**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Education and Training |
| **Course** | Practicum in Education and Training |
| **Lesson/Unit Title** | Communicating with Parents |
| **TEKS Student Expectations** | **130.165. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (C) The student is expected to practice various forms of communication such as verbal and non-verbal communication used in educational and career settings  (2) The student explores the teaching and training profession.    (B) The student is expected to demonstrate and implement knowledge and skills needed by the teaching and training profession  (C) The student is expected to update assessment of personal characteristics needed to work in the teaching and training profession |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Practice using proper and effective communication * Establish comfort in communicating with parents * Identify positive contact methods * Identify what should be on a teacher’s web page |
| **Rationale** | How would you feel if I told you that I would be calling your parents today? (Discuss) Why do you feel this way? Do you typically feel that a parent contact is negative or positive? Why? Part of the job of a teacher is to communicate effectively with parents. Unfortunately, it appears most of this contact is negative. Today, we’ll talk about how to address those situations as well as ways to communicate positive messages to parents. |
| **Duration of Lesson** | One to two 45-minute class periods. |
| **Word Wall** | **Communication:** Process by which ideas, feelings, and information are shared. It involves the skills of listening, speaking, careful reading and writing  **Listening:** An important part of communication. The listener receives the message and then interprets it. A good listener makes an effort to clearly understand the message  **Passive listening:** Occurs when person receiving information provides responses that invite the speaker to share opinions and ideas. The passive listener may hear the words without listening for meanings  **Active listening:** Requires the listener to understand what the speaker means. An active listener repeats what the speaker says to make sure the content of the message is clearly understood. Feedback is the response a person gets to a message sent  **Two-way communication:** Occurs when the speaker and the listener both provide feedback  **One-way communication:** Occurs when the person conveying information cannot obtain feedback  **Non-verbal communication:** Communicating messages through gestures and body movements  **Perception:** How one selects, organizes, and interprets information  **Self-disclosure:** Occurs when people voluntarily tell others information about themselves that the other party is unlikely to know or discover from other sources |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector * Computers with internet access and word processing for each student   **Copies of Handouts:**   * Communicating with Parents Cornell Notes * Communicating with Parents KWL * Communicating with Parents Project * Communicating with Parents Rubric   **PowerPoint:**   * Communicating with Parents   **Websites**   * Parent Conference Source: Schooltube  A brief cartoon video mocking a parent teacher conference<http://www.schooltube.com/video/0fe3d817b8903937e5bf/Parent-Conference>   **Graphic Organizer:**   * Communicating with Parents Cornell Notes   **Handouts:**   * Communicating with Parents KWL * Communicating with Parents Project * Communicating with Parents Rubric |
| **Anticipatory Set** | Show the video clip from schooltube with a cartoon example of a parent conference. <http://www.schooltube.com/video/0fe3d817b8903937e5bf/Parent-Conference>  Discuss as a class. |
| **Direct Instruction with Special Education Modifications/Accommodations** | Have students individually complete the first two columns of Communicating with Parents KWL chart.  Use slide presentation Communicating with Parents to lead discussion about communication. Presentation Notes on Communicating with Parents are provided to assist you with dialogue. Students may utilize the Communicating with Parents Cornell Notes while following along with presentation.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * provide student with a copy of the presentation * allow extra time for responses * individual assistance, as needed * allow group or work with partners |
| **Guided Practice with Special Education Modifications/Accommodations** | Answer any questions that students may have over the presentation.  Group students into teams of two. Each team will prepare and present two mock parent conferences. Allow teams to create their own teacher/parent scenarios. One scenario must include a parent calling for the meeting, the second scenario must revolve around the teacher calling the meeting. Allow time for planning and rehearsing the scenarios. Monitor planning time by interacting with teams, asking guiding questions, making suggestions, and sharing personal experiences.  Teams will take turns acting out their scenario. Allow time for discussion and suggestions for improvement.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allow extra time * individual assistance, as needed * partner student with another of a higher level |
| **Independent Practice/Laboratory Experience with Special Education Modifications/Accommodations** | **Scenario:** You have been hired for your first teaching job. You have been asked by your principal to develop a “welcome letter” that will be sent to parents prior to the beginning of school. In addition, you are to create a personal web page that can be accessed by students and teachers at any time.  Distribute and thoroughly Communicating with Parents Project and Communicating with Parents Rubric so that each student has a written copy of the instructions in addition to what you have verbally explained to them. There are a variety of free website pages available online to assist students in developing their personal teacher web page.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allow extra time * allow partner work * correct spelling and grammar but do not deduct points |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students will complete the last column of their Communicating with Parents KWL, as well as the summary portion of their Communicating with Parents Cornell Notes  Have students share ideas of ways that teachers can promote positive interaction with parents. |
| **Summative/End of Lesson Assessment with Special Education Modifications/Accommodations** | Student welcome letter and personal teacher website will be assessed with Communicating with Parents Rubric. |
| **References/Resources** | **Textbooks:**   * Kato, Sharleen L. Teaching. Goodheart-Wilcox, 2010. 229-234. Print. * Putting It All Together Education and Training. The Curriculum Center for Family and Consumer Sciences Texas Tech University. 232 – 237, 279-280. [www.depts.ttu.edu/hs/ccfcs](http://www.depts.ttu.edu/hs/ccfcs)   **Websites:**   * Communication Quotes  Source: Finest Quotes A list of quotes about communication<http://www.finestquotes.com/select_quote-category-Communication-page-0.htm> * Parent Conference Source: Schooltube  A brief cartoon video mocking a parent teacher conference<http://www.schooltube.com/video/0fe3d817b8903937e5bf/Parent-Conference> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * KWL * Reading and editing |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Have students read and edit each other’s welcome letters and personal teacher web pages prior to submitting.  Students can also locate, read, and evaluate the webpages of teachers on their own campus. |
| **Quotes** | The problem with communication is the illusion that is has occurred. **- George Bernard Shaw**  The way we communicate with others and with ourselves ultimately determines the quality of our lives  **- Anthony Robbins**  Think like a wise man but communicate in the language of the people. **- William Butler Yeats** |
| **Writing Strategies** | **Journal Entries:**   * If I were a teacher, I would begin the year by… * I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (teacher’s name) is good at family communication because…   **Writing Strategy:**  RAFT (Role/ Audience/Format/Topic)   * Role: Teacher * Audience: Parents * Format: Letter * Topic: Welcome and introduction   You are a teacher who would like to send a welcome / introduction letter home to parents on the first day of school. |
| **Communication 90 Second Speech Topics** | * To be a teacher who communicates well, I need to do these things to be better prepared. * I feel that our principal should have our teachers \_\_\_\_\_\_\_\_\_\_\_ to become more effective at communicating because … |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | Students can identify teachers who do not currently have an active or updated website. Students can assist in creating/updating web pages for campus instructors. |
| **Family/Community Connection** | Students can interview their parents about how they feel about teacher communication. Students and parents can brainstorm ways to enhance the parent – teacher communication.  Students can compile a list of suggestions from parent interviews and present suggestions to the principal. |
| **CTSO connection** | Family, Career, and Community Leaders of America (FCCLA)<http://texasfccla.org>  Power of One Project: A Better You – Improve personal traits. Students would work on qualities/characteristics identified as needing improvement  Interpersonal Communications—an individual or team event, recognizes participants who use Family and Consumer Sciences and/or related occupations skills and apply communication techniques to develop a project designed to strengthen communication in a chosen category: community, employment, relationships, family, peer groups, or school groups. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see: <http://www.servicelearningtexas.org>  Possible idea:  Students can identify teachers who do not currently have an active or updated website. Students can assist in creating/updating web pages for teachers on their campus. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)