Parenting Education Profile-Ohio Version

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Summary: New York State Even Start Family Literacy Parenting Education Profile – *SCALES II and III ONLY *Revised version 11/08/01 – adapted for Ohio

This profile record is designed to help summarize the status of parent progress in family literacy programs by summarizing observations of behaviors related to literacy and learning made by parents themselves and those who know them well.

The record is designed to trace the progress of development of parents and to capture the highest level of typical behaviors within each area of development, that is, the level of behaviors that represents patterns that are consistently observable. In each area, statements of behavior are arranged from one to five in approximate order of development; the statements are arranged hierarchically.

Ratings should be made by a team that knows the parent well and based on evidence of behaviors from logs, portfolios, ESPIRS ratings, and interviews or discussions with the parent over a several month period. Observations would be made on everyday activities and routine program opportunities rather than specially constructed demonstrations. Thus, the focus of attention is on behavior initiated by the parent.

After the initial rating (which should be done when staff know parents well enough to know their typical behaviors), subsequent ratings should be made no sooner than six month intervals.

The scales, topics within scales, and levels of behavior are based on the U.S. Department of Education's Parenting Education Framework, Equipped for the Future, the findings about stages of parent development in New York's Even Start Longitudinal study, and the family behaviors identified for New York's Performance Indicators.

Developed by NY Even Start SEA and program staff and RMC Research
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Summary of Parenting Education Profile Scales

	Scores (approx. 6 mo. intervals)			
II. Parent's Role in Interactive Literacy Activities	**Time 1**	**Time 2**	**Time 3**	**Time 4**
E. Expressive and Receptive Language	____	____	____	____
F. Reading with Children	____	____	____	____
G. Supporting Book/Print Concepts	____	____	____	____
Total (Add E-G; divide by 3)	____	____	____	____

III. Parent's Role in Supporting Child's Learning in Formal Educational Settings	**Time 1**	**Time 2**	**Time 3**	**Time 4**
H. Parent-School Communication	____	____	____	____
I. Expectations of Child and Family	____	____	____	____
J. Monitoring Progress/Reinforcing Learning	____	____	____	____
K. Partner with Educational Setting	____	____	____	____
L. Expectations of Child's Success in Learning	____	____	____	____
Total (Add H-L; divide by 5)	____	____	____	____

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II. Parent's Role in Interactive Literacy Activities

Expressive and Receptive Language	Reading with Children	Supporting Book/Print Concepts
1. Parent's verbal interactions with child are predominately commands or discouragements. Parent responds inconsistently to child's verbal or behavioral cues.	1. Parent tells stories, sings or reads infrequently to or with child. Shared reading or storytelling is a frustrating experience for parent and child.	1. Parent is not yet aware of their own role in modeling reading and writing with child.
2. Parent has limited verbal interaction with child, but the tone is more positive than negative. Language is characterized by simple sentences and questions that can be answered yes/no.	2. Parent sometimes tells stories, sings, or reads to child but does not attempt to engage child in the story or in the process of reading or telling the story. Parent has low comfort level.	2. Parent occasionally demonstrates awareness of child's development of book and print understanding, e.g., points out words, shows book pictures to young children.
3. Parent is aware of the impact of their own speaking/language and listening to child on the child's language and behavior. Parent sometimes tries out strategies to support child's development of language.	3. Parent is interested in learning how to tell stories or read to child and tries out suggested strategies for engagement. Parent becomes comfortable with at least 1-2 strategies to support/reinforce reading and oral language, including, rhymes, songs, word play with younger children..	3. Parent begins to help child understand how print works, e.g., letter names connected to sounds, left to right progression, book handling.
4. Parent regularly adjusts own language or uses strategies to support child, e.g., choice of vocabulary, variation in words, asking questions, and listening to the child.	4. Parent regularly uses a variety of different strategies for engaging the child in reading books, storytelling, or singing.	4. Parent uses strategies with child to develop meaning for print, e.g., writing letters and words, playing games with sounds and words, child dictating stories to parent.
5. Parent actively engages the child in discussion, using strategies such as paying attention to the interests of the child, using open-ended questions, providing verbal encouragement, or giving the child an opportunity to process information.	5. Parent matches reading or storytelling strategy to situation, e.g., child's developmental level, child's mood, setting. Parent verbalizes connections between stories and the child's experiences, and encourages child to make similar connections.	5. Parent takes advantage of every day activities to frequently make the connection between sounds, oral language, and print.

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III. Parent's Role in Supporting Child's Learning in Formal Educational Settings

Note: Depending on the age of the child, formal educational settings may be school, preschool, and/or child care settings. Educational settings vary widely in the degree to which they actively promote interaction with parents. Therefore, take into account the context in which parents' initiatives and responses to school's initiatives are taking place when assigning the rating.

Parent-School Communication	Expectations of Child and Family	Monitoring Progress/Reinforcing Learning
1. Communication between parent and child's teacher is infrequent.	1. Parent is not aware of school's expectations for child.	1. Parent does not know about nor question child's progress in educational setting.
2. Parent attends some school or center functions, e.g., open house, meetings--probably with outside support.	2. Parent knows that school has expectations but has not taken actions to learn specifics.	2. Parent acknowledges that he/she has responsibility and begins to monitor child's progress, at least in formal ways, e.g., review report card/progress report.
3. Parent verbalizes awareness of the importance of own role in communication with teachers. Parent usually responds positively to requests on own, e.g., for attending parent-teacher conference.	3. Parent finds out information about school's specific expectations of child.	3. Parent questions child and/or teacher about how child is doing.
4. Parent initiates contact with child's teacher and others in school/center setting in relationship to child's needs and interests.	4. Parent assesses expectations and the school's approach to helping children meet them. Parent begins to supplement school initiatives with actions of his/her own.	4. Parent inquires about ways to help child make more progress and works with child to reinforce what the child is learning.
5. There is ongoing exchange of information between parent and child's teacher; each is comfortable initiating contact with the other.	5. Parent finds out information to place the school's expectations in context, e.g., what others are asking of children of the same age. Parent works with others to promote system improvements for quality education for all children.	5. Parent takes an interest in what and how their child is learning and finds ways to extend child's learning beyond what is required by educational setting.

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III. Parent's Role in Supporting Child's Learning in Formal Educational Settings (continued)

As A Partner with Educational Setting	Expectations of Child's Success in Learning
1. Parent takes no role or has no understanding of parent role connected to educational setting.	1. Parent has not formed expectations of child's success or has low expectations. Parent gives negative or mixed messages to child about child's ability.
2. Parent would like to be connected to school but does not feel ready or is not in a position to do so. Parent may reluctantly agree to participate in school-connected activity—perhaps with support for doing so.	2. Parent sometimes verbalizes concerns about the effects of negative expectations, e.g., verbal messages or actions, on child. Parent often demands more of child than is realistic for developmental level.
3. Parent occasionally participates in school-connected activities.	3. Parent tries to use positive and consistent messages with child. Parent asks for information about child development. Parent takes active role in helping the child reach appropriate expectations.
4. Parent sees that he/she could be involved with school in a variety of ways. Parent tries more than one type of involvement, e.g., going on field trip, making game for class.	4. Parent uses lots of different ways to encourage high but achievable expectations, including creating experiences that build the child's success.
5. Parent participates in a variety of different ways on a consistent basis, i.e., 4-6 times a year.	5. Parent sets benchmarks to help child achieve longer term expectations. Parent creates opportunities that are challenging for child.

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Rating Examples Based on Information Provided by New York State Even Start Programs

The examples below illustrate the types of evidence that might be the basis for making ratings. Remember that any one example would not be sufficient for placement at a level; the rater should consider patterns of behavior over recent months.

Scale: Parent's Role in Interactive Literacy Activities,
Area of Development: Reading With Children

Level 1 : When family educator asks the parent if she read to the child over the past week, the parents says "No, I just don't like to read to her. I don't have time."

The home visitor brings a book for the parent to read to the child. The parent says, "The child won't listen. He is still too young to read to."

Level 2: When parent reads to child, she reads the words on the page in a monotone voice and doesn't interact with the child. The child becomes bored after a few pages and wanders away to do something else.

Parent "forces" the child to sit still and listen to the story. When the child interrupts to ask about a picture, the parent tells him to wait until the story is finished.

Level 3: Parent helps child count objects on one page of a book they are reading together. Later, in the story, parent points out a box of toys and asks the child to tell how many toys are in the box.

At the center, family educator notices parent reading to the child and using the same questions that the family educator had used earlier in the week when reading the book during a home visit.

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Level 4: Parent reads to the children every day. Both parent and children say that sharing books is one of their favorite activities. Lots of conversation occurs during the book reading time.

The parent begins reading a story about a pet dog by first showing a few pictures of the dog that appear in the book. The parent points out how the dog in the story doesn't have a name but will get one by the end of the book. As they go through the story, the parent asks the child to guess what the name will be.

Level 5: The parent begins reading a story about a pet dog by asking if the child remembers how the family dog got his name. When the child describes the color and pattern of the dog's coat as the reason for the name "Patches," the parent uses the opportunity to ask the child what the dog in the book pictures might be named if the name was based on how the dog looks. When the story is finished, the parent talks about family members' names and tells the child she gave him the name "Robert" because it was the name of her own brother.

The parent asks the teacher for ideas about books that might be used to help discuss feelings of jealousy that the child has about his younger siblings. The parent says she wants to try to have a few conversations with the child when the two of them are alone about getting along better with the two younger children.

Scale: Parent's Role in Supporting Child's Learning in Formal Educational Settings,
Area of Development: Monitoring Progress/Reinforcing Learning

Level 1: The child didn't get to preschool today because the parent stayed up too late. Last week the child didn't get to preschool because the alarm didn't go off and the family got up an hour late. The child has missed school about two days a week since the beginning of the year. The parent has not responded to notes from the teacher about the absences.

The parent never asks the child about any homework. The parent can't find the school progress report. The child doesn't have anything to carry work to and from school, e.g., a backpack.

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Level 2: The parent has not had contact with the child's teacher yet but shows the child's progress report to the home visitor.

Children's papers of the week are posted on the refrigerator. Parent expresses pride in the note of encouragement written by the teacher on child's papers.

Level 3: The parent responds quickly to the teacher's request for a parent-teacher conference, gets to the session on time, and has a few questions to ask about whether the child should be learning to write more letters and whether or not the child listens to the teacher's directions.

During parent discussion time, the parent mentions that at some time during the evening, she has been asking each of the children to tell what they did in school. She is frustrated that one of the children never has much to say or does not seem to want to tell her anything.

Level 4: Last week, the parent wrote a note to the teacher asking for some practice pages when she noticed that the child had made mistakes in matching shapes and numbers on papers he brought home.

The parent asked the teacher for a meeting based on her concerns about the child being upset about missing recess to finish work. The parent wonders if the work is too hard or if they can do something at home to help. The teacher provides a reader from another series to use at home.

Level 5: The parent and child are making a scrapbook of pictures that go with initial consonant letters that the child is learning. They cut the pictures from old magazines and also take turns drawing pictures. Periodically, they review all the pictures in the book and talk about which ones are their favorites.

In preschool, the class is growing different types of plants from seeds. The parent asks the teacher for some of the extra seeds to try at home. The parent also takes the child to a greenhouse to look at seedlings and select a few for the home garden.

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