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USING TECHNOLOGY TO ENHANCE BACK TO SCHOOL NIGHT

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education:

Instructional Technology

by

Heidi Balatico Dacio

June 2010

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Approved by:

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Dr. Eun-Ok Baek, First Reader   Date   6/8/2010

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Dr. Amy Leh, Second Reader

ABSTRACT

This project was intended to build communication between the school and the home. With the use of a multimedia presentation, DVD, school and classroom expectations were communicated to the parents. A survey was given to first grade parents to determine whether this DVD would be beneficial. The results of that survey showed that there was a need, and parents were wanting information in areas of school and classroom expectations, academic standards, disciplining students, and character development. Through the Assessment, Design, Development, Implementation and Evaluation process (ADDIE), a DVD presentation was designed, developed, and implemented to communicate these learning objectives. Evaluating the parent and teacher feedback confirmed that the DVD was clear, professional, and to the point with the exception of a few additions to enhance the overall presentation.

ACKNOWLEDGMENTS

It is a pleasure to thank the California State University San Bernardino faculty members who made this thesis possible. Thank you to Dr. Brian Newberry who helped me to get through the beginning stages of the literature review. Thank you to Dr. Eun-ok Baek for the continuous support and feedback throughout the entire process. Thank you to Dr. Amy Leh for being an exceptional advisor and reading through my thesis. I have enjoyed being in your classes over the past two years.

I would also like to thank the teachers and parents who participated and provided feedback on the project. Your valuable comments are appreciated.

DEDICATION

This thesis is dedicated to my wonderful parents who encouraged me to pursue my Masters degree and helped pay for my tuition. It is also dedicated to my husband and son who love and support me each day.

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CHAPTER ONE

BACKGROUND

Introduction

A successful school year includes the involvement of
those who have a direct connection with the school:
school employees, students, and parents or guardians. A
relationship between all will help to ensure that the
expectations of the school are understood, and that any
misinterpretations are addressed immediately. According to
Lezotte and Pepperl (2001), "A welcoming attitude is the
single, most critical factor in encouraging parental
involvement and partnership with the school, but not every
school creates such an atmosphere" (p. 3). This is true
for a number of schools. A relationship is not built
amongst the school and home, leading to difficulties
throughout the year. That is why a welcoming presentation
at the beginning of the year is necessary, setting
schoolwide and classroom expectations, a means to build a
relationship between the home and school.

This thesis ties into the need of a partnership
between the school and families. Building this home-school
relationship will be done within the first week of school

through a "Welcome Back" digital presentation for families in a first grade classroom. The development of the project will directly relate to one of the correlates of an effective school, Positive Communication - School, Home, and Community. Another correlate of an effective school that it will touch upon is setting High Expectations. Schools can only hope for a successful school year, and communicating with parents at the beginning of the year where expectations are stated is a starting point towards this success.

Statement of the Problem

The problem was the lack of communication that the school had with the families in attendance. Teachers were unaware of the needs that parents had about their child's upcoming school year. In reverse, parents were unaware of school and classroom expectations. This lack of communication caused difficulties throughout the year, hindering the growth of the student's education. As a start to building this relationship, the parents and teacher discovered valuable information needed for the student's success. This communication was needed to help

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students reach their academic and social potential with the support at home and at school.

Another problem was the parent involvement in their child's education. The school gave opportunity for parents to visit their back to school night, but the attendance was low. Parents were unable to attend because of time constraints or previous engagements. For whatever the reasons were, there was a need to communicate with the parents. Although communicating with parents in person is more effective, the teacher needed a different means of communicating the information. The use of technology was used to help solve this problem.

Purpose of the Project

The purpose of the project was to develop a practical means of communication with parents using technology. It was used to target those parents who were unable to attend "Back to School Night" or those who needed reminders throughout the year. A DVD presentation was used as a welcome DVD to communicate school, classroom, student, and parent expectations. It also provided the parents ways in helping their child be successful throughout the year. Parents were able to refer back to the DVD at their

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leisure and be a part of their child's first grade educational experience. It was decided not to provide this information on a website based on the needs assessment. Parents did not choose the Internet as the best way of presenting the information. Presenting the information through a DVD was the number one choice.

Significance of the Project

Teachers plan to reach out to parents at the beginning of the school year, but the task is not always achievable. As time passes by, parents are unaware of what is expected of their child for the school year, and the child is falling behind. With a DVD that shares significant information with the parents, and is given at the beginning of the school year, they have the opportunity to get involved right away. The parent can play a role in giving the support their child needs for the year. Developing this DVD would be a stepping-stone to communicating with parents, in hopes of building a relationship that will benefit the child's success.

With a solid presentation, the instructional designer would be able to easily burn copies throughout the year for new parents entering the classroom. If information

were to be the same from year to year, the DVDs could be collected back at the end of the year and reused for the upcoming parents. This definitely keeps the costs down to a minimum. If in case changes needed to be made, iMovie was user-friendly enough wherein changes of the presentation would not be too difficult to accomplish. Having this solid base of the presentation saves time for the instructional designer to develop again.

Limitations

During the development of the project, a number of limitations were noted. These limitations are the following

1. The collections of surveys and evaluations were limited. Parents were not as involved with the implementation and therefore a limited number of feedback was given. A larger number of parent participation, which is the targeted audience, would have benefited the development more.

2. Using iMovie for the development held the project to a set of features. There were certain effects that were needed throughout the presentation that iMovie did not provide. For

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example, cueing allows the designer to focus in on a certain area with a spotlight, and the surrounding area would slightly be shaded. A zoom in effect with iMovie was used instead.

3. The presentation was only done in English, and Spanish was the second language that would benefit some of the parents.

Definition of Terms

The following terms are defined as they apply to the project.

Effective Schools Movement: A movement studied by Dr. Lawrence W. Lezotte that includes seven correlates in order for schools to be effective: Instructional Leadership, Clear and Focused Mission, Safe and Orderly Environment, Climate of High Expectations, Frequent Monitoring of Student Progress, Positive Home-School Relations, and Opportunity to Learn and Student Time on Task.

Multimedia: The integration of different types of media, including visual images, text, animation, audio, etc.

Cueing: An effect used in multimedia presentations that highlights through spotlighting important visuals and shades the surrounding visuals.

iMovie: An application with Apple computers used to create movies.

iDVD: An application with Apple computers used to burn the movies onto a DVD.

GarageBand: An application with Apple computers used to create music.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Administrators, staff, students, and parents begin
each school year with a positive outlook of student
achievement, character development, and overall success.
Although this is the hopeful perception in most schools,
reaching these goals is an ambiguous direction. There may
be a vision in which the school is trying to portray
towards the students' homes and the community, but a lack
of support or barriers at the beginning and throughout the
year hinder this vision. According to Lezotte (1997), if a
school is in the process of restructuring its current
system, the strategies soon to be used must be principles
and concepts that are research-based and have been
successfully implemented in schools. If a specific
strategy is not carefully thought through, and research
hasn't proven it to be advantageous towards success, then
why waste the school's time and efforts?

With this in mind, Lezotte has established seven
correlates for school effectiveness: Instructional
Leadership, Clearly Stated and Focused Mission, Safe and

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Positive Environment, High Expectations for ALL Students,

Frequent Monitoring of Student Progress, Maximize Learning

Opportunities, and Positive Communication - School, Home,

and Community (Barker & Robinson, 2001). Although each

correlate partakes an important role in becoming an

effective school, two correlates will mainly be focused

upon: Positive Communication - School, Home, and Community

and High Expectations for All Students. According to

Barker and Robinson (2001), positive communication comes

from accomplished teachers who "find ways to work

collaboratively and creatively with parents, engaging them

productively in the work of the school" (p. 5). In an

effective school, parents are included and participate in

the learning process. They also state that high

expectations for all students are surrounded by a "climate

of expectations" (2001, p. 4). The teacher must believe

that the students can achieve, and the teacher needs to

truly believe that they have the capability to help

students achieve mastery (Barker & Robinson, 2001).

This literature review will first discuss the

importance of communication and how it benefits student

achievement through building relationships. It will also

touch upon expectations that are needed from both the

school and the home for a successful school year. The last
area of review will be the instructional design method
used to communicate the information from the school into
the home.

Communication

Positive Communication

Positive communication has been shown to be a key
factor for student success and the overall effectiveness
of schools. This communication includes the importance of
parent involvement. In one study, a school evaluated their
school policy and communicated to parents that they needed
to get involved and volunteer in their child's class
(Kyriakides, 2005). The results of this study showed that
parents who volunteered in school led to positive student
attitudes and higher grades. Another study done by
Rosenfeld, Richman, and Bowen (2000) compared students who
had social support networks from their school, parents,
and friends. Those students who had high support obtained
better attendance, more hours of homework, less behavior
problems, more engagement, and better grades. At the high
school level, Sirvini (2007) did a study in regards to
parent involvement and math achievement. In the

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experimental group, parents were expected to progress monitor math assignments twice a week. Based on pre and posttests, the experimental group outperformed the control group. Sirvini then came to the conclusion that parent involvement was the key factor for achievement. These cases have proven to show that communicating with parents and their involvement in their child's education promotes achievement across different areas.

The communication is shared between the school, home, and the community. Henderson and Berla (1995) state, "When schools work together with families to support learning, children tend to succeed not just in school, but throughout life" (p. 15). Continued research from Henderson and Berla (1995), along side Mapp (2002) report that higher grades and test scores, better attendance, class promotions, earned credits, better social skills, and graduation leading to higher education is the more likely result of parent involvement in their child's education. The researchers are insisting that there is a strong connection between the schools and home that must not be overlooked.

In *Learning for All*, Lezotte (1997) focuses the home-school relations between two different generations. In the

first generation, "…parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission" (Lezotte, 1997, p. 83). Lezotte acknowledges that parents have an idea of school expectations and have the choice to involve themselves in their child's education. In the second generation, "The relationship between parents and the school must be an authentic partnership between the school and home" (Lezotte, 1997, p. 83). This generation calls for the commitment of parents and schools to build a true relationship. Parents are not given the opportunity here, but in actuality they are expected to be involved.

Home-School Partnerships

With parent involvement and positive communication, this idea of a partnership between the home and school needs to be further defined. DuFour and Eaker (1998) recognized that partners can contribute a variety of skills and expertise, offer multiple perspectives upon issues, increase the available resources needed to learn, provide a support system, and help achieve the school's vision. These partners will assist each other in the process of improvement and continued success. Marzano

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(1993) also points out three features of effective home-school partnerships: effective two-way communication between the home and school, a number of opportunities for parent volunteers, and definite structures that allow parents to communicate with staff and voice opinions about the school. These major features allow positive communication to occur, and with positive communication comes parent involvement. Once parents distinguish their role in the schools, this sense of partnership is apparent. Both students and schools benefit from this home-school partnership (DuFour & Eaker, 1998).

Building Partnerships in the Early Years

Building home-school partnerships at the early school experiences is crucial to student achievement. The openness that a school represents to parents who have a child entering the classroom for the first time will help in making this transition easier for the family. "Educators who are proactive in addressing students and parent needs during times of transition demonstrate the importance of the school-family partnership…" (DuFour, DuFour, & Eaker, 2008, p. 384).

DeAnna Laverick (2007) did a study on young children and families who were new to the school experience. She

points out the developmental characteristics of kindergartners, describing them as individuals who are "seeing the world from their own points of view" (2007, p. 322). This characteristic of beginning school may have resulted from the fear of unfamiliarity in a more formal setting (Laverick, 2007). Because of this fear, schools need to make an effort in helping families adjust to the school experience. In return, parents need to make frequent visits to the school and better familiarize themselves with expectations for kindergartners. A way in assisting with this adjustment for parents who are unable to attend the school is to provide the school experience in the home through visual presentations.

Parents can also provide valuable insight to the school about their child, aiding in a smoother adjustment. Rhoda Becher (1985) also agrees that parents know things about their kids that are important and useful to teachers. By establishing open lines of communication between parents and teachers, the relationship makes for a successful transition and also a "lasting first impression that is positive" (Laverick, 2007, p. 323). This study coincides with Lezotte's positive communication correlate.

Components for Building Partnerships

In order for these educational partnerships to succeed, Evanthia Patrikakou and Roger Weissberg (1999) discuss seven P's needed within schools, narrowing in on the "quality of parent-teacher relationships" and the "teacher outreach to parents and parent perceptions of how welcome their involvement is" (1999, p. 34). The seven P's were constructed to develop strategies in building this relationship.

The first P demonstrates that partnership is a priority, and that parents are seen as collaborators (Patrikakou & Weissberg, 1999). This collaboration calls upon the "educators need to inform parents of their needs at the same time they ascertain what parents need from teachers" (DuFour, DuFour, & Eaker, 2008, p. 383).

The second P stresses partnership as a planned effort. Building effecting partnerships does not come easily. They need to be carefully planned before implementation, and the best time for schools to communicate with parents would be at the beginning of the school year (Patrikakou & Weissberg, 1999).

Communication that is proactive and persistent is the third P. Continued discussion about a student's learning

situation will help to keep the parents involved, and

"parent involvement is most likely to be successful as a

result of bottom-up, rather than top-down initiatives"

(Lezotte, 2001, p. 3).

The fourth P requires positive input from the

teacher. Joyce Epstein and Susan Dauber (1991) believe

that communicating with families their child's progress is

a basic school obligation. Every so often, teachers only

communicate to parents when children misbehave or are

doing poorly with schoolwork (Patrikakou & Weissberg,

1999). Although these are important issues, parents also

need to be told when their child is showing success,

whether it is academically or socially. "This positive

style of communication establishes a constructive tone in

home-school relationships and makes it easier for parents

and teachers to work together for the child's benefit"

(Patrikakou & Weissberg, 1999, p. 36).

A school-family partnership is effective when it is

personalized, which is the fifth P in building the

relationship. Although providing information about

schoolwide events and general classroom information can be

beneficial, parents are most interested with information

that is directly focused upon their child. When this

information is shared, higher levels of collaboration are achieved (Patrikakou & Weissberg, 1999).

School-family partnerships also require practical suggestions, which is the sixth P of promoting partnerships. Many schools stress the importance of students doing homework, and Lezotte (2001) believes that parents should be informed about their children's homework and how to help them with it. Although some parents are willing to get involved in their child's education, they do not know exactly what is required of them or have the skills to help them. That is why the school must take on the responsibility in offering reasonable suggestions in how to do so (Patrikakou & Weissberg 1999). Giving parents a variety of organized techniques will eventually improve the involvement to support their child's learning.

The final component to the partnership is program monitoring. This seventh P insists that the teachers evaluate the communication that was done between the home and school. By examining the practices or asking for parent feedback, improved and effective strategies have greater potential for producing positive results (Patrikakou & Weissberg 1999).

The seven P's are "keys to establishing effective partnerships between the schools and families" because it focuses on the quality of the relationship and the welcoming effect of the parent's involvement (Patrikakou & Weissberg 1999, p. 34). It is essential to give the parents the opportunity to participate in their child's education. Thomas Likona (2004), Patrikakou and Weissberg (1999) all agree that the demographic factors such as income level, educational background or race should not play a role in determining parent involvement. It is also mentioned, "schools that answer the call to purposefully reenvision the role of parents in creating better learning environment for children strive to empower all parents – regardless of their educational or socioeconomic backgrounds – to be active partners in their children's school experience" (Comer, Haynes, Joyner, & Ben-Avie, 1996, p. 8). Schools supporting the parents to support their children will aid in the success of student learning and to increase parent involvement means to "simply expect it" (Likona, 2004, p. 62). Home and school communication is not a choice, but an opportunity.

Character Development

Character development can be a result of home and school partnerships. "The family is the foundation of both intellectual and moral development, helping parents to be good parents in the single most important thing a school can do to help students develop strong character and succeed academically" (Likona, 2004, p. 35). Teachers can stress certain behaviors to be used at school, but it is common that these behaviors differ from what is expected at home. Once there is a common development of character between the school and home, children begin to realize the importance of it. In *Character Matters* (2004), Likona emphasizes the importance of this relationship:

> When schools and parents present a united front
> concerning character matters-respect for rules and
> authority, responsibility toward homework, honesty on
> tests and term papers, and sportsmanship at athletic
> events-students get a clear and consistent message
> and are more likely to take it seriously (p. 60).

A continued push for positive behavior is being recognized in two important environments for the children: school and home. Parents and teachers must work collaboratively in

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setting a certain degree of standards for these children to develop positive characteristics.

A number of research-based programs have been put into place that integrates positive behavior across grade levels. The School Development Program, or SDP, is a schoolwide program that utilizes collaboration in pursue of positive school change (Comer et al., 1996). According to the authors, the principles of collaboration included working towards common goals in cooperative and respectful relationships, coming to a consensus rather than the majority rules, and decision-making without the use of blame but rather by sharing the responsibility (1996). A student's character will develop if the principles are properly used throughout the school. In order for this program to be effective, the students are not the only ones involved. There needs to be student to teacher and teacher to parent relationships. This open communication between the student, parent, and teacher tends to empower the school and families. Evidence has shown that the program has positive effects on student achievement and school climate (Comer et al., 1996).

Another program being offered at schools is the positive behavior support (PBS), which addresses

"children's behavior from the individual level to the schoolwide level" (Minke & Anderson, 2005, p. 181). Again, collaborative partnerships with families in which teachers and families better understand each other's perspectives and goals in PBS are essential.

A similar program to PBS is mentioned in the article "Creating Home-School Partnerships by Engaging Families in Schoolwide Positive Behavior Supports." The authors state, "schoolwide positive behavior supports (SWPBS) is a culturally responsive set of systems, practices, and data-based decision-making features designed to achieve socially important behavior change" (Muscott, Szczesiul, Berk, Staub, Hoover, & Perry-Chisholm, 2008, p. 6). Families are encouraged to be engaged in SWPBS schools because they value social behaviors by identifying, teaching, and reinforcing it, and they identify and respond effectively to challenging behaviors that undermine teaching, learning, and social relationships (Muscott, et al., 2008). These key features are most effective when identified, taught, and reinforced at school and then continued at home. The SWPBS encourage and support families to participate actively in the social development of their child. With this, trusting

relationships are built wherein "teachers and parents respect one another, believe in each other's ability and willingness to fulfill their responsibilities, have high personal regard for one another, and trust each other to put children's interests first" (Muscott, et al., 2008, p. 9). Minke and Anderson (2005) also acknowledge that "trusting, respectful relationships among teachers and families appear to be the foundation of successful interventions" (p. 184). This trust will unfold to a partnership that focuses on the children's achievements. Through active communication that reinstates positive behavior, the character development of children will lead them to be acceptable citizens.

Home and school partnerships will not be an easy task. Educators must think about how they can support and facilitate parenting, continued learning at home, communication, volunteering, participation in decision making, and community collaboration (Epstein, 2002). "Each school community needs to assess its particular context and develop relationship-building opportunities responsive to its specific circumstances" (Minke & Anderson, 2005, p. 184). Creating a plan for collaboration between the home and school requires a more open system,

wherein the image of the school functions as an extended family towards the parents (Keyes, 2002).

Barriers in Communicating

When barriers occur, preventing schools from communicating effectively with the parents, finding other opportunities is a key factor to continue the collaboration. For example, parents are unable to attend school-based functions, a familiar barrier in many schools. Therefore schools think of other ways in providing the information, turning the function from a school-based to a home-based function. "If you can't get the parents to the program, get the program to the parents" (Lickona, 2004, p. 65). Today, technology has allowed this to be a reality. Technology will lose the personable aspect of presenting a program, but allows the opportunity for parents to be involved in their child's learning or character development.

Beginning of the year functions are most valuable for the school and families. This gives parents the opportunity to experience the school by visiting the classroom and meeting the teacher. When parents get involved in the beginning of the year, they get an idea of what is expected of their child and how they as parents

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can support their child for the year. With these meetings being crucial for attendance, schools usually do not have the turnout that is expected. As welcoming as a school may be for these types of functions, parents tend to have prior engagements to attend to or just do not want to come. These parents may lack the understanding of how important it is to participate and put effort towards school involvement.

When research-based principles and concepts are successfully implemented in schools, the process of restructuring its current system will be more effective (Lezotte, 1997). A number of researchers believe that positive communication between the home, school, and community, creates trusting relationships and long lasting partnerships. Schools will experience improved school climates, reductions of problem behaviors, increased opportunities for academic engaged-time, and gains in student achievement (Muscott, et al., 2008). "While there may be differences of opinion from time to time, parents and educators share the same goal – the eventual success of the child" (DuFour & Eaker, 1998, p. 238). The positive outlook and hopeful perceptions that schools have in the achievements of its students, is a reachable

possibility when all who have a direct relationship with the schools are involved.

School and Home Expectations

High Expectations for Schools

The discussion of positive communication was a key factor in effective schools, but the schools must set high expectations for the students to achieve. "A culture of high expectations in a school is one in which all adults believe in the capacity of all students to make progress, given sufficient time and support" (Lezotte, 2001, p. 3). A culture of high expectations was not narrowing in on teachers only. Parents also have a responsibility of knowing what is expected of their child and setting those expectations in the home. According to a study that reported students' opinions on what contributed towards the effort they put forth in school, a family holding high expectations was a major component (Sands, Guzman, Stephens, & Boggs, 2007). A school and home believing that a student can learn is vital when setting expectations. Students will begin to hold high expectations for themselves in meeting academic and social standards, putting in the effort needed for success.

In "America's Math Problems," Harold Stevenson (1987) compares and contrasts the American beliefs in student math achievement opposed to those in the Asian cultures. He stresses that in Japan, achievement comes from reducing individual differences and the performance of all children must be raised (Stevenson, 1987). He claims that American schools tend to place more emphasis on student differences that relate to differences in achievement. When shared values and educability of all students are accounted for, mastery of concepts and skills create a foundation for practices that produce better performance results (Stevenson, 1987). This idea coincides with the No Child Left Behind Act of 2001, which states that all children, including disadvantaged and special education students, are to be proficient with grade-level state reading and mathematic standards by the year 2014. This federal law aims to improve the performance of U.S. schools, primary and secondary public schools, by holding states accountable in creating assessments with high expectations and measurable goals. According to the Encyclopedia Britannica Online, all students are to reach the same standards, hoping to improve the individual outcomes in education (Thomas, 2005).

Although this holds true for Stevenson, Annette Gault
and Joseph Murphy contradict this issue acknowledging that
the goals of students should be well adjusted, and that
teachers need to be able to set appropriate and positive
expectations that are neither too high or too low. In an
effective school, all students are given the equal
opportunity to learn alongside expectations that are high.
It then becomes the schools responsibility to respect
cultural differences and set fair policies in doing
whatever it takes to promote student achievement (Lezotte,
2001). It will also involve the collaboration between the
school and family to meet certain standards that are held
accountable at the state level.

High Expectations at Work

John Murphy (1988) discusses the School Development
Program that was done amongst minority students in New
Haven, 1985. The Milliken II Program combined classroom,
school, and home elements in fostering high expectations
for all children. The connection between the school and
home, building parental involvement, were critical
elements needed for improvement. The program also
established a positive social and academic environment by
adapting the students' needs in particular content areas.

These expectations that were established within the
schools, and the expectation for parent involvement
accounted for significant gains in standardized tests.

Teacher expectations of student behavior are also
necessary for an effective school. Children are expected
to have certain skills and experiences when entering the
school system (Lane, Givner, & Pierson, 2004). This will
help them to negotiate basic needs both academically and
socially within the school environment. "Students who are
able to successfully negotiate teacher-related and peer-
related expectations are more likely to adapt and
consequently experience more positive outcomes" (Beebe-
Frankenberger, Lane, Bocian, Gresham, MacMillan, 2005, p.
10). In order to assist with these skills, teachers'
expectations must be clarified to meet the needs of each
student (Raymond, 2000). Also, "both teacher and school
characteristics may have some influence on which social
and behavioral skills are valued most and least" (Lane,
Pierson, Stang, & Carter, 2009, p. 2).

Lane, Givener, and Pierson (2004) conducted a study
providing information on behavioral correlates that
affected school success. They questioned what social
skills were crucial to student success, were these

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expectations consistent across grade levels, and did the expectations hold true to special education teachers. The participants included teachers who answered a questionnaire, rating a list of 30 social skills important to student success in the classroom. The results showed that self control and cooperation skills were equally essential for success. Now that the teachers hold these behavioral expectations, "students should be informed about the skills general education teachers deem essential for success in their classrooms" (Lane, et al., 2004, p. 108). Giving all students the opportunity to meet certain behavioral skills is creating high expectations in effective schools.

Parents' Roles in Meeting Expectations

Parents should also be held to high expectations in their child's education. Lickona (2004) suggests that when setting expectations for character education goals, parents must show support by signing a moral compact. This allows the home and school to work together in achieving the school's character development, lessening the miscommunication that may be seen throughout the year.

When schools create and communicate a culture of high expectations, all should respond collectively when some

students are not learning and meeting standards (DuFour, DuFour, & Eaker, 2008). DuFour et al. (2008) bullet five key components for this issue:

- Assuring students who experience difficulty are given extra time and additional support for learning

- Providing timely intervention at the first indication of difficulty in a way that does not remove students form the classroom during new direct instruction

- Becoming increasingly directive, requiring rather than inviting students to continue working until they are successful

- Being fluid, moving students in and out of various levels of intervention depending on their demonstrated proficiency

- Most importantly, being systematic – ensuring students receive support regardless of the individual teacher to whom they are assigned because procedures are in place to guarantee the school responds. (p. 255)

It is important for schools to set high expectations for students, but it is crucial for schools to recognize the difficulties along the way. Knowledge of teacher expectations has the potential to inform research and

practice in a number of areas, including positive

relationships between teachers and students, inclusive

educational experiences, individualized interventions,

transitions within a given school and student achievement

(Lane, et al, 2009). The awareness and collaborative

effort between students, parents, and teachers will

continue to promote high expectations within effective

schools. Expectations of children's education attainment

have been shown to be significantly associated with

children's school achievement in the USA and other

countries" (Castro, Lubker, Bryant, & Skinner, 2002).

DVD: The Multimedia Presentation

Effects of Multimedia Presentations

Multimedia is using words and pictures when

presenting material (Mayer, 2001). It is a common tool

used to present information. Not only does it visually

present the information, but also studies have shown that

it helps audiences to retain more information (Deal,

2005). Mayer (2001) discusses how humans have two

processing methods, receiving information verbally and

visually. Understanding how the human mind works,

multimedia presentations take "advantage of the full

capacity of humans for processing information" (Mayer,

2001, p. 4). Instead of channeling information through one

process, multimedia allows the learner to "mentally

integrate visual and verbal presentations" (Mayer, 2001,

p. 5). Moos and Marroquin (2010) state that a variety of

multimedia has a seductive augmentation and has a direct

relationship to the Cognitive Load Theory. This

perspective has been used to guide the instructional

design of multimedia.

There are two types of cognitive load that the

designer must think about when designing multimedia,

intrinsic and extraneous cognitive load (Zheng, McAlack,

Wilmes, Kohler-Evans, & Williamson, 2009). They state that

according to Sweller and Chandler (1991), intrinsic refers

to how the given information is structured and how

difficult the instruction might be to learn, while

extraneous relies on the presentation of the information

(Zheng et al., 2009). If a designer does not take into

consideration the cognitive load of learners, complex

information and too much to the presentation might hinder

one from learning and retaining information.

In response to the Cognitive Load Theory, Sweller

also (1994) discusses informational complexity as a guide

for learning. He states that a simple task can be difficult to learn if the load of information is too much or when information depends upon each other rather than keeping it independent from other pieces of information (1994). This will be a key component to think about when an instructional designer is developing informational multimedia.

Multimedia is not to take the place of learning, but to enhance the approach to human learning (Mayer, 2001). The use of a Digital Video Disc (DVD) is one way of presenting material. This type of multimedia presentation was used in a study of educating patients who were receiving laparoscopic cholecystectomy (Wilhelm, et. al, 2009). The researchers used two groups to present information about the surgery; a DVD group and a control group who was educated traditionally by conversation. They found that the DVD group was more educated about the information than the control group. DVDs are also being used to supplement written and verbal education. Stewart (2006) states how patient education is improving with the use of a DVD presentation to facilitate learning. She believes that "the visual teaching tools enhance patient education" (Stewart, 2006, p. 443) and can be used in a

variety of locations from doctors' offices to homecare

patients. This flexibility of multimedia use has been

shown to be effective in educating patients and can

transfer over to educating parents in a school system.

DVD Components

In designing the multimedia presentation, the DVD in

particular, there are many factors to consider. First one

must evaluate how written versus spoken text will be

presented on the presentation. When deciding between the

two in use with animation, the design must consider the

split attention that the audience needs to provide (van

Gog & Scheiter, 2010). Van Gog and Schieter (2010)

recommend that spoken word would work best because the

audience could spend more time concentrating on the

animation. Cueing animation is an effect to also consider

when designing a multimedia presentation. Van Gog and

Schieter (2010) discuss the importance of highlighting key

visuals to help focus the audience to what is valuable

information. As that information is highlighted, the

surrounding visuals are slightly shaded. One last effect

to consider when designing multimedia presentations is the

speed. The speed of the presentation being too slow or too

fast may detract the attention of the audience. Changing

the speed of an animation can emphasize certain areas and draw attention to important information (Meyer, Rasch, & Schnotz, 2010). In the design and development of the DVD, written versus spoken text, cueing, and speed along with the content must be considered to enhance the presentation and keep the audience's attention.

Instructional Design Model

An instructional design model is commonly used in the design and development of a project. According to Reiser and Dempsey (2007), it allows "people to visualize the overall process, establish guidelines for its management, and communicate among team members and with clients" (p. 12). This model guides the designer to follow events in or out of sequence and reflect upon those events each step of the way. An example of this is the ADDIE. The ADDIE is an instructional design model that includes a five-step process in which the designer follows to develop an effective project.

Analysis is the fist step in the ADDIE. This starting point gives purpose for what the designer is developing. This phase defines the need and justifies the importance of the design. In order to distinguish what is needed, a given needs assessment will provide valuable information

and set the direction for the next stage. Through

different data-gathering techniques, such as surveys,

interviews, or focus group meetings, needs will be

expressed from the target audience (Piskurich, 2006). The

key focal point in the analysis stage is to become

familiar with the target audience and meet their needs.

From here, objectives will be made and learner outcomes

will be set to steer the design of the project.

The second step in ADDIE is the design of the

project. This stage will revisit the project's objectives

and set the course needed to fulfill the needs assessment.

An instructional designer might use a detailed storyboard

or story map to layout the design, connecting the

activities for development to the objectives. The

instructional designer will also make decisions on what

tools will be needed to complete the project.

Once the design has been established, development

will be the next step in fulfilling the needs assessment.

The instructional designer will use the outline from the

previous step to guide the development. Development is the

preparation of the material that is needed for your target

audience (Reiser & Dempsey, 2007). The designer will bring

forth a creation that the learners will be using for instruction.

The implementation step of the ADDIE brings the project to life. The instructional designer will execute the design to its target audience. Here the learner will interact with the development of the project through alpha and beta testing as needed.

Feedback is now gathered from the testing. This concludes the ADDIE process with the evaluation stage. Reiser and Dempsey (2007) propose two evaluation processes to take place during this stage: formative and summative evaluation. "Formative evaluation involves collecting data to identify needed revisions to the instruction while summative evaluation involves collecting data to assess the overall effectiveness and worth of the instruction" (Resier & Dempsey, 2007, p. 12). This allows the designer to revisit the different stages of the ADDIE and make decisions on the analysis and overall design and development of the project.

<center>Summary</center>

The literature focused on three areas that relate directly in creating an effective school. The first

component is positive communication between the school and home, which affects student achievement and good character development. When there is an open line of communication between these areas, a trusting relationship is built with useful information traveling back and forth about the students. Each plays a role in student successes, and each need to be recognized for their involvement and contributions towards achievement. Another component of an effective school is setting high expectations for all students. With the No Child Left Behind Act of 2001, schools must reduce the focus on student differences and pay more attention to the expectancies of student standards, which give all students the opportunity to succeed. Keeping in mind that differentiated instruction may be needed for students, high expectations are needed to meet specific state and national standards.

In order to communicate these components, the DVD is a tool parents can use to understand what is expected of their child for the school year and also set these same expectations in the home. The design of this project using the ADDIE instructional design model will help to support this communication need.

CHAPTER THREE

PROJECT DESIGN PROCESSES

Introduction

Focusing on communication and expectations, heading towards the effectiveness of a school, was done through DVD that could be presented within the beginning weeks of school. The DVD presentation was a way to create and communicate expectations. It entailed the expectations needed for a successful first grade year. Making this presentation available to anyone who enters the classroom is practical and effective for success. Through this evaluation research, an instructional design model such as the ADDIE was implemented in order to develop the project.

Chapter Three documents the steps used in developing the project. A survey was used to gather information before the project was designed and developed. This information was used in designing and developing a Digital Video Disc (DVD). An evaluation form was gathered from parents and teachers on the DVD. Feedback was given on the DVD's main purpose of communicating school, classroom, and student expectations, as well as how information was

presented on how parents could be engaged with their child's first grade experience.

Analysis

There was a need to communicate information to parents about their child's first grade experience from the teacher's point of view. The first step in making decisions on how to present the information to parents was to survey the target audience on what was most important to them (Appendix C). The survey was distributed in both English and Spanish. This allowed the teacher to set a certain amount of expectations for the first grade students but called on parents to justify that those expectations were also important.

The teacher pinpointed key components needed for a successful school year, and parents gave feedback on the importance of each key component. They were to choose its importance with the use of the Likert Scale, one being not important or none to six being very important or a lot. The survey included questions on the importance of communication between the home and the school, academic standards for students, character development, disciplining students, and information of basic rules and

school expectations. The survey also gave options on how the information would be best presented and what the desired language of the information would be, whether English or Spanish.

The survey was distributed to 30 first grade parents and 21 surveys were returned. The results from the survey showed that each key component that was important to the teacher was also important to the parents (Figure 1.).

1.	Importance of communication between the school and home:					
	Not Important				Very Important	
	1=0%	2=0%	3=0%	4=14%	5=5%	6=81%
2.	Information on academic standards:					
	Not Important				Very Important	
	1=0%	2=0%	3=0%	4=10%	5=24%	6=66%
3.	Information on character development:					
	Not Important				Very Important	
	1=0%	2=0%	3=5%	4=9%	5=24%	6=62%
4.	Information on disciplining students:					
	Not Important				Very Important	
	1=5%	2=0%	3=5%	4=10%	5=28%	6=52%
5.	Information on basic rules and school expectations:					
	Not Important				Very Important	
	1=0%	2=0%	3=5%	4=24%	5=24%	6=47%
6.	Ways to present information:					
	Informational Packet	14%				
	On a DVD	57%				
	Parent Meeting	24%				
	Over the Internet	0%				
	Other	5%				
7.	Language preference:					
	English	62%				
	Spanish	19%				
	Both English and Spanish	19%				

Figure 1. Results of Parent Survey

Based on the following results, the learning objectives were then set: school expectations, classroom expectations, academic standards, and character development. Because only 52% of the parents wanted information about disciplining students, it was then decided to not include that into the design as a key component but to briefly touch upon it under character

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development. There was also a low interest on information for basic rules and school expectations at 47%, but the teacher felt that some of the information for that area was still important to include. Information on the key components for each learning objective would be used to steer the direction of the design.

Design

The design of the project was based on the needs assessment of the target audience, which were the parents of the first grade classroom. Based on the 21 surveys that were returned, the design of the DVD included information that the teacher felt was most important to include under each learning objective. It was important to visualize the final product first and then break it down into smaller parts. Having that thought in mind helped in creating the design of the presentation.

Through the experience of the first grade teacher, bulleted items under each learning objective were decided upon (Figure 2). These bullets were considered as key information to be given to the parents to support each learning objective. The bullets were chosen to inform parents about the school year, communicating information

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that would be useful to help their first grader develop academically and socially. This outline of the learning objectives was the first step in designing the information that was to be included on the DVD.

```
┌─────────────────────────────────────────────────────────────┐
│               BULLETS OF LEARNING OBJECTIVES                 │
│ School Expectations                                         │
│    • Start time (where to go if bell hasn't rung yet,       │
│      benches, primary playground for before school         │
│      recess, and where to line up)                          │
│    • End time (back pick-up, front walkers, and CAPS        │
│      lines)                                                  │
│                                                             │
│ Classroom Expectations                                      │
│    • Green folder                                           │
│    • Homework                                               │
│    • Blue Note                                              │
│                                                             │
│ Academic Standards                                          │
│    • Language Arts                                          │
│        o Reading: high-frequency words, fluency,           │
│          spelling                                           │
│        o Writing: handwriting without tears, double-       │
│          lined paper, punctuation, sentences,              │
│          paragraphs                                         │
│    • Math                                                   │
│        o Adding: use of number line and hundred chart      │
│        o Subtracting: use of number line and hundred       │
│          chart                                              │
│        o Skip counting                                      │
│        o Fact families                                     │
│        o Story problems                                    │
│        o Math vocabulary                                   │
│    • Social Studies                                        │
│        o Units: communities, American traditions and       │
│          symbols, geography                                 │
│    • Science                                               │
│        o Physical Science: solids, liquids, gases,         │
│          melting, freezing, dissolving, evaporating        │
│        o Earth Science: weather                            │
│        o Life Science: habitats, environments              │
│                                                             │
│ Character Development                                       │
│    • Responsibility, respect, caring, citizenship,         │
│      fairness, trustworthiness                             │
└─────────────────────────────────────────────────────────────┘
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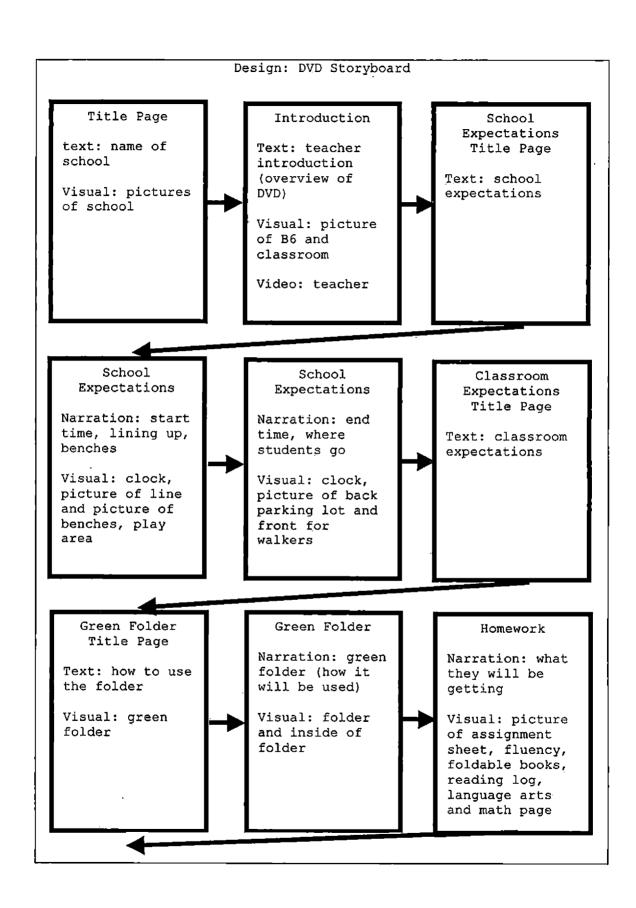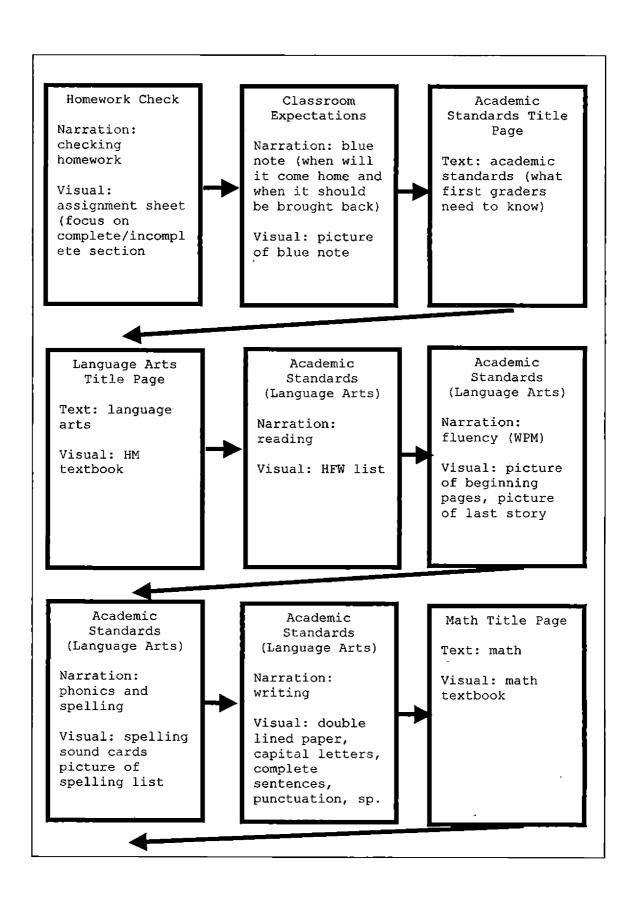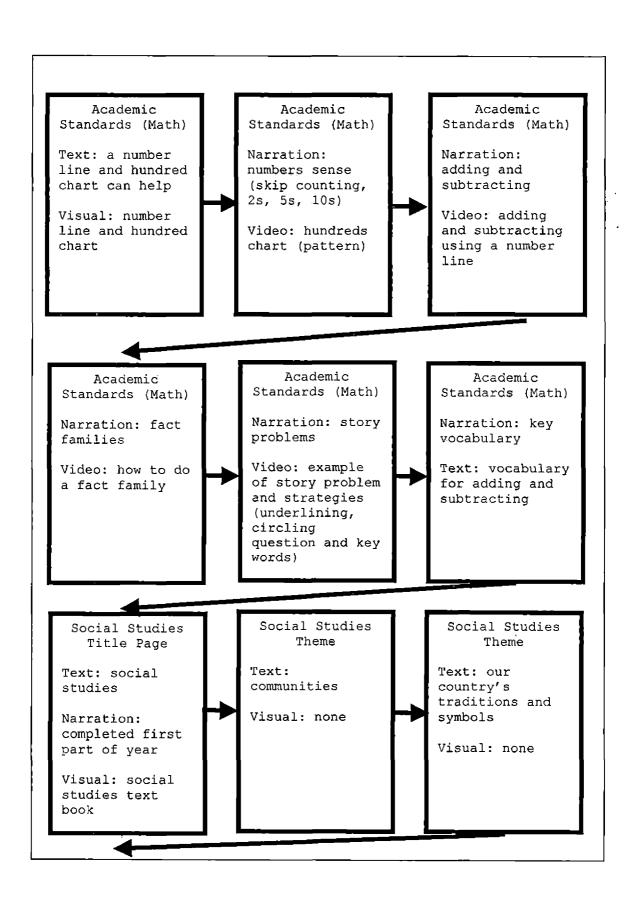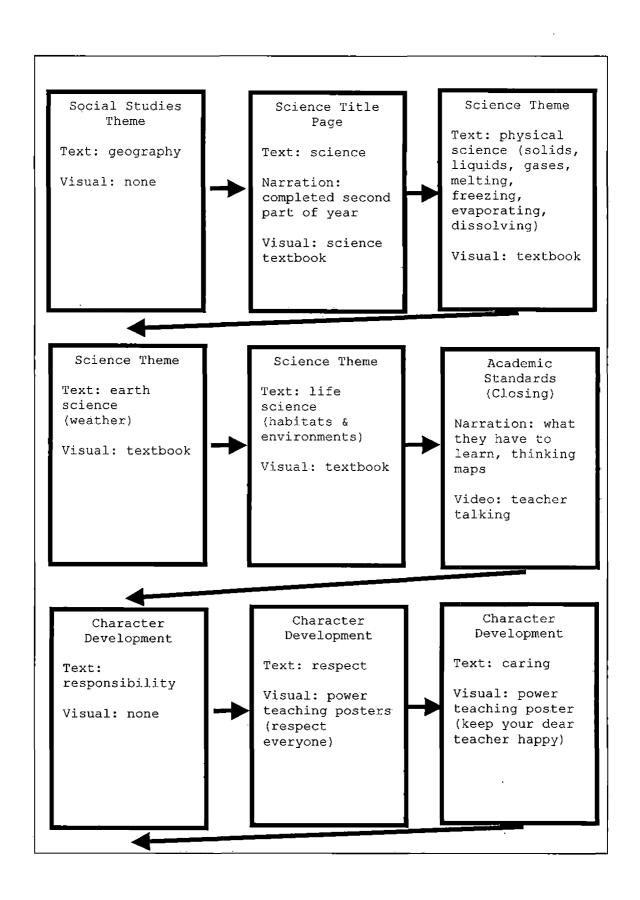
Figure 2. Bullets of Learning Objectives

The next step in the design was to layout how the information was going to be presented. This was done through a storyboard using Microsoft Word (Figure 3). Each box within the storyboard was to represent a concept from the learning objectives. There were two main focuses when deciding how the information was going to be delivered. The first focus was making decisions about the text, whether it was going to be written, narrated through audio only, or narrated through video. The next focus was to decide what visual was needed to support the text. The visuals designed for the DVD were either still shots or video images of different places, objects, or people. Although these decisions were made about the text and visuals on the storyboard, it was known that the design needed to be flexible in order to create the most effective way in presenting the information. The storyboard was the driving force in developing the DVD.

Design: DVD Storyboard

Title Page	Introduction	School Expectations Title Page
text: name of school Visual: pictures of school	Text: teacher introduction (overview of DVD) Visual: picture of B6 and classroom Video: teacher	Text: school expectations

School Expectations	School Expectations	Classroom Expectations Title Page
Narration: start time, lining up, benches Visual: clock, picture of line and picture of benches, play area	Narration: end time, where students go Visual: clock, picture of back parking lot and front for walkers	Text: classroom expectations

Green Folder Title Page	Green Folder	Homework
Text: how to use the folder Visual: green folder	Narration: green folder (how it will be used) Visual: folder and inside of folder	Narration: what they will be getting Visual: picture of assignment sheet, fluency, foldable books, reading log, language arts and math page

| Homework Check

Narration: checking homework

Visual: assignment sheet (focus on complete/incompl ete section | Classroom Expectations

Narration: blue note (when will it come home and when it should be brought back)

Visual: picture of blue note | Academic Standards Title Page

Text: academic standards (what first graders need to know) |
| --- | --- | --- |

| Language Arts Title Page

Text: language arts

Visual: HM textbook | Academic Standards (Language Arts)

Narration: reading

Visual: HFW list | Academic Standards (Language Arts)

Narration: fluency (WPM)

Visual: picture of beginning pages, picture of last story |
| --- | --- | --- |

| Academic Standards (Language Arts)

Narration: phonics and spelling

Visual: spelling sound cards picture of spelling list | Academic Standards (Language Arts)

Narration: writing

Visual: double lined paper, capital letters, complete sentences, punctuation, sp. | Math Title Page

Text: math

Visual: math textbook |
| --- | --- | --- |

Academic Standards (Math) Text: a number line and hundred chart can help Visual: number line and hundred chart	→	Academic Standards (Math) Narration: numbers sense (skip counting, 2s, 5s, 10s) Video: hundreds chart (pattern)	→	Academic Standards (Math) Narration: adding and subtracting Video: adding and subtracting using a number line

Academic Standards (Math) Narration: fact families Video: how to do a fact family	→	Academic Standards (Math) Narration: story problems Video: example of story problem and strategies (underlining, circling question and key words)	→	Academic Standards (Math) Narration: key vocabulary Text: vocabulary for adding and subtracting

Social Studies Title Page Text: social studies Narration: completed first part of year Visual: social studies text book	→	Social Studies Theme Text: communities Visual: none	→	Social Studies Theme Text: our country's traditions and symbols Visual: none

Social Studies Theme	Science Title Page	Science Theme
Text: geography Visual: none	Text: science Narration: completed second part of year Visual: science textbook	Text: physical science (solids, liquids, gases, melting, freezing, evaporating, dissolving) Visual: textbook

Science Theme	Science Theme	Academic Standards (Closing)
Text: earth science (weather) Visual: textbook	Text: life science (habitats & environments) Visual: textbook	Narration: what they have to learn, thinking maps Video: teacher talking

Character Development	Character Development	Character Development
Text: responsibility Visual: none	Text: respect Visual: power teaching posters (respect everyone)	Text: caring Visual: power teaching poster (keep your dear teacher happy)

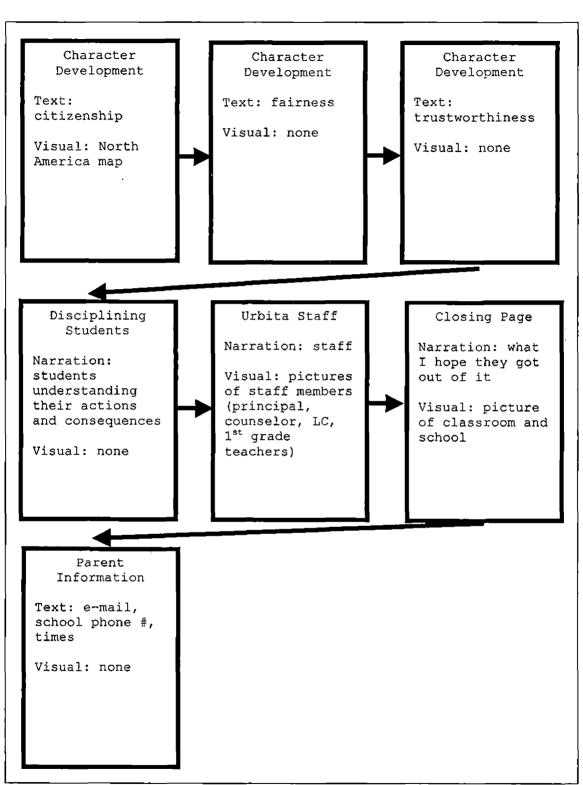| Character Development Text: citizenship Visual: North America map	→	Character Development Text: fairness Visual: none	→	Character Development Text: trustworthiness Visual: none
Disciplining Students Narration: students understanding their actions and consequences Visual: none	→	Urbita Staff Narration: staff Visual: pictures of staff members (principal, counselor, LC, 1st grade teachers)	→	Closing Page Narration: what I hope they got out of it Visual: picture of classroom and school
Parent Information Text: e-mail, school phone #, times Visual: none				

Figure 3. Storyboard

Development

For the development process, a digital camera, camcorder, tripod, and iMovie were utilized in creating the DVD presentation. iMovie was chosen over other software because of the familiarity and experience of its use to the teacher.

Using the storyboard as a guide, the still shots were taken first using the digital camera. For each image, anywhere from one to three shots were taken using different lighting, angles, and backgrounds of the same picture. After the still pictures were completed, all the video footage was done next using the camcorder and tripod. The video footage took some time to complete because of changes in background, changes in the standing or sitting positions, camera angles of zooming in or out, and mess-ups along the way. All the images were previewed on the camera and the camcorder and retakes were done as needed. Once all the images were completed and the teacher was satisfied, it was then uploaded into iMovie. There was a major change needed after viewing the video footage in iMovie. The footage from the camcorder was not as clear as the still shots taken from the digital camera, so it was then decided to redo all the video footage using the video

capability on the digital camera instead. This change made a difference, and the quality of all the images were more clear and crisp.

The next step in this process was to connect the text, narration, and images within iMovie one slide at a time. Based on the concepts that were put together in the storyboard, the combinations of each were used to present the information. Taking into account Van Gog and Schieter's (2010) idea of split attention, the decision to use narration with the images rather than text was continuously used throughout the presentation. There were some slides that used the combination of all three, but the text was minimal. It was only used to stress a certain word that was being narrated. When written text was used within the slide, narration was not commonly used.

Van Gog and Schieter (2010) also commented on how cueing information was an effect to key the learner into a certain area. iMovie did not have the effect of spotlighting a certain area within the image and shading the rest to draw in the learner's attention. Instead, the Ken Burns effect was used to compensate for cueing. This allowed the learner to see the image as a whole and then zoomed into the key area that was being narrated upon.

Along the way of inserting images and text, the timing of each had to be adjusted based on the narration (Appendix D). This process took the longest because it was done through trial and error. Every still image went in as four seconds long. If the narration was more that one sentence, the time of that image was extended. At times of recording the narration, the image time would still be too short and rerecording was frequently done. In reverse, the narration was too short and the image time had to be tweaked. It worked out that the timing of the information was adjusted because the speed of the presentation was something to consider during the presentation. Slowing down the speed, emphasizing certain areas was used throughout because of Meyer, Rasch, and Schnotz (2010) ideas of how it can capture the audience's attention to support the learning.

Once all the text, images, and narration was inserted and connected together, music was inserted throughout the presentation. There was no purpose to the music except to enhance the overall presentation. A piano tune was picked through GarageBand, a compatible application to iMovie that inserted the music. The music had to be adjusted with the timing of the slide and volume levels. Fading the

music in and out at 100% volume sounded the most pleasing. When narration was included with the music, the volume was brought down to 33%.

Once development was completed, the entire presentation was viewed and reviewed a number of times, making minor adjustments for improvement. The Cognitive Load Theory was taken into account throughout the development, making sure the complexity of the information was kept to a minimum. As Sweller (1994) stated, the information should not be dependent upon each other to reduce the load of cognition. It was important to keep the entire presentation under 20 minutes, in which it was a total of 16 minutes and 58 seconds. The presentation in iMovie was then shared into iDVD, which was another application needed to burn the movie onto a DVD (Appendix E). Now that the presentation had the capability to be burned onto a DVD, a number of copies were made. These copies were to be distributed to the participants.

Implementation

There were two groups of participants that the DVD presentations were distributed to. One group included the first grade parents as the target audience. Their feedback

was vital because this group represented those would put the DVD into use the following school year. The second group of participants was the teachers. It was important to also get feedback from them because their perceptions of the presentation would have the intentions of enhancing the DVD.

The evaluations (Appendix F) of the DVD presentation reflected upon the needs survey that was given during the analysis phase. It asked participants to rate the key components on a scale from one to six. It also included three yes or no questions discussing the benefits, building communication, and a better understanding of the school expectations. The last question was left for participants to comment freely on the delivery of the information and how it was presented. The evaluation form differed slightly between the parents and teachers.

Implementation took place through alpha testing of the prototype. A copy of the DVD and evaluation sheet were packaged together in an envelope. These envelopes were then given to the participants to view and evaluate. As participants finished, it was asked that the evaluations be returned in the front office. They were given the choice to either keep the DVD or return it along with the

evaluation. The forms were collected each day as teachers and parents returned them.

Evaluation

Now that the distributing of the DVD was implemented and evaluations were collected, the next step was to reflect upon the feedback during the evaluation process. This allowed the teacher to intake the perceptions from both the parents and teachers in order to make further decisions about the presentation of the DVD.

The following results were concluded from the evaluation forms, 12 from the parents and 16 from the teachers (Figure 4. Results of Parent Evaluations and Figure 5. Results of Teacher Evaluations). Most of the feedback was positive with some comments from both the parents and teachers to help improve the overall presentation of the information.

1. Presentation of academic standards:					
Needs Improvement				Well Presented	
1=0%	2=0%	3=0%	4=0%	5=17%	6=83%
2. Presentation of character development:					
Needs Improvement				Well Presented	
1=0%	2=0%	3=0%	4=0%	5=17%	6=83%
3. Presentation of disciplining students:					
Needs Improvement				Well Presented	
1=0%	2=0%	3=0%	4=0%	5=17%	6=83%
4. Presentation of school expectations:					
Needs Improvement				Well Presented	
1=0%	2=0%	3=0%	4=0%	5=17%	6=83%
5. Presentation of classroom expectations:					
Needs Improvement				Well Presented	
1=0%	2=0%	3=0%	4=0%	5=0%	6=100%
6. Will parents benefit with a DVD such as this at the beginning of the school year?:					
Yes	100%				
No	0%				
7. Is this a good way in building communication between the school and home?:					
Yes	100%				
No	0%				
8. Do you have a better understanding of our school and the expectations needed?:					
Yes	100%				
No	0%				

Figure 4. Results of Parent Evaluations

There was good feedback from the parents. The overall outlook on the DVD presentation was positive. They felt that each learning objective was well presented. 100% of the parents believed that this DVD would benefit parents, build communication between the home and school, and they had a better understanding of our school and expectations needed.

Some of the comments stated from the parents was that it was well presented and will help parents understand what they need, the examples shown for math were great, organized, easy to understand, and very informative from beginning to end. A few parents also wished they had this at the beginning of this first grade year or were hoping to get a DVD such as this next year in second grade.

Some of the comments stated to improve the presentation was to provide subtitles or include Spanish translation on the DVD. It was also commented to inform parents about any after school programs. All the parent comments were taken into consideration when revising of the DVD presentation took place.

1. Presentation of academic standards:					
Needs Improvement				Well Presented	
1=0%	2=0%	3=0%	4=0%	5=13%	6=87%
2. Presentation of character development:					
Needs Improvement				Well Presented	
1=0%	2=0%	3=0%	4=0%	5=19%	6=81%
3. Presentation of disciplining students:					
Needs Improvement				Well Presented	
1=0%	2=0%	3=0%	4=6%	5=19%	6=75%
4. Presentation of school expectations:					
Needs Improvement				Well Presented	
1=0%	2=0%	3=0%	4=6%	5=17%	6=94%
5. Presentation of classroom expectations:					
Needs Improvement				Well Presented	
1=0%	2=0%	3=0%	4=0%	5=13%	6=87%
6. Will parents benefit with a DVD such as this at the beginning of the school year?: Yes 100% No 0%					
7. Will teachers benefit with a DVD such as this to be sent home to the parents?: Yes 100% No 0%					
8. Is this a good way in building communication between the school and home?: Yes 100% No 0%					

Figure 5. Results of Teacher Evaluations

The feedback from the teachers was also positive, but they included more information on how to improve the presentation. They felt that the learning objectives were well presented. It was concluded that 100% of the teachers felt that the parents would benefit with a DVD at the beginning of the school year, teachers would also benefit with a DVD to be sent home to parents, and that it was a

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good way in building communication between the school and home.

Some of the comments provided from the teachers were that it showed a great amount of learning that would be taking place during the year, helpful for both students and parents to know how school systems are different from first grade compared to kindergarten, and it would be great for parents who are unable or do not want to attend open house. A teacher also commented that the transitions, music and effects were entertaining to the eyes and ears. The overall feedback from teachers was that the presentation was clear, professional, and to the point.

A few ideas were shared to help improve the presentation. One comment that was repeatedly stated by teachers is for the movie to be broken up into chapters. This would make it easier for parents to navigate through, choosing the areas of the presentation that they wanted to focus on at that given time. A few comments related to the wording of the text to make it sound more professional. Another teacher mentioned to add in a video of the principal doing an opening address as well as the teacher and for the counselor to quickly discuss the areas of character development. Lastly, it was voiced to somehow

reach out to the Spanish speakers of the students through Spanish subtitles or Spanish translation alongside the English.

This formative evaluation of the parent and teacher forms was reflected upon to improve the presentation. The positive feedback and the comments shared to enhance the presentation were valuable. Decisions to add, delete, or change any section of the presentation were based upon participant feedback, time constraints of the thesis, and teacher's discretion. Some of the changes made to the DVD were adding in the chapters and wording on some of the text.

Summary

The ADDIE process was discussed in chapter three through the following steps. First, the needs survey with the first grade parents was the starting point in developing the project. Once learning objectives were obtained, a storyboard was created in the design of the DVD presentation. The necessary equipment and software were gathered for development, and implementation occurred through the distribution of the DVD to the participants. Evaluation took place when the evaluation forms were

gathered from the parents and teachers. Their feedback contributed to the changes made to enhance the overall DVD presentation.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Four was a presentation of the

conclusions gleamed as a result of completing the project.

The DVD presentation was developed to provide useful

information to first grade parents as they begin their

first grade experience. This would open communication and

set expectations right at the beginning of the year. It

would help parents get a better understanding of what is

needed to help their first grader achieve academically and

socially. Further, the recommendations extracted from the

project resulted from the use of the ADDIE. Lastly, the

Chapter concludes with a summary

Conclusions

The conclusions extracted from the project follows.

1. The importance of this project was to develop a

    way in building communication between the school

    and home. With the use of technology, the

    development of this multimedia DVD presentation

    was a good way to meet this goal. It provides

    parents with a high set of expectations needed

for success, and it would especially benefit those parents who are unable to attend "Back to School Night".

2. Through the survey that was given during the analysis phase, parents felt that communication between the school and home was very important. There was a definite need and want for the information about the school and the classroom. This helped to justify the reason for the teacher to create this information in the first place.

3. The digital camera, iMovie, iDVD, and GarageBand were just enough to develop the project. The combination of each allowed the teacher to present the information in an easy to follow multimedia presentation.

4. There was positive and supportive feedback from the parent and teacher evaluations. They felt that this was a good way to present information about the school and classroom. The participants believed that the school community as a whole would benefit from this presentation, and that

it would be a good idea to make one at each grade level.

Recommendations

The recommendations resulting from the project follows.

1. The DVD presentation would need Spanish translations to inform our Spanish-speaking parents. There are three possibilities to meet this need: Spanish subtitles along the bottom of the screen, a Spanish speaker translating the English along side the teacher, or a presentation completely done in Spanish.

2. Another modification to the presentation would be to include a video segment of other staff members. The principal would introduce herself and address to the parents about our school history. She would also stress the importance of the parents' role in their child's education. The counselor's video segment would include an introduction of herself with the significance of character development.

3. Once improvements are made, the DVD would need
    to go through beta testing. This would give
    another opportunity for the teacher to collect
    feedback from participants and make revisions
    where needed.

4. Getting the evaluation forms was difficult from
    the participants. Not as many parent evaluations
    were returned and many of the teachers forgot to
    complete them. There was also limited space for
    participants to write down their feedback. A
    recommendation to improve in this area is to
    hold focus groups and invite them to watch the
    DVD together. Then the participants can freely
    express their ideas and the teacher can gather
    feedback instantly.

5. A long-term recommendation for this project is
    to compare student achievement with and without
    the use of the DVD. This research would have to
    be fully thought out, but the results would
    support this concept of student achievement
    through communication and setting high
    expectations. That would help to answer the

question if communication between the home and school would really benefit students.

Summary

Chapter Four reviewed the conclusions extracted from the project. The DVD presentation for first grade parents was a good way to present information. It met the different learning objectives from the parents and teachers' points of view. It allowed the parents to express the importance of the information that was going to be presented. This enhanced the information that was communicated between the school and the home. The teacher shared what was most important for the students and parents and expectations were set for the year. In return, the parents were receiving what they asked for. The DVD included just enough information with respect to the cognitive load of the learner. Lastly, the recommendations derived from the project were presented. A few revisions were still needed to enhance the presentation and the beta testing of the DVD. Long-term research was also needed to compare student achievement, benefiting its true intentions for students to succeed.

APPENDIX A

CD OF PROJECT

CD MOVED TO BACK OF BOOK

APPENDIX B

INSITUTIONAL REVIEW BOARD APPROVAL

Academic Affairs
Office of Academic Research • Institutional Review Board

February 5, 2010

Ms. Heidi Balatico Dacio
c/o: Prof. Eun-Ok Baek
Department of Science, Math and Technology
California State University
5500 University Parkway
San Bernardino, California 92407

CSUSB
INSTITUTIONAL
REVIEW BOARD
Administrative Review
IRB# 09073
Status
APPROVED

Dear Ms. Dacio:

Your application to use human subjects, titled, "Home and School Communication" has been reviewed and approved by the Chair of the Institutional Review Board (IRB) of California State University, San Bernardino and concurs that your application meets the requirements for exemption from IRB review Federal requirements under 45 CFR 46. As the researcher under the exempt category you do not have to follow the requirements under 45 CFR 46 which requires annual renewal and documentation of written informed consent which are not required for the exempt review category. However, exempt status still requires you to attain consent from participants before conducting your research.

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval notice does not replace any departmental or additional approvals which may be required.

Although exempt from federal regulatory requirements under 45 CFR 46, the CSUSB Federal Wide Assurance does commit all research conducted by members of CSUSB to adhere to the Belmont Commission's ethical principles of respect, beneficence and justice. You must, therefore, still assure that a process of informed consent takes place, that the benefits of doing the research outweigh the risks, that risks are minimized, and that the burden, risks, and benefits of your research have been justly distributed.

You are required to do the following:

1) Notify the IRB if any changes (no matter how minor) are made in your research prospectus/protocol.
2) If any adverse events/serious adverse/unanticipated events are experienced by subjects during your research.
3) And, when your project has ended.

Failure to notify the IRB of the above, emphasizing items 1 and 2, may result in administrative disciplinary action. You are required to keep copies of the informed consent forms and data for at least three years.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, IRB Compliance Coordinator. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application identification number (above) in all correspondence.

Best of luck with your research.

Sincerely, *Sharon Ward, Ph.D*

Sharon Ward, Ph.D, Chair
Institutional Review Board

SW/mg

cc: Prof. Eun-Ok Baek, Department of Science, Math and Technology

909.537.7588 • fax: 909.537.7028 • http://irb.csusb.edu/
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APPENDIX C

PARENT SURVEY

Dear Parents,

      I am currently pursuing a Masters degree at California State University, San Bernardino. I am working on a research project that emphasizes in positive communication between the school and the home. I am looking for parent input for this project and would appreciate if you could answer the following seven questions. Thank you for your time in filling out this survey, and please return the survey back to school.

Sincerely,

Heidi Dacio

1. On a scale from 1 to 6, how important is communication between the school and the home?
   Not Important   Very Important
   1   2   3   4   5   6

2. On a scale from 1 to 6, how much information would you want on academic standards for students?
   None   A Lot
   1   2   3   4   5   6

3. On a scale from 1 to 6, how much information would you want on character development?
   None   A Lot
   1   2   3   4   5   6

4. On a scale from 1 to 6, how much information would you want on disciplining students?
   None   A Lot
   1   2   3   4   5   6

5. On a scale from 1 to 6, how much information would you want on basic rules and school expectations?
   None   A Lot
   1   2   3   4   5   6

6. What would be the best way to present this information to you? Please check one.
   _____ Informational Packet
   _____ On a DVD
   _____ In a Parent Meeting at School
   _____ Over the Internet
   _____ Other _____

7. What language do you prefer with the information?
   _____ English
   _____ Spanish
   _____ Both English and Spanish

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Estimados Padres,

Estoy realizando mi Maestría en la Universidad del Estado de California, en San Bernardino. Estoy trabajando en un proyecto de investigación que enfatiza la comunicación entre la escuela y el hogar. Estoy en búsqueda de padres que me puedan proveer información para este proyecto y apreciaría bastante si usted puede contestar las siguientes siete preguntas. Gracias por su tiempo en llenar este cuestionario, y por favor regréselo a la escuela.

Atentamente,

Heidi Dacio

1. **En una tabla del 1 al 6, que tan importante es la comunicación entre la escuela y el hogar?**
   No es importante   Es muy importante
   1   2   3   4   5   6

2. **¿En una tabla del 1 al 6, que tanta información le gustaría recibir en cuanto a los estándares académicos de los estudiantes?**
   Nada   Bastante
   1   2   3   4   5   6

3. **¿En una tabla del 1 al 6, que tanta información le gustaría recibir en cuanto al desarrollo de carácter?**
   Nada   Bastante
   1   2   3   4   5   6

4. **¿En una tabla del 1 a 6, que tanta información le gustaría recibir en cuanto a disciplinar a los estudiantes?**
   Nada   Bastante
   1   2   3   4   5   6

5. **¿En una tabla del 1 al 6, que tanta información le gustaría recibir en cuanto a reglas basicas y expectativas escolares?**
   Nada   Bastante
   1   2   3   4   5   6

6. **¿Cual seria la mejor forma de presentarle esta información a usted? Por favor marque uno.**
   _____ Paquete de información
   _____ Un DVD
   _____ Una junta de padres en la escuela
   _____ Por Internet
   _____ Otro _____

7. **¿En que lenguaje prefiere la información?**
   _____ Ingles
   _____ Español
   _____ Ingles y Español

APPENDIX D

NARRATION

Narration of Still Shots and Title Slides
(bullets represent narration for different images)

Start time: images 12-16
- School starts at 8:50. If the classroom door happens to be closed, the student will need to check in at the office to receive a late slip. So please make sure your child is on time.
- If you happen to be early and are not having breakfast in the MU room, the student will need to wait at the benches until the 8:40 recess bell rings.
- Students will then walk with a teacher to the primary playground area, and after they will line-up in front of the classroom as they wait for the teacher to open the door.

End time: images 18-21
- School ends at 3:30 except for Thursdays. Those are minimum days and school lets out at 1:00. All first grade students will be lined up and walk with a teacher to their designated spot.
- If you pick your child up by car, you will need to go to the back parking lot. Your child will be waiting for you there.
- If you walk home, your child will make their way to the front of the school and wait for you there.
- If you happen to be running late, teachers will bring your child to the front office.

Homework: images 27-37
- A blue homework assignment sheet will be given every Monday to be put in the green folder.
- On this sheet you will find a list of HFW that the students needs to read each night and vocabulary words that they need to identify for the different subject areas.
- On the backside of the assignment sheet, there will be fluency practice. Have your child read through the entire passage first. Then time them for one-minute to check their WPM. They will do this each night.
- Once you are finished, record that number on the front side of this sheet.
- Along with fluency practice will be foldable books that will be sent home.
- These books practice certain phonics skills learned in class. These books can also be used for reading log. The reading logs will ask for the student to think about what they've read and write about it.
- Each night, students will bring home a Language Arts page.
- And a math page.
- Remember that all this homework will be brought back to school in the green folder, in the pocket that ways return to school.
- Students bring back their green folder each day. I will look through the homework to make sure all of it was completed and that there is a parent signature. It's important that you as parents help them as needed, but don't do the work for them.

Blue note: image 39
* I believe parents need to be up-to-date on how their child is doing both academically and socially. Every Friday, students will receive a blue note that discusses the students' progress throughout the week. Please take the weekend to discuss the comments and return the note back to school on Monday with parent initials.

Key standards: images 42-71
   Language Arts (42-43)
* HFW are words that are seen a lot in reading. Many of these are words that can't easily be sounded out. That's why your child must recognize them through consistent practice.
* By the end of the year, students should know 226 HFW. That is a big jump from kindergarten.
   Fluency (44-47)
* As students recognize more words, fluency will build. A first grade goal is to have students reading by the time they move onto 2nd grade.
* Here is an example of a story that is read at the beginning of the year.
* And here is an example of a story that is read at the end of the year.
   Phonics (48-52)
* Through the year, students will be learning new skills in phonics.
* For example, the long o sound in a word like ocean.
* There are different patterns to get the long o sound as seen on this spelling card.
* Some other patterns to recognize are digraphs. These are two consonants put together, but make a particular sound.
* These skills will be helpful in building word recognition and fluency, as well as spell words.
   Math (59)
* A hundred chart can be used for adding and subtracting. It will also be used in finding patterns and skip counting by 2s, 5s, and 10s to 100. This chart will be useful as they begin to learn multiplication.
   Social Studies (69)
* There will be three major themes we will be learning in social studies: communities, our country's traditions and symbols, and geography.
   Science (71)
* The major science themes will be solids, liquids, and gasses, weather and season, the environment, and plants and animals.

Character Development: images 73-87
* Urbita has worked hard in developing certain character traits within the students
   Responsibility
* Having your child turn in homework each day and getting to school on time are simple ways to express responsibility.

Respect
- Listening to the teacher and classmates are signs of respect. Remind your child to treat others as if they want to be treated.
Caring
- Caring about others really does make a classroom a happier place. Help your child to understand that it's not only about him or her. Caring can be as simple as being nice to others.
Citizenship
- A good citizen respects his or her country. Remind your child to say the Pledge of Allegiance each morning at school, pick up trash, and save water in the bathroom. Everyone benefits from good citizenship.
Fairness
- Being fair in 1st grade is hard for students to grasp. They must show fairness on the playground during recess.
- When lining up, with no cutting,
- And waiting their turn to be called on by raising their hand.
Trustworthiness
- Making smart choices will help in building trust. This will be a student doing their own work and not copying off others, or telling the truth when asked a question about a situation. Help your child understand what it means to build trust.
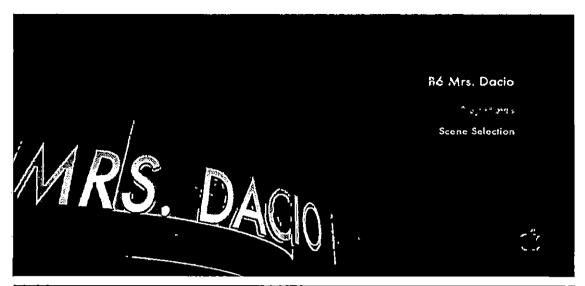
Discipline and consequences: images 88-89
- It's important that we take action when rules are not followed and help students to understand what was done wrong.
- If rules are not followed, a warning will always take place first. If the action continues, they will spend their time at the benches, be referred to the office, or a surprise phone call might be coming your way. Let's work on developing the character traits to lessen the discipline problems

Closing: images 99-104
- I hope you enjoyed this welcome DVD into your child's 1st grade experience. This is just a little glimpse of a big picture. Let's remember to keep an open line of communication to help them succeed. Take on the responsibility to get involved with your child's learning, both in and out of school. If you are interested in volunteering, please contact me.

APPENDIX E

DVD SCREEN IMAGES

Great Things Will Happen Here

APPENDIX F

EVALUATIONS

<u>Parent DVD Evaluation</u>

1. On a scale from 1 to 6, how well was the information on academic standards for first grade presented?

Needs Improvement   Well Presented
1   2   3   4   5   6

2. On a scale from 1 to 6, how well was the information on character development presented?

Needs Improvement   Well Presented
1   2   3   4   5   6

3. On a scale from 1 to 6, how well was the information on disciplining students presented?

Needs Improvement   Well Presented
1   2   3   4   5   6

4. On a scale from 1 to 6, how well was the information on school expectations presented?

Needs Improvement   Well Presented
1   2   3   4   5   6

5. On a scale from 1 to 6, how well was the information on classroom expectations presented?

Needs Improvement   Well Presented
1   2   3   4   5   6

6. Do you think parents will benefit with a DVD such as this at the beginning of the school year?

_____ Yes
_____ No

7. Is this a good way in building communication between the school and home?

_____ Yes
_____ No

8. Do you have a better understanding of our school and the expectations that are needed?

_____ Yes
_____ No

9. Is there any other feedback you would like to share about the DVD?

_____

_____

_____

_____

Thank you for you time in filling out the evaluation. You can keep the DVD. Please return the evaluation to the front office. There will be a box there to drop them in.

Teacher DVD Evaluation

1. On a scale from 1 to 6, how well was the information on academic standards for first grade presented?

      Needs Improvement   Well Presented
      1   2   3   4   5   6

2. On a scale from 1 to 6, how well was the information on character development presented?

      Needs Improvement   Well Presented
      1   2   3   4   5   6

3. On a scale from 1 to 6, how well was the information on disciplining students presented?

      Needs Improvement   Well Presented
      1   2   3   4   5   6

4. On a scale from 1 to 6, how well was the information on school expectations presented?

      Needs Improvement   Well Presented
      1   2   3   4   5   6

5. On a scale from 1 to 6, how well was the information on classroom expectations presented?

      Needs Improvement   Well Presented
      1   2   3   4   5   6

6. Do you think parents will benefit with a DVD such as this at the beginning of the school year?

          _____ Yes
          _____ No

7. Do you think teachers will benefit with a DVD such as this to be sent home to parents?

          _____ Yes
          _____ No

8. Is this a good way in building communication between the school and home?

          _____ Yes
          _____ No

9. Is there any other feedback you would like to share about the DVD?

Thank you for you time in filling out the evaluation. You can keep the DVD. Please return the evaluation to the front office. There will be a box there to drop them in.

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