



A PRE-SEMINAR ASSESSMENT PROCESS

Reading and Talking Together

Promoting Research-based Practice in Parent-Child Interactive Literacy Activities

FALL 2005

Name: _____ Position: _____ Date: _____

*Please complete Part I and Part II of the Pre-Seminar Assessment process before coming to the **Reading and Talking Together** seminar. You will want to begin the process as soon as you receive this package. Be sure that each member of your team individually completes Part I and contributes to the Part II group process. Involve all members who will attend the seminar in the process. You will also want to consider including other key individuals in this process, for they too will offer a unique perspective about your program's interactive literacy activities. The process will result in a picture of your program's practice that you will draw on during the seminar to develop an Action Plan for advancing practice related to interactive literacy activities.*

PART I: A TOOL TO ASSESS INTERACTIVE LITERACY ACTIVITIES **Your Assessment of Your Program's Practice**

Part I Directions

Step 1. Complete the questions in the first box

Step 2. Individually rate your program's practice in each of the five sections, responding to each practice listed. When rating each item, reflect on your own practice, as well as that of colleagues. As you rate items, consider the available evidence that you may want to review, such as: 1) documentation of interactive literacy activities observations, 2) child/parent records, 3) staff planning documents, 4) program reports, 5) parent feedback, and 6) other documents. You may also want to talk with collaborators and parents to obtain additional information that can help you rate particular items.

PART I: A TOOL TO ASSESS INTERACTIVE LITERACY ACTIVITIES

Before you begin to rate the items in the five sections, please answer the following:

1. How many hours per month does your program provide interactive literacy activities between parents and children? _____ hours per month

2. How many hours per month does your program provide parenting education activities? _____ hours per month

3. During interactive literacy activities, on average what percentage of time are parents and their children engaged without intervention of staff?

<20% of the time 20-40% >40-80% more than 80%

4. In our program, literacy *is* the primary focus of interactive literacy activities between parents and their child. Yes No Not sure

Rarely	At Times	Often	Always
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I. Using multiple and sequenced strategies to support interactive literacy activities between parents and their children

1. We have a clear purpose when conducting interactive literacy activities that supports the child's and parent's learning.				
2. We utilize scientifically-based reading research in developing strategies to support parents in interactive literacy activities with their children.				
3. We help parents set realistic and reachable literacy goals for their children.				
4. We help parents offer varied reading and other literacy development experiences for children.				
5. We model and discuss book reading techniques with parents.				
6. We support parents in selecting varied and age-appropriate print materials to use with their child.				
7. We use a variety of strategies to help parents have age-appropriate learning expectations for children.				
8. We encourage parents to use materials in their home to support children's literacy development.				
9. We focus on both the quality and quantity of parents' reading to their children.				
10. We effectively break down complicated activities for parents into manageable parts.				
11. We help parents recognize their own successes during interactive literacy activities, as well as the success of their child.				
12. We use a variety of techniques (modeling, written materials, video clips) to prepare parents for interactive literacy activities.				
13. We observe interactive literacy activities between parents and children and later engage parents in reflecting on the activity.				

II. Working with parents in authentic ways

1. We respect parents as partners in their children’s education.				
2. We systematically obtain information from parents to tailor our approaches to working with the parent as well as with their child.				
3. We build trusting relationships with parents while simultaneously working on literacy activities.				
4. We know and implement adult education principles when working with parents.				
5. We use research-based strategies to support non-English speaking parents in acquiring English.				
6. We build on parents’ and children’s interests as we guide them in selecting children’s books.				
7. We involve parents in planning interactive literacy activities.				
8. We schedule interactive literacy activities to accommodate and respect parents’ schedules and interests.				
9. We employ staff or access resources to communicate with non-English-speaking parents.				
10. We use the context of the home to support interactive literacy activities.				
11. We offer parents a variety of culturally and linguistically appropriate books to use during interactive literacy activities.				
12. We use mentoring and coaching techniques to support parents with interactive literacy activities.				

III. Connecting interactive literacy activities to other Even Start components

1. We make clear to all staff, as well as to parents, the importance of interactive literacy activities.				
2. Our program’s early education goals for children are reinforced by interactive literacy activities.				
3. We have established goals across the components that guide our approach to advancing interactive literacy activities between parents and children.				
4. We regularly assess our program’s ability to achieve our interactive literacy and parenting education goals.				
5. Our program staff and collaborators meet regularly to ensure that we align practice across components.				
6. We consistently use time in parenting education to prepare parents for and to debrief on interactive literacy.				
7. Interactive literacy activities build on and link to activities in early childhood education.				
8. Interactive literacy activities respect and reflect parents’ different educational levels.				

IV. Implementing a coordinated and cohesive approach with internal and external partners

1. Our partners embrace Even Start goals.				
2. We plan and coordinate interactive literacy activities with our partners.				
3. We involve our partners in professional development related to interactive literacy activities.				
4. We have written partnership agreements that specify interactive literacy activities expectations.				
5. We draw on each partner's strengths and avoid duplicative efforts related to interactive literacy activities.				
6. Our program and partners provide a consistent message to parents about interactive literacy activities.				
7. We meet regularly with staff and partners to set goals, plan, and assess parenting education and interactive literacy activities.				
8. We effectively draw on our partners' assets to support the interactive literacy activities and parenting education components.				

V. Supporting staff and partners to successfully implement interactive literacy activities for parents and children

1. We access and discuss the latest research and its implication for our interactive literacy activities practice.				
2. Supervisors observe at least monthly how staff support interactive literacy activities.				
3. Supervisors provide staff with feedback on their observations.				
4. Supervisors use reflective supervision techniques to deepen staff's thinking about practice.				
5. We use formative evaluation results to improve interactive literacy activities and parenting education.				
6. We use modeling, mentoring, and coaching to help staff and partners improve instructional techniques.				
7. We have received training on ways to support and deepen our program's practice in interactive literacy activities and parenting education components.				
8. We use innovative techniques, such as video taping and dialogue and reflection, to advance practice.				
9. Our approaches to supervision and mentoring provide a good model for supporting parents' interactive literacy activities.				
10. Our staff evaluations address skills/knowledge staff need to effectively implement interactive literacy.				

Be prepared to share your rating for each item and the evidence on which it is based with other team members.



PART II: A TEAM ASSESSMENT OF PRACTICE AND PRIORITY SETTING **Your Team's Assessment of Your Program's Practice**

Part II Directions

To prepare for the *Reading and Talking Together* seminar, your team will want to discuss the assessments completed by each team member in Part I of this assessment process. Your team will want to meet prior to coming to the seminar to complete Part II. The meeting will be most successful when all team members openly share their thoughts, listen respectfully to one another, and acknowledge everyone's contributions. Team members should also feel free to ask clarifying questions to elicit additional information and to learn more about the evidence members used for their ratings.

Use the steps below to guide the work of the team at the meeting.

- Step 1.** Ask individual team members to share their ratings (Part I), noting where they see strengths and where they see areas that need to be improved. Discuss areas on which there is consensus, areas on which ratings differ, and reasons for the different ratings.
- Step 2.** Discuss sections I through V and respond to the questions listed in each section's area. Come to a team agreement about the strengths, improvements needed, and particulars about each individual's ratings.
- Step 3:** Based on the team's responses and identified areas needing improvement, develop two or three priorities for improvement. List these in the *Priorities for Improving Interactive Literacy Activities* box. For example, to improve our program's ability to more effectively structure interactive literacy activities by helping staff identify steps to implement more effective interactive literacy activities.
- Step 4:** Take copies of Part I and Part II of the Pre-Seminar Assessment process to the *Reading and Talking Together* seminar. Your team will use these documents during the seminar's team meetings.

PART II: YOUR TEAM'S ASSESSMENT OF PRACTICE AND PRIORITY SETTING

I. Using multiple and sequenced strategies to support interactive literacy activities

- 1. Which practices does the program do well? What are your program's strengths in this category?**
- 2. Which areas need improvement?**
- 3. Where did team members have significant differences of opinion? What are the reasons for these differences? What steps need to be taken to resolve the differences?**

II. Working with parents in authentic ways

- 1. Which practices does the program do well? What are your program's strengths in this category?**
- 2. Which areas need improvement?**
- 3. Where did team members have significant differences of opinion? What are the reasons for these differences? What steps need to be taken to resolve the differences?**

III. Connecting interactive literacy activities to other Even Start components

- 1. Which items does the program do well? What are your program's strengths in this category?**
- 2. Which areas need improvement?**
- 3. Where did team members have significant differences of opinion? What are the reasons for these differences? What steps need to be taken to resolve the differences?**

IV. Implementing a coordinated and cohesive approach with internal and external partners

1. Which items does the program do well? What are your program's strengths in this category?

2. Which areas need improvement?

3. Where did team members have significant differences of opinion? What are the reasons for these differences? What steps need to be taken to resolve the differences?

V. Supporting staff and partners to successfully implement interactive literacy activities for parents and children

- 1. Which items does the program do well? What are your program's strengths in this category?**
- 2. Which areas need improvement?**
- 3. Where did team members have significant differences of opinion? What are the reasons for these differences? What steps need to be taken to resolve the differences?**

Priorities for Improving Interactive Literacy Activities

Our program priorities for improving interactive literacy activities between parents and children include:

1.

2.

3.