Families and Schools Partnering for Children’s Literacy Success

Family Track

Facilitator’s Guide

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Introduction

Overview of The National Center on Improving Literacy (NCIL)
The NCIL’s mission is to increase access to, and use of, evidence-based approaches to screen, identify, and teach pre-K to grade 12 students with literacy-related disabilities, including dyslexia. This tutorial is part two of a four-part series on key roles that families can play for children’s literacy success. Each of the four tutorials expands upon information in NCIL’s literacy briefs and infographics on these key roles:

- Supporting Your Child’s Literacy Development at Home
- Learning About Your Child’s Reading Development
- Families and Schools Partnering for Children’s Literacy Success
- Self-Advocacy and Advocating for My Child’s Literacy Needs

Purpose of and Intended Audience for the Tutorial
The purpose of the tutorial is to expand upon information in NCIL’s Partnering With Your Child’s School literacy brief and infographic. Go to improvingliteracy.org to access this literacy brief and infographic. In the tutorial, participants will learn how to talk and interact often, discuss literacy instruction and intervention, share literacy resources, and address concerns together, all in an interactive online experience. The tutorial includes two tracks – one for families and one for schools – each with a table of contents that can be used to tailor information to participants in a shorter, more targeted experience if needed. The intended audience for the tutorial is school staff, such as leadership teams, and parents and caregivers of children in preschool through grade twelve. The online tutorial is available as a self-study, on demand resource on the NCIL website.

Purpose and Organization of the Facilitator Guide
The purpose of the facilitator guide is to provide information and materials to effectively facilitate the tutorial in-person as a workshop series and enable participants to achieve the learning objectives. The facilitator guide is organized by the workshop sessions. Each workshop session includes: the intended learning objectives, needed materials and equipment, the big ideas, and the suggested facilitation procedure. Accompanying this guide are four PowerPoint files, each with facilitator notes, resource/activity directions, and guiding questions (where applicable). You may choose to have use the narration that accompanies the online tutorial or mute the narration and present the content yourself.

Overview of the Workshop Series
The Families and Schools Partnering for Children’s Literacy Success workshop series is divided into four workshop sessions: 1) talk and interact often; 2) discuss literacy instruction and intervention; 3) share literacy resources; and 4) address concerns together. Each workshop session lasts approximately two hours.

This session design is a suggestion only. Please adjust the number of sessions, content, presentation, and/or session length based on your needs and those of participants. For example, the strands can be broken down into eight one-hour sessions or sessions can be combined. Also, content may need to be modified or scaffolds added to support participants’ access to or understanding of the material.
Example Dissemination Models
The following three models are examples of ways to disseminate the tutorial to participants. Please use your judgement to determine the best dissemination model given your organization’s context, capacity, and experience. This may include considering other models not described here.

Model 1: Blended Workshop Series- Traditional - This model combines online and in-person formats to share tutorial content. In this model, participants view sections of the online tutorial in-person with a facilitator across a series of sessions.

Model 2: Blended Workshop Series- Flipped - This model combines online and in-person formats to share tutorial content. In this model, participants view sections of the online tutorial at home and then attend in-person gatherings to discuss the content with a facilitator across a series of sessions.

Model 3: Virtual Workshop Series - This model uses an online format to share tutorial content. In this model, participants view sections of the online tutorial virtually with a facilitator across a series of sessions.

Facilitator Roles and Responsibilities
The facilitator plays a key role in successfully disseminating the tutorial in a workshop setting. He or she should be able to fulfill the roles and responsibilities of the facilitator, understand adult learning principles, and have a good rapport with parents and caregivers. The facilitator may participate in-person or virtually. If virtually, an on-site host is recommended to handle logistics and greet participants.

Before the workshops, the facilitator:

- Reviews the tutorial content, including videos and resources
- Reads the session information in the facilitator guide
- Prepares for the session by addressing information in the facilitator guide, including printing the PowerPoint in notes format for use during the workshop
- Follows your organization’s participant communication and registration processes, including drafting and sending an agenda (see examples in Appendix)

During the traditional or virtual blended workshops, the facilitator:

- Plays the tutorial section videos, reviews the resources, and conducts the activities
- Answers questions and provides clarification as needed
- Poses guiding questions for reflection on content at specified times during the tutorial
- Contextualizes and personalizes content, including what the information means for students with disabilities

During the flipped blended workshops, the facilitator:

- Reviews the tutorial section big ideas, reviews the resources and conducts the activities
- Answers questions and provides clarification as needed
- Poses guiding questions for reflection on content
- Offers opportunities to extend learning as needed
- Contextualizes and personalizes content, including what the information means for students with disabilities
After the workshops, the facilitator:

- Notes participant questions and comments that need addressing and plan to do so
- Distributes and collects workshop evaluation forms. Then reviews and uses evaluation feedback and other information to inform the design, content, and/or delivery of future workshops
Session 1

Talk and Interact Often

Learning Objectives

- To learn the characteristics of family engagement and the conditions that support effective home-school partnerships for literacy
- To learn what family engagement may look like in a system of literacy support and services, like a Multi-tiered System of Support for Reading (MTSS-R)

Materials and Equipment

- Laptop computer with audio speakers, projector, and display screen*
- Wireless internet connection*
- Families and Schools Partnering for Children’s Literacy Success tutorial link
- Chart paper, sticky notes, and pens
- One copy per participant (in presentation order):
  - Family Engagement and Student Success: What the Research Says
  - Why Family Engagement Matters for Student and School Success
  - Tap, Click, Read: What Parents Can Do
  - Route to Reading: Check the Road Conditions
  - Understanding Screening: Overall Screening and Assessment
  - Checklist: Questions to Ask Your School About RTI
  - Talk with Your Child’s Teacher
  - Hablar con los maestros de su hijo
  - Reading Milestones
  - Route to Reading: Schedule Regular Maintenance
  - Families and Schools Partnering for Children’s Literacy Success Checklist

Big Ideas

- Family engagement for children’s literacy learning and achievement is a shared responsibility among families, schools, and communities.
- Trust is the primary ingredient for strong home-school relationships for children’s literacy learning and achievement. Strong home-school relationships rely on open, two-way communication.
- An effective system of support and services for children’s literacy learning involves home and school partnering together.

Procedure

- Refer to session PowerPoint slides and speaker notes for facilitator guidance and instructions

Next Steps

- Answer participant questions and provide time for comments
- Distribute and collect an evaluation form from participants
• Provide participants with information about the next workshop or related information if available
• Encourage participants to try out strategies, tips, and activities learned during the workshop with children
Session 2

Discuss Literacy Instruction and Intervention

Learning Objectives

- To learn how families and schools can partner to help children get evidence-based literacy instruction and intervention
- To learn what to talk about when discussing literacy instruction and intervention

Materials and Equipment

- Laptop computer with audio speakers, projector, and display screen*
- Wireless internet connection*
- *Families and Schools Partnering for Children’s Literacy Success tutorial link
- One copy per participant (in presentation order):
  - What Do We Mean By Evidence-based?
  - 10 Key Reading Practices for All Elementary Schools
  - 10 Key Reading Practices for All Middle and High Schools
  - 10 Key Writing Policies and Practices for All Schools
  - Reading Trouble: Conversations Starters to Use With Your Child’s Teacher
  - Evidence-based Teaching Practices
  - Route to Reading: Avoid a Lemon
  - Intensive Intervention: An Overview for Parents and Families
  - Intensive Intervention: An Overview for Parents and Families (Spanish)
  - How Can You Support Intensive Intervention? Tips for Families (Spanish)
  - Intensive Intervention: Questions Families Can Ask When Talking to Their Child’s School About Intensive Intervention
  - Intensive Intervention: Questions Families Can Ask When Talking to Their Child’s School About Intensive Intervention (Spanish)
  - Route to Reading: Inspect the Manual Instruction & Intervention
  - Route to Reading: Inspect the Manual Screening & Assessment
  - Families and Schools Partnering for Children’s Literacy Success Checklist

Big Ideas

- Knowing what scientific research says about how kids learn to read can help you determine if the literacy approach, strategy, or program being used with your child is evidence-based.
- It is important to identify if the evidence-based literacy practices are appropriate for your child’s grade-level or if any key practices are missing.
- Discussing literacy instruction and intervention can help you determine if the literacy approach, strategy, or program being used with your child is designed and delivered effectively.

Procedure

- Refer to session PowerPoint slides and speaker notes for facilitator guidance and instructions
Next Steps

- Answer participant questions and provide time for comments
- Distribute and collect an evaluation form from participants
- Provide participants with information about the next workshop or related information if available
- Encourage participants to try out strategies, tips, and activities learned during the workshop with children
Session 3

Share Literacy Resources

Learning Objectives

- To learn what literacy resources are important for you and your child’s teacher to share with one another to better understand and support your child’s literacy development and that of others
- To learn how our language system works to listen, speak, read, and write well

Materials and Equipment

- Laptop computer with audio speakers, projector, and display screen*
- Wireless internet connection*
- Chart paper
- Families and Schools Partnering for Children’s Literacy Success tutorial link
- One copy per participant (in presentation order):
  - Tips for Teaching Your Child About Phonemes
  - Tips for Teaching Your Child About Phonemes (Spanish)
  - What is Decoding?
  - 7 Tips to Help Kids Understand What They Read
  - How Can I Help to Improve My Child’s Reading Comprehension?
  - How Can I Help to Improve My Child’s Reading Comprehension? (Spanish)
  - Families and Schools Partnering for Children’s Literacy Success Checklist

Big Ideas

- Two important foundational skills in early reading instruction are phonemic awareness and phonics.
- For children who struggle to read, working with phonemes and decoding words can be especially difficult.
- Learning to listen, speak, read, and write well also includes developing oral language skills and reading fluently and with meaning.

Procedure

- Refer to session PowerPoint slides and speaker notes for facilitator guidance and instructions
- Engage participants in completing the strand quiz at the end of the session

Next Steps

- Answer participant questions and provide time for comments
- Distribute and collect an evaluation form from participants
- Provide participants with information about the next workshop or related information if available
- Encourage participants to try out strategies, tips, and activities learned during the workshop with children

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Session 4

Address Concerns Together

Learning Objectives

- To learn what makes reading a complex and unnatural process
- To learn how to appropriately address your child’s literacy needs early
- To learn about dyslexia

Materials and Equipment

- Laptop computer with audio speakers, projector, and display screen*
- Wireless internet connection*
- *Families and Schools Partnering for Children’s Literacy Success* tutorial link
- One copy per participant (in presentation order):
  - Recognizing Reading Problems
  - Recognizing Reading Problems (Spanish)
  - Child Find: What It Is and How It Works
  - 8 Tips For Talking to Your Child’s Teacher About Dyslexia
  - Route to Reading: Form a Pit Crew
  - Partnering with Your Child’s School
  - Families and Schools Partnering for Children’s Literacy Success Checklist

Big Ideas

- All children benefit from explicit, systematic reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Some children continue to struggle with reading even with evidence-based classroom reading instruction.
- If you or your child’s teacher is concerned that your child’s reading difficulties are unexpected or unusual, seek further information from the school and others about next steps.

Procedure

- Refer to session PowerPoint slides and speaker notes for facilitator guidance and instructions

Next Steps

- Answer participant questions and provide time for comments
- Distribute and collect an evaluation form from participants
- Provide participants with information about the next workshop or related information if available
- Encourage participants to try out strategies, tips, and activities learned during the workshop with children
Appendix

Traditional or Virtual Workshop Agenda Example*

[**Title of Workshop**]
[**Date, time, location**]

**Welcome and Introduction**

Learning Objectives

Evidence-based Strategies, Tips, and Activities for [topic]

Questions and Comments

**Next Steps**
Flipped Workshop Agenda Example*

[Title of Workshop]
[Date, time, location]

Welcome and Introduction

Learning Objectives

Discussion of Evidence-based Strategies, Tips, and Activities for [topic]

Questions and Comments

Next Steps

*For subsequent workshop agendas, consider incorporating a "share out" after the welcome and introduction for participants to talk about the strategies, tips, and activities they tried from the previous workshop and what happened.