Home and Independent Study
PARENTS' WORKSHOPS

SERIES
GUIDEBOOK

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Introduction

The *Home and Independent Study Parents' Workshop Series* provides participants with knowledge of multiple areas of homeschooling.

Series Overview

These modules are intended to give home study parents a knowledge base for teaching their children and managing the unique challenges that such endeavors create.

Series Organization

Module #	Module Title & Description
1	Overview of Standards and Planning
2	Resources
3	Learning Styles
4	Grading and Rubrics
5	Handling Teacher and Student Burn-Out
6	Transitions: Grade School to Jr. High; Jr. High to High School

Target Audience

Target audience is composed of parents of new home study students. Education levels typically range from 8th grade to Masters degrees. Nearly all have little to no prior experience with lesson planning or course creation.

Drivers to success with ultimate goal: To provide the best education for their child(ren)

Barriers to success with ultimate goal: Language and distraction-free time to invest in practicing the learned skills

Module Goals and Outcomes

Module 1: Overview of Standards and Planning

Course Goals

To teach parents how to create their own unit and daily lesson plans.

Course Outcomes

After completing this course, participants will be able to:

- Read and understand state standards
- Explain the difference between standards and curriculum
- Explain what Common Core is
- Understand what curriculum and pacing guides are and how to use them
- Understand what a unit plan is and how CGs & PGs can be used
- Explain what an assessment is and how to select one for a unit
- Understand how to select unit activities
- Construct Daily Lesson plans to support their Unit plans

Module 2: Resources

Course Goals

To teach parents how to access resources and how to choose which resources are best for achieving their lesson goals.

Course Outcomes

After completing this course, participants will be able to:

- Recognize the range of resources available
- Explain the advantages/disadvantages of state adopted texts
- Explain how manipulatives support learning
- Explain how thematic kits can be used to support learning across subjects
- Find and choose online resources to supplement their materials

Module 3: Learning Styles

Course Goals

To teach parents about various learning styles, how to identify their children's style, and how to tailor lessons to take advantage of these abilities.

Course Outcomes

After completing this course, participants will be able to:

- Determine their children's learning style(s)
- Describe the 3 main learning styles: auditory, visual, kinesthetic
- Explain how learning styles influence activities and assessments
- Name several activities/assessments that work best for each style

Module 4: Grading and Rubrics

Course Goals

To teach parents about the goals of assessments, types of assessments, and rubrics.

Course Outcomes

After completing this course, participants will be able to:

- List the 4 categories of tasks: selected response, constructed response, product, and performance
- State examples of each category
- Explain the 2 types of grading: percentage/mastery and rubrics
- Explain what a rubric is and how it is used
- Describe the types of rubrics: analytic and holistic
- Construct a rubric by determining the criteria needed and the number of levels required

Module 5: Handling Teacher and Student Burn-Out

Course Goals

To teach parents to recognize burn-out in themselves and their students and how to handle it when it eventually arrives.

Course Outcomes

After completing this course, participants will be able to:

- Determine if they or their children are feeling overwhelmed or "burned out"
- Describe negative effects of burn-out
- Explain methods for managing work loads and handling burn-out

Module 6: Transitions: Grade School to Jr. High; Jr. High to H.S.

Course Goals

To teach parents about the changes and challenges as their students advance from one bracket to the next and how to manage them.

Course Outcomes

After completing this course, participants will be able to:

- Explain the changes in expectations of students when they progress from grade school to Jr. High and Jr. High to High School
- Explain the changes in expectations of them when their students progress from grade school to Jr. High and Jr. High to High School
- Explain the challenges that such transitions can cause
- Create plans for managing these transitions effectively

Class Size

Audiovisual Equipment Requirements

Visual aids for this course consist of PowerPoint slides and a supplemental workbook. The following audiovisual equipment is necessary for delivery of this course:

- LCD projector compatible with a notebook computer and cables for proper connection
- Spare projector bulb
- Electronic remote device to advance slides in PowerPoint presentation, if available
- Projection screen (at least 6' x 6')
- Pointer (preferably laser type)
- Twenty-foot or longer extension cord
- Whiteboard with dry erase pens and eraser, if available
- Flip chart with markers
- Large black markers for participant tent cards (at least one for every two participants should be placed at their workspace)

All equipment should be placed in the room for the instructors to check at least one hour prior to the time of the course.

Room Requirements

The room should be large enough to accommodate workspace and chairs for up to 15 participants and 1 instructor plus the aforementioned equipment—a large conference room or classroom.

Instructors should be able to arrange the classroom as they deem most appropriate given the exact number of participants. (The ideal arrangement allows participants to interact with the instructors and each other; e.g., a U- or V-shape arrangement, clusters of work areas, etc. All participants should be able to see the screen and instructor; however, participants and the instructor should be able to move about the room without obstruction.

A preparation table and presentation table should be provided for the instructor. The room should be in a quiet area and have a lighting system that permits convenient dimming of the lights, especially where the screen is located.

Training Site

- Ideal room will not be overcrowded, too hot or too cold, or subject to outside distractions.
- Adequate shape and size. No poles or obstructions
- Electrical outlets
- Lighting controls due to required projection screen. Can the lights be selectively dimmed when showing the presentation?
- Sufficient chairs for all students.

Participants and Instructors

- Participants and the instructor should be:
  - Informed of course starting and ending times
  - Advised on parking arrangements

Final Arrangements

At least one (1) hour before the course:
- Set-up the classroom.
- Organize the participant materials.
- Post directional signs.
- Test all equipment.

During the course:
- Let the instructor know whom to contact if he/she needs assistance.
- Provide a copy of the class roster to all course participants.
- Prepare certificates of training. The time needed to prepare them may be reduced and the appearance improved by using a computer with a graphics program and a laser printer.

After the course:
  Make certain the instructor has the class roster, course evaluation forms, and student registration forms.

Student Requirements

None for this course.

Sample Agenda (Module 1)

Time	Lesson Title/Description
~10 minutes	Standards and Curriculum Overview
~10 minutes	Deciphering a Standard
~10 minutes	Unit Planning - Part 1
~15 minutes	Assessment
	Break
~15 minutes	Unit Planning - Part 2
~20 minutes	Daily Lesson Planning
~10 minutes	Review

(Breaks may vary from site to site according to class preference. Break(s) listed here are not mandatory.)

Instructor: Presentation Requirements

Before the Training Event Preparation List

Confirm the training dates, location, and number of participants. Ensure you have the following materials:
- Instructor Guide, one copy for each instructor
- PowerPoint Presentation appropriate to the location of the course
- Participant Workbooks
- Attendance Sign-in Sheets
- A computer loaded with appropriate OS
- An LCD projector compatible with the instructor's notebook computer (e.g., InFocus or similar make), if the host agency cannot provide one.
- Cables necessary to connect projector to computer, if the host agency cannot provide the projector
- Electronic remote device to advance slides in the Presentation, if available
- Projection screen
- Twenty-foot or longer extension cord and power strip
- Whiteboard with dry erase pens and eraser
- Flip charts (at least four)
- Large markers, assorted colors (at least seven sets)
- Large black markers for participant name tags (at least one for every two participants)
- Learning Assessment(s), if any
- Course Evaluation sheets

1. Read and study the Instructor Guide and presentation. Familiarize yourself with the Participant Workbook. Determine who will print the Certification of completion for each participant.

2. Prepare the agenda (sample from Module 1 below) on a flip chart page or PowerPoint Slide

A G E N D A	Course Introduction Lesson 1: Standards and Curriculum Overview Lesson 2: Deciphering a Standard Lesson 3: Unit Planning - Part 1 Lesson 4: Assessment Break Lesson 5: Unit Planning - Part 2 Lesson 6: Daily Lesson Planning Lesson 7: Review Wrap-up / Q & A Course Review

3. Prepare the following ground rules on a flip chart page or PowerPoint Slide.

G R O U N D R U L E S	• Participate. • Listen when others talk. • Respect the opinions and attitudes of others. • Turn off cell phones and pagers.

5. Ensure the room is set-up properly (i.e., tables and chairs are arranged to maximize interaction, projectors do not block participants' lines of sight, flip charts are convenient to you and visible to participants, etc.).

6. Test the equipment.

7. Arrange materials so they are convenient for you and the participants. On the first day, ensure each participant's place has:

- One copy of the Participant Workbook.
- One name tag and one name tent.
- One pen and pad (unless participants have been instructed to bring their own).
- One black marker for every two participants (so they can write their names on their name tags and name tents).

During the Training Event

1. Arrive early. Give yourself plenty of time to get organized.
2. Be sure all participants sign-in.
3. Start on time and stay on track. Keep exercises within their time limits. End discussions when they cease to be productive. Lead participants away from digressions and tangents and back to the lesson.
4. Be available during the break and after class for questions.
5. Mentor participants during the activities. Walk among groups in class and on-site as they work on their activities, and answer questions and offer guidance as appropriate. Ensure participants are on track as they work. Give constructive feedback during the presentations and discussions.
6. Review the content of each lesson throughout the course to reinforce the learning outcomes for that lesson and to connect to upcoming material. Avoid YES or NO questions and try to use open-ended questions to draw participants into the material.
7. Lesson Outcomes: At the beginning of each lesson, review that lesson's outcomes. Make sure participants are fully aware of the topics to be addressed in the lesson. At the end of each lesson, review the outcomes once again using review questions or an activity/exercise to ensure the outcomes were met.

After the Training Event

Have participants complete Learning Assessments and Course Evaluations. Collect the assessments and evaluations.

Module Instructor Guides

This section contains all of the individual Instructor Guides for each Module.