td>16.15%</td>
</tr>
<tr>
<td>The use of Technology</td>
<td>8</td>
<td>25.85%</td>
</tr>
</tbody>
</table>

Question 4
In your classroom, which method of communication does not work when communicating with families who speak little to no English?

<table>
<thead>
<tr>
<th>Method</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Communication</td>
<td>10</td>
<td>32.26%</td>
</tr>
<tr>
<td>Written Notification</td>
<td>5</td>
<td>16.15%</td>
</tr>
<tr>
<td>The use of Technology</td>
<td>12</td>
<td>35.71%</td>
</tr>
</tbody>
</table>

Question 5
On a scale from 0 to 5, 0 being the least effective and 5 being the most effective. Is verbal communication effective when communicating with families who speak little to no English?

<table>
<thead>
<tr>
<th>Score</th>
<th>Survey</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>View</td>
<td>Test</td>
</tr>
<tr>
<td>1</td>
<td>View</td>
<td>Yes for me personally it is quite helpful to have someone present to translate.</td>
</tr>
<tr>
<td>1</td>
<td>View</td>
<td>Yes, but it requires a translator.</td>
</tr>
<tr>
<td>1</td>
<td>View</td>
<td>It depends on the situation. It is important to have a translator present.</td>
</tr>
<tr>
<td>1</td>
<td>View</td>
<td>Yes, it is important to have a translator present.</td>
</tr>
<tr>
<td>1</td>
<td>View</td>
<td>Yes, because even though we speak English, it can be difficult to communicate.</td>
</tr>
<tr>
<td>1</td>
<td>View</td>
<td>It is more effective to have verbal communication with parents because you can have someone translate it for you.</td>
</tr>
<tr>
<td>1</td>
<td>View</td>
<td>Yes, but it depends on the situation.</td>
</tr>
<tr>
<td>1</td>
<td>View</td>
<td>Yes, because even though we speak English, it can be difficult to communicate.</td>
</tr>
<tr>
<td>1</td>
<td>View</td>
<td>Yes, because even though we speak English, it can be difficult to communicate.</td>
</tr>
<tr>
<td>1</td>
<td>View</td>
<td>Yes, because even though we speak English, it can be difficult to communicate.</td>
</tr>
<tr>
<td>1</td>
<td>View</td>
<td>Yes, because even though we speak English, it can be difficult to communicate.</td>
</tr>
<tr>
<td>1</td>
<td>View</td>
<td>Yes, because even though we speak English, it can be difficult to communicate.</td>
</tr>
</tbody>
</table>

49
### Question 6*  
On a scale from 0 to 5, 0 being the least effective and 5 being the most effective, is written notification effective when communicating with families who speak little to no English?

<table>
<thead>
<tr>
<th>ID</th>
<th>View</th>
<th>Survey</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>11062481</td>
<td>View</td>
<td>Test</td>
<td></td>
</tr>
<tr>
<td>11064096</td>
<td>View</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>11064330</td>
<td>View</td>
<td></td>
<td>When something is written down, it can be lost in translation if they don't have someone to explain it for them. However, if you are lucky enough to have someone to translate all your notes into the language of the family it works fine. Usually that is not an option outside of important documents. You also have the problem of the student losing the document.</td>
</tr>
<tr>
<td>11065822</td>
<td>View</td>
<td></td>
<td>Usually I have more of a response from written because either the student or another family member can translate the message.</td>
</tr>
<tr>
<td>11073139</td>
<td>View</td>
<td></td>
<td>I find that written communications can be more easily ignored or overlooked.</td>
</tr>
<tr>
<td>11073591</td>
<td>View</td>
<td></td>
<td>I think it depends sometimes they feel more comfortable being able to take the time to try and understand what you are saying in an e-mail or a letter than trying to comprehend it in a quick phone call. Again all parents and situations are different.</td>
</tr>
<tr>
<td>11073373</td>
<td>View</td>
<td></td>
<td>Usually their child translated.</td>
</tr>
<tr>
<td>11071544</td>
<td>View</td>
<td></td>
<td>Not always, parents understand the notes if notes are written in the second language. If it is the same language as their native language, then, there is no problem.</td>
</tr>
<tr>
<td>11071373</td>
<td>View</td>
<td></td>
<td>Most families have access to someone who can translate for them so written form is usually most effective.</td>
</tr>
<tr>
<td>11071587</td>
<td>View</td>
<td></td>
<td>If translated to their language yes.</td>
</tr>
<tr>
<td>11072572</td>
<td>View</td>
<td></td>
<td>Depending upon if it is translated to their native language.</td>
</tr>
</tbody>
</table>

### Question 7*  
On a scale from 0 to 5, 0 being the least effective and 5 being the most effective, is the use of technology effective when communicating with families who speak little to no English?

<table>
<thead>
<tr>
<th>ID</th>
<th>View</th>
<th>Survey</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>11062481</td>
<td>View</td>
<td>Test</td>
<td></td>
</tr>
<tr>
<td>11064096</td>
<td>View</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>11064330</td>
<td>View</td>
<td></td>
<td>I rated this a little higher because in most cases this will make it so the parents more than a letter sent home with a student would, but all the same reasoning from the last question still applies.</td>
</tr>
<tr>
<td>11065022</td>
<td>View</td>
<td></td>
<td>Most of the families don't have internet.</td>
</tr>
<tr>
<td>11073139</td>
<td>View</td>
<td></td>
<td>I have not used technology to communicate with families, so I am unable to say.</td>
</tr>
<tr>
<td>11044379</td>
<td>View</td>
<td></td>
<td>The parents can translate the email online or have someone translate it for them. My BPS, parents ask for email updates.</td>
</tr>
<tr>
<td>11071544</td>
<td>View</td>
<td></td>
<td>Not every parent has access to internet or other kind of technology devices to communicate with teachers.</td>
</tr>
<tr>
<td>11071987</td>
<td>View</td>
<td></td>
<td>If translated</td>
</tr>
<tr>
<td>11072572</td>
<td>View</td>
<td></td>
<td>Again, it can be effective if they have a computer at home and it can be translated.</td>
</tr>
<tr>
<td>11072529</td>
<td>View</td>
<td></td>
<td>Lack of $5 to have a computer at home. Usually the it will take more than a week to get a reply back from a parent.</td>
</tr>
</tbody>
</table>
**Question 8**

On a scale from 0 to 5, 0 being the least effective and 5 being the most effective, are community action strategies effective when communicating with families who speak little to no English?

Communication action strategies include school-sponsored events that are held on the school grounds (i.e., Math or Reading Nights, Fall Festivals, fundraising events, etc.).

<table>
<thead>
<tr>
<th>ID</th>
<th>Survey</th>
<th>Additional Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1100248</td>
<td>View</td>
<td>I feel that these events are important to everyone, but even more so to students and parents that speak little or no English. Events like this help everyone to feel involved in the community, which makes them want to try more to boost across and help their children.</td>
</tr>
<tr>
<td>1100436</td>
<td>View</td>
<td>The best way to communicate these types of things to the parents is to have them actually experience and understand what is going on. They are the ones that push the parents to come to these types of things.</td>
</tr>
<tr>
<td>1104437</td>
<td>View</td>
<td>We offer some of these in Spanish and English so they can be effective. Many times parents won't come because they feel embarrassed.</td>
</tr>
<tr>
<td>1107154</td>
<td>View</td>
<td>The school-sponsored events are definitely a link between the school and the community and it is an effective way to bring parents to school to participate in their children's activities.</td>
</tr>
<tr>
<td>1107135</td>
<td>View</td>
<td>It depends on the family's involvement and if there are people available to translate.</td>
</tr>
<tr>
<td>1107275</td>
<td>View</td>
<td>Our parents are more than willing to attend such events, but do not participate in the planning and volunteering side of fundraising events, etc. It requires many hours of work on the part of the teachers and administration.</td>
</tr>
<tr>
<td>1107290</td>
<td>View</td>
<td>Yes, they provide parents with visuals that aid their understanding about the concept.</td>
</tr>
</tbody>
</table>

- We have translators and we even offer free classes to teach English.
- People to translate letters, adults to sit in on conferences.
- Translators.
- Teacher Translators for conferences, bilingual information sent home.
- The CCT Curriculum Compliance Teacher is usually available to assist in translating parent teacher conferences.
- If it is Spanish, we have several people able to translate. If it is anything else, then we do not have a resource.
- Translation via ESOL Compliance teacher and other staff.
- For the Spanish speakers, yes. Other languages still a barrier.
- Translating from English to Spanish in writing or orally.
- Sometimes other teachers or faculty will translate for us.
- Translated phone messages and newsletters.
- Translators, everything is sent home in English and in Spanish. Individual teachers know the families who need translation and send their kids home accordingly.

- English classes Parent nights.
- Almost all the letters sent home have different translations if coming from the county. Also, we have the weekly phone calls system made by our Principal that is also translated to Spanish. In addition, the news paper (The Civil Observer) that goes home every month in English and Spanish.
- Staff members are willing to translate written communication if necessary or verbally translate.
- Yes, they send important letters home in multiple languages also you can have another teacher or office personnel to translate.
- Important forms and letters are often translated into Spanish and Haitian Creole which are the two main other languages spoken in our community.
- Many bilingual employees.
- Translators, written resources from the ELL.
- School personnel.
- Translators translating English notes/information into another language.
- Translators.
Question 9*
Does your school provide resources for teachers to use to communicate with families who speak little or no English?

<table>
<thead>
<tr>
<th>ID</th>
<th>View Survey</th>
<th>If so, what resource(s) are available:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1100481</td>
<td>View</td>
<td>Test</td>
</tr>
<tr>
<td>1100496</td>
<td>View</td>
<td>There is always a translator available. Plus we have our own ELL department person in our school. She handles communications and meetings with parents and school personnel.</td>
</tr>
<tr>
<td>1100490</td>
<td>View</td>
<td>We have translators and we even offer free classes to teach English</td>
</tr>
<tr>
<td>1100512</td>
<td>View</td>
<td>People to translate letters, adults to sit in on conferences</td>
</tr>
<tr>
<td>1100622</td>
<td>View</td>
<td>Translators</td>
</tr>
<tr>
<td>1100616</td>
<td>View</td>
<td>Teacher Translators for conferences, bilingual information sent home</td>
</tr>
<tr>
<td>1100613</td>
<td>View</td>
<td>The CCT Curriculum Compliance Teacher is usually available to assist in translating parent teacher conferences</td>
</tr>
<tr>
<td>1100597</td>
<td>View</td>
<td>If it is Spanish, we have several people able to translate. If it is anything else, then we do not have a resource.</td>
</tr>
<tr>
<td>1101180</td>
<td>View</td>
<td>Translation via ESOL Compliance teacher and other staff</td>
</tr>
<tr>
<td>1101916</td>
<td>View</td>
<td>For the Spanish speakers, yes. Other languages, little bit harder</td>
</tr>
<tr>
<td>1100571</td>
<td>View</td>
<td>Translating from English to Spanish in writing or orally</td>
</tr>
<tr>
<td>1104379</td>
<td>View</td>
<td>Sometimes other teachers or faculty will translate for us</td>
</tr>
<tr>
<td>1100977</td>
<td>View</td>
<td>Translated phone messages and newsletters</td>
</tr>
<tr>
<td>1107014</td>
<td>View</td>
<td>Translators, everything is sent home in English and in Spanish. Individual teachers know the families who need translation and send things home accordingly</td>
</tr>
<tr>
<td>1107139</td>
<td>View</td>
<td>English classes Parent nights</td>
</tr>
<tr>
<td>1107544</td>
<td>View</td>
<td>Almost all the letters sent home have different translations if coming from the county. Also, we have the weekly phone calls system made by our Principal that is also translated to Spanish. In addition, the newsletter (The Owl Observer) that comes home every month is in English and Spanish</td>
</tr>
<tr>
<td>1107735</td>
<td>View</td>
<td>Staff members are willing to translate written communication if necessary or verbally translate</td>
</tr>
<tr>
<td>1107987</td>
<td>View</td>
<td>They send a copy of these letters in Spanish to the families</td>
</tr>
<tr>
<td>1107247</td>
<td>View</td>
<td>Important information is made available in multiple languages</td>
</tr>
<tr>
<td>1107250</td>
<td>View</td>
<td>Many bilingual employees</td>
</tr>
</tbody>
</table>

Question 10*
What resources do you use if you need a teacher to translate to another language (e.g., school personnel, crime events, etc.)

<table>
<thead>
<tr>
<th>ID</th>
<th>Test Survey</th>
<th>View</th>
</tr>
</thead>
<tbody>
<tr>
<td>10221</td>
<td>View</td>
<td>Test</td>
</tr>
<tr>
<td>10264</td>
<td>View</td>
<td>Use the electronic software that is provided to translate when needed. Some might be confused. However, we prefer to make sure that the right translation is done.</td>
</tr>
<tr>
<td>10262</td>
<td>View</td>
<td>za school personnel, bilingual staff is located outside the building so they can help.</td>
</tr>
<tr>
<td>10261</td>
<td>View</td>
<td>Two school personnel, bilingual staff is located outside the building so they can help.</td>
</tr>
<tr>
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<td>Office personnel, bilingual staff is located outside the building so they can help.</td>
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<td>10256</td>
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<td>The CCT Curriculum Compliance Teacher is usually available to assist in translating parent teacher conferences.</td>
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Question 11*
How much time do you spend planning for a meeting with parents/guardians of ELL students?

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<th>If so, what resource(s) are available:</th>
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</thead>
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<td>View</td>
<td>0-2 hours</td>
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<tr>
<td>10219</td>
<td>View</td>
<td>2-4 hours</td>
</tr>
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<td>10218</td>
<td>View</td>
<td>4+ hours</td>
</tr>
<tr>
<td>10217</td>
<td>View</td>
<td>A day or more</td>
</tr>
<tr>
<td>10216</td>
<td>View</td>
<td>More than I can count.</td>
</tr>
<tr>
<td>10215</td>
<td>View</td>
<td>I do not spend time planning for meetings.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>ID</th>
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<td>View</td>
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<tr>
<td>10217</td>
<td>View</td>
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<td>10216</td>
<td>View</td>
<td>More than I can count.</td>
</tr>
<tr>
<td>10215</td>
<td>View</td>
<td>I do not spend time planning for meetings.</td>
</tr>
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</table>
Question 12
It is extremely challenging for me to communicate with families of ELL students.

<table>
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<tr>
<th>ID</th>
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<th>Survey</th>
<th>Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>11002481</td>
<td>View</td>
<td>Test</td>
<td>I am proficient in Spanish which all of my students first native language is in my class.</td>
</tr>
<tr>
<td>11002492</td>
<td>View</td>
<td>Test</td>
<td>With the resources I have available at this school it is not as hard as it could be. I didn’t have access to translators I would have an extremely difficult time.</td>
</tr>
<tr>
<td>11002526</td>
<td>View</td>
<td>Test</td>
<td>It would be extremely if I did not have any resources to translate.</td>
</tr>
<tr>
<td>11005202</td>
<td>View</td>
<td>Test</td>
<td>Our school has plenty of staff that will sit in on meetings or a phone call to help translate.</td>
</tr>
<tr>
<td>11005649</td>
<td>View</td>
<td>Test</td>
<td>I have the support of my team. If I did not it would be extremely challenging.</td>
</tr>
<tr>
<td>11013142</td>
<td>View</td>
<td>Test</td>
<td>Even with parents who do not speak English, I have found teachers or even the student/child is able to help translate.</td>
</tr>
<tr>
<td>11006912</td>
<td>View</td>
<td>Test</td>
<td>I do not speak any other languages.</td>
</tr>
<tr>
<td>11008829</td>
<td>View</td>
<td>Test</td>
<td>I find that when two people come together for the same reason, you can find other methods to use for communication rather than language.</td>
</tr>
<tr>
<td>11013185</td>
<td>View</td>
<td>Test</td>
<td>Again, it depends on the situation and the family members knowledge of English. If they know very little or no English, it is very helpful to have a translator present.</td>
</tr>
<tr>
<td>11024162</td>
<td>View</td>
<td>Test</td>
<td>I speak Spanish which in our school is the highest population.</td>
</tr>
<tr>
<td>11032371</td>
<td>View</td>
<td>Test</td>
<td>It may be somewhat challenging but not extremely.</td>
</tr>
<tr>
<td>11044371</td>
<td>View</td>
<td>Test</td>
<td>Most of the time the student handle all of the translating. As long as they are respectful and honest students, it is not a problem. Often times the parents will know enough to translate or look it up online.</td>
</tr>
<tr>
<td>11052577</td>
<td>View</td>
<td>Test</td>
<td>Because I do not speak the language.</td>
</tr>
<tr>
<td>11071313</td>
<td>View</td>
<td>Test</td>
<td>I have enough support from school personnel.</td>
</tr>
<tr>
<td>11071844</td>
<td>View</td>
<td>Test</td>
<td>I speak two languages and if do not speak another language different from English or Spanish, there is always a way to facilitate the communication between both parts.</td>
</tr>
<tr>
<td>11071882</td>
<td>View</td>
<td>Test</td>
<td>If the family does not speak English communication becomes non-existent.</td>
</tr>
</tbody>
</table>

Question 13
Do you speak another language?

<table>
<thead>
<tr>
<th>ID</th>
<th>View</th>
<th>Survey</th>
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</tr>
</thead>
<tbody>
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<td>11002481</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>1106388</td>
<td>The most challenging sometimes is not being able to sometimes get in touch. At a lot of my parents work more than one job. Scheduling meetings have to be flexible as different things might come up.</td>
<td>View</td>
<td></td>
</tr>
<tr>
<td>1106389</td>
<td>The language barrier and cultural differences can be a challenge at times. Especially the ones about being late not being important.</td>
<td>View</td>
<td></td>
</tr>
<tr>
<td>1106390</td>
<td>Knowing that students are communicating information to parents as they sometimes become the translator.</td>
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<td></td>
</tr>
<tr>
<td>1106391</td>
<td>Messages are either delayed or can be misunderstood in translation.</td>
<td>View</td>
<td></td>
</tr>
<tr>
<td>1106392</td>
<td>If I don't have a translator, I do not speak another language.</td>
<td>View</td>
<td></td>
</tr>
<tr>
<td>1106393</td>
<td>Getting the family to come to a conference where they know very little English is a challenge.</td>
<td>View</td>
<td></td>
</tr>
<tr>
<td>1106394</td>
<td>Finding someone to translate during a parent-teacher conference. They are not usually able to assist their children with school work.</td>
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<tr>
<td>1106395</td>
<td>The most challenging part would be deciphering between lack of communication or lack of understanding.</td>
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<tr>
<td>1106396</td>
<td>Sometimes they are hesitant to come in because of the language barrier.</td>
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</tr>
<tr>
<td>1106397</td>
<td>It is sometimes difficult to determine how well the family really understands what I am trying to say. Sometimes, like our students, they will not show because they are embarrassed to ask further questions or to admit that they don't understand.</td>
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<td></td>
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<tr>
<td>1106398</td>
<td>I feel that sometimes parents believe since they don't speak English they just shouldn't have any communication with their English speaking teachers.</td>
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<tr>
<td>1106399</td>
<td>More culture as language.</td>
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<td></td>
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<tr>
<td>1106400</td>
<td>The most challenging part is clearing up any confusion about grades or assignments.</td>
<td>View</td>
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</tr>
<tr>
<td>1106401</td>
<td>The language barrier and not knowing if they are understanding the importance of what you are saying.</td>
<td>View</td>
<td></td>
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<tr>
<td>1106402</td>
<td>Getting them to understand what we are trying to say or inform them of. This is why a reliable translator is important.</td>
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<tr>
<td>1106403</td>
<td>Clearing your point across and being sure that it is understood and not taken the wrong way or with the wrong atmosphere.</td>
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<tr>
<td>1106404</td>
<td>I do not think that is a challenge for me but I always try to be very sensitive about their culture and customs.</td>
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<td>1106405</td>
<td>The language barrier.</td>
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</tr>
<tr>
<td>1106406</td>
<td>don't understand the language</td>
<td>View</td>
<td></td>
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<tr>
<td>1106407</td>
<td>Having them understand that you always do things to help their child even if the homework is reputation. The more practice the better.</td>
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<tr>
<td>1106408</td>
<td>Getting them to understand the importance of school. Other cultures have a very different view of education and our role and their role in helping their children learn. Getting on the same page is the most challenging aspect of these meetings.</td>
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<tr>
<td>1106409</td>
<td>Lack of vocabulary, cultural background, lack of technology also limits communication opportunities.</td>
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<td>1106410</td>
<td>One of the most challenging</td>
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<tr>
<td>1106411</td>
<td>If the family does not speak English or another language that is easily translated.</td>
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<tr>
<td>1106412</td>
<td>Have them understand cultural differences related to education.</td>
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<tr>
<td>1106413</td>
<td>Making sure that we are all on the same page. Making sure that everyone understands what needs to be understood. Answering questions too.</td>
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<tr>
<td>1106414</td>
<td>make ourselves available with a translator</td>
<td>View</td>
<td></td>
</tr>
<tr>
<td>1106415</td>
<td>The parents of my ELL students are mostly not available when I need to meet with them. The parents are sometimes too busy to meet with me and they usually cancel my appointments without telling me.</td>
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<tr>
<td>1106416</td>
<td>Making sure they truly understand what I am trying to communicate to them.</td>
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Question 15

**Does your school provide ample opportunities for parents to become involved?**

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Question 16

**Optional: What advice would you give to future educators about communicating with families who speak little to no English?**

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- Be patient and use the resources you need. Use translators wherever possible to avoid misunderstandings. It is much easier to fix a communication issue with a translator present.
- Don’t spend too much time having things translated. It is the responsibility of the families to provide these resources.
- Keep all avenues of communication open. You will find one works best, and each family is different.
- Be always very sensitive to their culture and customs. Be attentive, make them feel welcome and comfortable when they come into your classroom for meetings, invite them to participate in school activities, try to use translators during meetings and send information home in their native language.
- Be prepared with other resources outside of your school. Also provide letters in multiple languages if possible. Encourage parents to talk in the English classes that their child attends.
- Always remember to retain the human touch.
- Effective communication is essential to create strong school/home partnerships and to increase parental involvement. Always remember to retain the human touch.
- Use your resources. Ask colleagues, use the internet, ask other parents and students.
- Try getting someone to have a school personnel to assist you when you are having a meeting. Look for letter translations so the parents can understand the information better. Be specific and schedule appointments for the child benefit.
REFERENCES


