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**Link/Assignment: Final Copy**

**6 Steps to Getting Parents Involved in Their Child’s Learning Through the Use of Technology**

**Andrea Miller November 11, 2018**

Hey teachers, I know each of you realize how important it is to get your parents involved in your students’ learning so, I have found a way that has helped get my parents involved. I want to share with you the steps I took to get my low income/poverty ELL parents involved in their child’s education through the use of technology. Once finished, I had all parents that participated in my program registered for all computer programs that we use to help our students and all the programs we use to keep an open communication between the students, their parents, and myself.

**1. Find Sponsors to Help the Cause**

The first step you need to take is contacting someone in your district who helps with meeting the need of your community. For me it was our local Kent School Services Network. Once I got KSSN on board they were able to reach out to the sponsors that help them reach their goal needs for their community. In my case it was getting the community i.e. parents technology experience and devices they can use. With the help of another sponsor CompRenew we were able to get the participating parents a desktop for $50 or a $300 voucher for a laptop.

**2. Send Surveys and Collect Data**

After meeting with the sponsors your next step is to create a survey that asks the parents if they feel they could use or need computer lessons. If so, would they be willing to take lessons if they were available. Make sure to include day and times they are available and the best way to contact them if classes become available. Then after collecting the surveys and inputting the data you will find out what day and time works best for those interested.

**3. Contact Volunteers**

Once you collected the data and find out how many parents are interested you then need to find volunteers who are willing to help with teaching the parents. Your colleagues are a great resource especially those who are very familiar with technology and use it in their classrooms.

**4. Meet with Sponsors**

After you have found your volunteers you then need to set up a meeting to meet with your sponsors to set up lesson plans to fit the parent’s needs and decide on how many parents can join the classes. Then contact the parents who are able to join in the class

**5. Set up schedule**

After meeting with your sponsors your will need to decided how many classes you should have your parents take and how long each class will last. Once you have decided revisit your data and choose days that worked for the parents participating.

**6. Celebration for completion**

The last class is a celebration of completion of the classes. This is a huge acknowledgement for your parents and it shows their dedication to their children and their teachers. You want them to know how much this means to you as a teacher that they took the time to learn and understand what their children are doing when they are on the learning apps.

**WeAreTeachers**

Before submitting, we recommend reviewing the WeAreTeachers blog to understand our style, format, and tone. Most of our blog posts run between 500–700 words, although some are much less, particularly articles written in list format.

Assignment 3: Journal/Publication Rough Draft 100 points

After reviewing the available journals and other online publications, it is time to make a decision to share your knowledge with others. Remember, you do not have to be an expert to share YOUR specific ideas on using technology to enhance teaching and learning. Again, we encourage you to use a variety of digital resources and environments to enhance your learning experience. Choose one journal or online publication and develop a rough draft to showcase the application of a digital resource according to the submission guidelines. You will need to follow this submission guideline almost as if it is an exact recipe.

As you move forward with your master’s degree, others will look to you as a leader in thought. It is your responsibility to share with others and help them learn. You need to model what digital teaching looks like to promote academic learning. Read this short article, by Sage Publishing: [How to Get Your Journal Article Published](https://luonline.blackboard.com/bbcswebdav/pid-2181921-dt-content-rid-16794331_1/xid-16794331_1" \t "_blank)The article provides tips and other items to help you improve your chances of becoming a published author.  You do not have to be an expert to publish your ideas. Others in the field will appreciate your perspective especially if you narrow your topic down to something specific. Visit my website for tips and places to consider publishing: [http://tilisathibodeaux.com/wordpress/?page\_id=841](http://tilisathibodeaux.com/wordpress/?page_id=841" \t "_blank). If you are not ready to publish, that is okay. Use this opportunity to practice and prepare for a future publication. You can always publish right on your very own ePortfolio, if you choose.

Publication ideas, tips, and things to think about: Write about some aspect of your innovation plan or an initiative you started in your classroom, school, or district wide. Focus on some aspect of that innovation plan or initiative. Perhaps you started an edcamp at your school that focused on STEM initiatives. Maybe you started a robotics blended learning rotation. Perhaps you are just starting to integrate mobile devices. What are some things others should keep in mind? What are the lessons learned from this experience? What digital resources and environments could you refer others to either from class readings or other resources that you could share. 

Start by researching the journals you subscribe to or other online resources you access to see if there is an opportunity to submit to one of them. Be sure to find out what the requirements are for submission. Review what others have posted to the discussion area. Prepare an outline of the content you wish to write about. Be sure to prepare the outline according to the submission requirements of the journal or publication. By the end of this course, we hope that you will submit an article for publishing.

**Assignment Specs:** Every assignment turned in should list the last name and the title of the Assignment (Cox\_Publication\_Rough Draft) If you create a video, please share the URL in Bb. My suggestion would be to create a link and post it to your ePortfolio when you are finished. If you choose to do your assignment using a Google Suite tool (such as Google Docs), please make sure the document is open and accessible via the URL link. \*Develop your assignment so that it can be made public. Think of your audience, digital presence, and the message in which you hope to communicate. 

**You will NOT add this assignment to your ePortfolio yet as many journals require non-published materials.**  
Please use this document as your submission document for your Assignment: [EDLD 5317 Week 3 Assignment Doc](https://luonline.blackboard.com/bbcswebdav/pid-2181921-dt-content-rid-17403933_1/xid-17403933_1)

#1 Download and save the document. Include your last name\_Assignment title.

#2 Include the written portion in the Assignment document.

#3 Save and upload the entire document as an attachment.  
  
\*Be sure to cite references according to APA 6th edition.

If your Assignment does take the form of a Word document then you can simply paste the content into the document template and complete the assignment submission as outlined above.

The College of Education is using this submission process in its online courses for two reasons:

1. We wish to provide you an offline copy of the assignment instructions that you can refer to.
2. We want to ensure there is a consistent and permanent record of assignment submissions that can efficiently be converted to hard copy.

**Formats:**

* You can use a Word document.
* Use the APA format to cite your sources.
* Use the assignment name, your last name and first initial (assignment name + last name + first initial) to label your assignment submission.

**Course Goal: Learners will examine a variety of digital learning environments and other digital resources to effectively communicate with others the practical implementation and the pedagogical value for educational use.**

**You will NOT add this assignment to your ePortfolio yet as many journals require non-published materials.**

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| **Level of Mastery** | **Level 1**  Does not meet the minimum criteria | **Level 2**  Approaches the minimum criteria | **Level 3**  Meets the minimum criteria | **Level 4**  Demonstrates target criteria |
| Content Knowledge | 0 - 27  Major problems are present and the assignment lacks connections. Exhibits a lack of understanding, inappropriate use, and incorrect implementation of the theories, concepts, and/or strategies presented in the course. | 28 - 31  Minor problems are present and some connections are present. Exhibits a minimal understanding of the theories, concepts, and/or strategies presented in the course. Minor problems exist in the way theories, concepts, and/or strategies are used or implemented. | 32 - 35  Minor issues are present and most connections are present. Exhibits an adequate understanding of the theories, concepts, and/or strategies presented in the course. Minor issues exist in the way theories, concepts, and/or strategies are used or implemented. | 36 - 40  No issues are present. Exhibits an in-depth understanding, appropriate use, and correct implementation of theories, concepts, and/or strategies presented. |
| Critical Thinking | 0 - 12  Opinions or ideas expressed are unsubstantiated with references to the content and/or personal references. The references cited do not support the opinions or positions expressed, or are missing. | 13 - 14  Minor problems are present and opinions or ideas expressed are not well substantiated with references to the content and /or personal references. The references cited may or may not support the opinions or positions expressed. | 15 - 17  Minor issues are present and opinions or ideas expressed are substantiated with references to the content and /or personal references. Most references cited support the opinions or positions expressed. | 18 - 20  No issues are present and opinions or ideas expressed are well substantiated with numerous explicit references to the content and/or personal references. The references cited support the opinions or positions expressed. |
| Comprehensive | 0 - 12  Few aspects of the assignment are addressed. | 13 - 14  Some aspects of the assignment are satisfactorily addressed. | 15 - 17  Most aspects of the assignment are satisfactorily addressed. | 18 - 20  All aspects of the assignment are explicitly addressed. |
| Presentation | 0 - 12  Major problems make the presentation unclear and/or disorganized. Thoughts are not expressed in a coherent and logical manner. Images, audio, and related media detract from the presentation message. Spelling, grammar, or syntax errors significantly detract so that the message is unclear. | 13 - 14  Minor problems are present that interfere with the clarity, structure organization of your message. Minor problems with coherence and logic interfere with the way thoughts are expressed. Minor problems with Images, audio, and related media. Spelling, grammar, or syntax errors detract from the message. | 15 - 17  Minor issues are present but the presentation is adequately clear, concise, and organized. Minor issues with coherence and logic interfere with the way thoughts are expressed. Minor issues with Images, audio, and related media. Spelling, grammar, or syntax errors detract from the message. | 18 - 20  Presentation is clear, concise, and well organized. Thoughts are expressed in a coherent and logical manner. Images, audio, and related media enhance the message. If spelling, grammar, or syntax errors exist, they are minimal and do not detract from the message. |