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knowledge and skills to assist children and parent perceptions on
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Pepperdine University
Graduate School of Education and Psychology

PARENTAL INVOLVEMENT AND THE DEVELOPMENTAL
STAGES OF WRITING: KNOWLEDGE AND SKILLS TO ASSIST CHILDREN AND
PARENT PERCEPTIONS ON THEIR EXPERIENCE

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Elena Fernandez-Kaltenbach

November, 2009

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This dissertation, written by

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DEDICATION

This dissertation is dedicated to my parents,

Victor and Jenny Fernandez,

for their love, guidance and support and especially,

for always instilling upon me the value and power of education.

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CURRICULUM VITA

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ABSTRACT

A kindergarten parent workshop series on the developmental stages of writing was created and assessed. The intended outcome was to empower parents with writing knowledge and writing skills so that they could apply this knowledge and skills at home with their child.

The researcher developed the workshops from parent involvement research, developmental stages for writing, and the knowledge of adult learning. To assess the outcomes, the researcher utilized a mixed-methods qualitative approach analyzing responses from a pre and post assessment, oral discussions from videotaped sessions, researcher field notes, and parent responses to focused questions in a journal. Thirty-five Spanish-speaking parents from a low socio-economic status school in Southern California voluntarily participated in 4 workshops led by a bilingual teacher. Two separate series of workshops were conducted in Spanish, the participants' primary language. Using McMillan and Schumacher's (2006) inductive analysis of the data collected, 5 primary themes emerged: parent confidence, parent-child communication, parent-parent interaction, parent-child bonding, and parent increased knowledge of writing.

Based on the analysis of the four data gathering methods, the following major conclusions were drawn. First, parents revealed a change in their self-efficacy during the oral portion of the workshops. Every session included a 20-minute parent oral discussion regarding parent-child interaction during the assigned writing activity at home. Most parents expressed more frequent and positive interactions with their child. Participants changed from a parent who simply checked that homework was completed to a parent who actively participated in the homework process. Also, parents reported that they

provided resources, information, a place to study and personal feedback on their child's work. Second, all parents expressed high satisfaction and benefits from the workshops. Third, all parents had an increase in knowledge and skills in the developmental stages of writing and 80% percent accurately assessed their child's writing stage at the completion of the workshop.

During the oral discussion portion of the workshops, the researcher noted high participation among all parents. The format and instrumentation of these workshops are highly recommended as valuable opportunities for teachers to educate and empower parents in the child's development of writing.

Chapter One. Problem and Purpose

“When kindergarteners write daily, they begin to think of themselves as writers and become engaged in the writing process for their own needs and interests.”

-Bobbie Fisher

Introduction

Writing is an important area of curricular study at all grade levels because writing transitions and supports all academic areas. The College Board (n. d.), a non-profit group associated with more than 5,400 schools, colleges, and universities is known for connecting students with resources they need in order to be successful in college. This organization established the National Commission on Writing for America’s Families, Schools, and Colleges. The organization wrote, *The Neglected “R”: The Need for a Writing Revolution* report declaring, “writing today is not a frill for the few, but an essential skill for the many” (The Neglected R, n. d.). *The Neglected “R”* report was established to gain national attention to the significance of writing (The National Commission on Writing, n.d.). Quite recently, the 2007 National Assessment of Educational Progress (NAEP) published *The Nation’s Report Card: Writing 2007*, reporting writing is at or above the basic level, which is an increase from results published in 2002 and 1998 (National Center for Education Statistics, n. d.). Lynch, Anderson, Anderson, and Shapiro (2006) state, “Parents who want to help their children succeed in early literacy must become knowledgeable about school-based literacy and learn strategies to help their children succeed in literacy activities” (p. 14). The exposure begins as children acquire words and further develops when children enter school.

Scribbles on a page are significant to a child and should be celebrated. Scribbling usually occurs in the home when a child grasps a pen, finds a piece of paper, and begins applying ink to paper. In the child's mind, he is writing. He sees his parents utilize the same tool to write, so he is proud to begin writing. Consequently, this is the beginning journey of developing writing, which leads to other areas of language arts. However, the child's early writing may not be celebrated because the parent is unaware of the developmental stages of writing. Thus, teachers should assume the role to develop partnerships between family and school so that parents acquire the knowledge and understanding of these developmental stages of writing for their children. Therefore, with this knowledge, parents can promote more success in the development of writing for their child.

Children who are learning to read and write view their parents as their role models. Once these children enter school, the teacher becomes the individual who exposes students to further knowledge in reading and writing. The parents' role has now changed and become a supporting one. Although determining the level of support can be measured across a spectrum, Hoover-Dempsey, et al. (2001) state, "Parents become involved in homework insofar as they believe they have a role to play, believe their involvement will make a difference, and perceive that their children and teachers want their involvement" (p. 206). Recently, Patall, Cooper, and Robinson (2008) note that providing training for parent support at home in homework can increase achievement. In addition, Sheldon and Epstein (2005) note that involving parents with homework can "(a) create a line of communication between parents and teachers, (b) increase family involvement, and (c) help improve student achievement" (p. 197). Parents can be more

actively involved. What does remain certain is that with increased parental involvement, children become more successful in school (Anderson & Minke, 2007; Henderson & Mapp, 2002; Hoover-Dempsey & Sandler, 1995; Simon & Epstein, 2001; Zellman & Waterman, 1998).

Statement of the Problem

Parents play a vital role in the developmental process of a child's education (Cornish, 2008; Shumow, in press). In schools across the United States, parents are not as actively involved as they can be (Epstein, 2008; Hiatt-Michael, 2008; Hoover-Dempsey et al., 2005; Swap, 1993). A primary reason often stated is parents do not know how to assist their child. With limited parental involvement in writing, students may encounter challenges as they proceed through their academic grade levels. If parents were aware of the strategies that could be used at home, then these same parents would be more likely to be actively involved and could provide continued support in their child's education (Pomerantz, Moorman & Litwack, 2007; Walker, Wilkins, Dallier, Sandler, & Hoover-Dempsey, 2005). By not being aware of proper writing skills to support children at home, parents will not be able to formally support their child as each develops their writing literacy.

Purpose of the Study

The purpose of this study was to closely examine the process and perceptions of kindergarten parents in their understanding of the developmental stages of writing after participating in four parent-training workshops. The intended outcome was to empower parents with writing knowledge and writing skills so that they could apply the same knowledge and skills at home with their child. These stages involved the thinking

process, improving writing mechanics, and having the ability to communicate effectively in writing. An additional purpose was for parents to forge the relationship with their involvement in their child's education and also their involvement in school building partnerships. Finally, the most important aspect was the one-on-one interaction between parent and child in a home setting where writing could flourish.

Parents participated in four workshops on the developmental stages of writing. During these writing workshops, each parent learned how to effectively use writing skills within each developmental writing stage through the use of writing strategies. After completion of each guided writing workshop session, the parent worked one-on-one with their child at home using the skills learned in the workshop. Upon completion of being actively involved in the developmental writing stage with their child, the parent recorded in their journal answers to focused questions about their experience on how the writing exercise was executed and how the child responded to the writing exercise. This journal served as a talking point prior to each of the consecutive workshop sessions. From these written reflections made by parents, the researcher addressed the research questions and recorded the observations.

Research Questions

This study addressed the following questions:

1. What benefits, if any, would parents experience by participating in the guided writing workshops?
2. Which writing lessons, if any, were most effective for parents participating in the guided writing workshop?

3. How has the knowledge of the developmental writing stages increased for parents?
4. Have parents' self-efficacy beliefs changed since completing the guided writing workshops?

Significance of the Study

This study is significant because the findings enabled parents to acquire knowledge of the developmental stages of writing; especially writing that takes place at the kindergarten level.

It is significant for high writing achievement to become an expectation among children as they begin their schooling years. By recognizing benefits of active interaction in writing between parent and child, children would begin to master writing at the elementary level and build upon the foundation that is formed. As the foundation for writing is established and working together in a partnership, this study would generate consistent parental involvement in a child's education and would also create confident, successful writers.

Theoretical Significance

This study was based on three theoretical frameworks, which brought together an effective approach for parents working with their child in the developmental stages of writing. The use of Epstein's (2008) *six types of parent involvement* model was imperative to the study. Epstein's typologies have become widely used in hundreds of studies throughout the country and the world. The model is a sound base for developing educational research and practice. For this study, the focus was primarily on three of the six types: type one (parenting), type two (communicating) and type four (learning at

home). Gentry's (2000) *eight stages of writing* model was used to effectively guide parents through writing lessons with their child. The development and use of these stages have given primary educators and some parents additional knowledge of what each child encounters within each phase of writing. Gentry's stages of writing are evidenced in multiple stages of a child's writing development process. Finally, Kirkpatrick's (1998a) *levels of evaluation* model was used to provide a summative evaluation of all aspects of the study. The four levels of evaluation designed by Kirkpatrick have been widely recognized and successful for program evaluation.

Methodological Significance

The development of four parent-training workshops was significant to the school and parents involved because a workshop of this nature had not been done before. The study was effective because the knowledge and skills used in the developmental stages of writing workshop were applied at home with the child. Utilizing the combination of viewing videotaped sessions, the tool for pre and post assessment, researcher field notes, and self reporting by answering focused questions in a journal created a treatment that effectively answered the posed research questions. Most importantly, by using the journal as a response to focused questions, the parents applied what was learned in each session and described the effectiveness of the application at home with their child. In addition, parents also reflected on how it felt working with their child.

Practical Significance

This study was beneficial to parents, educators, administrators, and policy makers. These groups, especially educators and administrators, benefited from this study by being

able to determine ways in which they can assist parents of kindergarten students in writing development. The following are specific practical benefits to key stakeholders:

1. Educators and administrators were informed of the training process and had the opportunity to use the results to establish additional workshops for parents, with the possibility of extending the training to parents of students at other grade levels.
2. The study enhanced research on parent involvement with kindergarten students, establishing a set of data on writing skills that was effective for parents to use in guiding their child.
3. Parents' voices were heard, leading to developing interest from the Parent Teacher Association (PTA), hence giving recognition that the study was completed in the best interest of the parents and children.
4. The results of the program evaluation were used to determine potential improvements for future writing workshop sessions.
5. The study enhanced the likelihood of future parental involvement activities in the school.

Definition of Terms

Throughout this study, the following terminology will be used frequently. In addition, specific terminology is used to describe each developmental writing stage. Since the participants were adults, a description of each aspect of Knowles' adult learning theory is also described.

Parent Involvement

Title I: Part A of the No Child Left Behind Act of 2001 (NCLB), which reauthorized the Elementary and Secondary Act of 1965 (ESEA), has defined parent involvement as ensuring that:

1. Parents play an active role in their child's learning, and
2. Parents are actively involved in their child's education at school (Parental Involvement, Title I: Part A, 2004, p. 3).

Guided Writing

In guided writing, the teacher addresses the concepts of writing to a small group of children/adults and provides children/adults with an opportunity to express their ideas and experiences on paper. In a small group setting, careful consideration is given to children focusing on their ability in writing while prompting recognition of what is learned (Breakthrough to Literacy, n. d.). Box (2002) notes that the primary components of guided writing include:

1. Teacher writing slowly while thinking aloud about content and mechanics
2. Teacher sitting closely to students promoting effective communication and sense of community
3. Teacher ensures content is meaningful and interesting to students
4. Teacher and children read together completed written texts several times with text then displayed in classroom library for rereading

Stages of Writing

Richard Gentry (n. d.) from The Wright Group has developed stages of writing. They are defined as the following:

Scribbling. In this beginning stage of writing, children are most often becoming familiar with expressing their thoughts on paper. By doing so, their writing is often reflected in large circles and random marks throughout their paper. In many instances these markings do not resemble print but they are in fact imperative to the developmental growth of student writing because their thoughts are being transcribed to paper.

Letter-like symbols. As children become familiar with letters, they attempt to begin writing these letters. These letters can be seen sporadically throughout their paper but this is the stage where students begin to have a discussion about what is being written. To the children, these letters represent words.

Strings of letters. This next stage is of extreme importance because children are beginning to associate the relationship between sounds and symbols. In most instances the letters do not match the sounds but the recognition that sounds and letters make words is the goal for students.

Beginning sounds emerge. In this stage children begin to match their sounds and letters and the letters that are written are represented in the child's drawing. For example, if the child draws a tree, there may be a string of T's written to represent the tree.

Consonants represent words. During this stage, the children begin to use spacing when they write about their pictures. The spacing is used to recognize that each letter or string of letters represents a word and spacing is needed in order to complete their sentence. Students will typically mix upper and lowercase letters in this stage and begin to use punctuation in their writing.

Initial, middle, and final sounds. In this stage, the child's writing is very readable. Their writing usually consists of the environment around them and often some words are

spelled correctly. The children are now hearing the sounds in the words and are writing words representing what they hear.

Transitional phases. The child enters the phase of beginning conventional writing. He begins to write words and phrases that exist in standard language communication.

Standard spelling. In this stage, children are spelling most words correctly and begin to understand root words, the use of compound words, and contractions.

For each of these developmental writing stages, guided writing is a leading discipline used for children to master writing.

Writing Knowledge

For this study, writing knowledge is defined as understanding and applying all aspects of writing.

Writing Skills

For this study, understanding and applying writing traits, writing characteristics, and the process of writing define writing skills.

Adult Learning Model

Malcolm Knowles (as cited in Smith, 2002) developed an adult learning model that consists of five aspects of adult learning. They are defined as the following:

- *Self-concept.* As a person matures, he or she moves from dependency to self-directedness.
- *Experience.* Adults draw upon their experiences to aid in learning.
- *Readiness.* The learning readiness of adults is closely related to the assumption of new social roles.

- *Orientation.* As a person learns new knowledge, he or she wants to apply it immediately in problem solving.

Levels of Evaluation

Donald Kirkpatrick (1998b) developed a model for evaluation. The model consists of four levels. They are defined as the following:

- *Level one: Reaction.* This level describes how individuals react to a program.
- *Level two: Learning.* This level describes participants' changed attitudes, improved knowledge, and/or increased skills as a result of attending a program.
- *Level three: Behavior.* This level describes participants' changed behavior and application of these new behaviors as the result of a program.
- *Level four: Results.* This level describes the final results that have occurred because participants attended a program.

Assumptions

The following were assumptions of this study:

1. Parents were honest in their responses.
2. Parents wanted to work with their child at home.
3. Parents wanted to attend all stages of developmental writing workshops.
4. The study results would further bridge writing and parental involvement.

Limitations

The following were aspects that limited the study:

1. Participants were parents of kindergarten students from one Southern California school site.
2. The particular instructional materials presented to parents.
3. The format in which the approach was utilized.

Chapter Two. Review of Relevant Literature

Overview

The major sections of this review of literature consist of history of education in the United States leading into the historical background of parental involvement. The literature is supported with research on parental involvement focusing on the theoretical framework, spheres of influence, action teams, and types of parent involvement along with formats to become involved and parent involvement with English Language Learners. Because writing is an important component of this study, research on developing as a writer is presented, focusing on writing traits in conjunction with the writing process. Also included in this literature review is parent involvement in both reading and writing. In closing, the review of literature explores adult learning, levels of evaluation, and the concept of self-efficacy.

History of Education in the United States

During the 1800s, children began attending school and learning was conducted outside the home. Thomas Jefferson was a pioneer in the desire to have public education. Hiatt-Michael (2008) writes:

His argument was that America's citizens required certain basic skills in order to function in a democratic society. These skills included reading, writing, and rhetoric. Because most of America's European immigrants did not possess such skills, and were, therefore, incapable of properly educating their own children in them, Jefferson stated that Virginia should provide public schooling for every child. (p. 92)

In identifying this as formal education, additional prominent individuals such as Horace Mann and Henry Barnard recognized that schooling could generate positive citizens, unify societies, and decrease crime and poverty (Thattai, n. d.). Because of these individuals, free public education was created beginning at the elementary level. In 1867, congress established the National Bureau of Education. The purpose was:

to collect statistics and facts showing the condition and progress of education in the several states and territories, and diffuse such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country. (Seeley, 1899, p. 309)

By the year 1918, all states in the United States passed laws requiring elementary age school children to attend school. In the 1900s, the national organization of the Parent Teacher Association (PTA) was established to bridge the association between parents and teachers, thus beginning the formalized importance of parent involvement. Recognizing the importance of family and school working together as partners, Hiatt-Michael (2008) writes:

Family members have knowledge of the individual child across many types of experiences; teachers know the child as a member of a group within the classroom and school. The teacher brings to the situation professional knowledge of teaching and learning; the family brings a lifelong commitment to the child's well-being and deep caring. (p. 88)

Moving forward to today, the impact of involving parents and children began with Head Start, the first federal legislation that required parent involvement in an education program. Head Start (n. d.) began in 1965 and provides, “comprehensive education, health, nutrition and parent involvement services to low-income children and their families” (para 1). From Head Start, other programs evolved. No Child Left Behind Act of 2001 (NCLB Act) reauthorized the Elementary and Secondary Education Act of 1965 (ESEA) and is based on four principles. The principles were established to create a framework where “families, educators, and communities can work together to improve teaching and learning” (Parental Involvement: Title I, Part A, 2004, p. 1). The principles are:

1. Accountability for results
2. Local control and flexibility
3. Expanded parental choice
4. Effective and successful programs that reflect scientifically based research

The new legislation of NCLB “ensures that parents have the information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help those schools develop effective and successful academic programs” (Parental Involvement: Title I; Part A, 2004, p. 1).

Research has led to the establishment of federal policy and regulations in Title I leading to the development of the parent compact. This compact discusses how parents, students, and the school will share in the responsibility for student academic achievement. Although specific wording on compacts varies amongst schools, what is inherent to the compact is the manner in which each school will work towards achieving

goals as stated by the state, district, and school. Because there is not a mandate stipulating the language in the compact, some schools can create weak versions and other schools can create strong ones (Epstein & Hollifield, 1996). In most recent years, under NCLB, in order for schools to receive Title I funds, Local Educational Agencies (LEAs) and schools must jointly develop with and distribute to parents of Title I students a written version of the following:

1. Title I LEA-level parental involvement policy that is evaluated annually,
2. Title I school-level parental involvement policy that is updated periodically, and
3. School-parent compact that is included in the school-level parental involvement policy (California Department of Education, n. d.).

Historical Background on Parental Involvement

Parental partnerships benefit child learning (Anderson & Minke, 2007; Henderson & Mapp, 2002; Ingram, Wolfe, & Lieberman, 2007; Smit & Driessen, 2007). Parent and child begin as partners from birth; however, when children enter school, teachers join the partnership. Parents are part of a child's daily routine, but their involvement in their child's education tends to decrease (Stone, 2006). Parents need to become part of the partnership and be actively involved in their education (Pomerantz et al., 2007; Walker et al., 2005). It is recognized that children whose parents are involved in their education have positive student achievement both in school and in the home.

The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to create a home environment that encourages learning, express high (but not unrealistic)

expectations for their children's achievement and future careers, and become involved in their children's education at school and in the community. (Henderson & Berla, 1994, p. 1)

Walker et al. (2005) further acknowledge that parental involvement is aligned with student academic achievement and motivation in school. According to Policy Number 89-01 (1994), states that, "schools that undertake and support strong comprehensive parental involvement efforts are more likely to produce students who perform better than identical schools that do not involve parents" (p. 1). From research conducted, the policy established seven important factors:

1. Families provide the primary educational environment.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement is most effective when it is comprehensive, supportive, long lasting, and well-planned.
4. The benefits of parent involvement are not limited to early childhood or the elementary level; there are continuing positive effects through high school.
5. Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels of the schools.
6. Children from low-income and culturally and racially diverse families have the most to gain when schools involve parents. The extent of parent

involvement in a child's education is more important to student success than family income or education.

7. We cannot look at the school and the home in isolation from one another; families and schools need to collaborate to help children adjust to the world of school. This is particularly critical for children from families with different cultural and language backgrounds. Policy Number 89-01 (1994)

From this policy, suggested efforts were made to provide schools and school districts across California with parent involvement roles.

Research on Parental Involvement

Research has demonstrated that parental involvement is significantly associated with success in student academic achievement (Bracey, 2001; Cotton & Wikeland, 1989; Englund, Luckner, Whaley, & Egeland, 2004; Lewis & Henderson, 1998; Murdoch, 2007). Because it is highly recognized that parental involvement can lead to academic success, Joyce Epstein (1995) from Johns Hopkins University has been influential in developing strategies for schools to implement that can encourage and create successful parent involvement opportunities. By taking into consideration the important factors discussed as a result of the research conducted, it is recognized that parental involvement has many layers. In working within these layers throughout a child's academic career, there are additional strategies that can facilitate success for a child. The spheres of influence, the action teams that are needed, and the six types of parental involvement are three comprehensive strategies parents and the school can use.

Theoretical Framework

The theory of overlapping spheres of influence provides the foundation “for developing and implementing comprehensive partnerships” (Epstein & Hollifield, 1996, p. 270). This theoretical model identifies that the school, family, and community can work together or independently to maximize student achievement while also promoting relationships between teachers, students, parents, and others involved.

Spheres of Influence

Epstein began by discussing the importance of the three spheres of influence. These spheres consist of school, family, and community (Epstein, 2001). By collaborating together, the spheres of influence form a model where children will feel welcomed into their environment. Epstein (2001) asserts that creating an environment that is family-like will enhance the learning of each child and will forge a relationship with the parent that will reinforce support both at school and in the home. This form of support can build upon the strategies and skills learned each year that will further develop the relationship between the family, school and community. Figure 1 is a visual demonstrating the theoretical model of the overlapping spheres of influence.

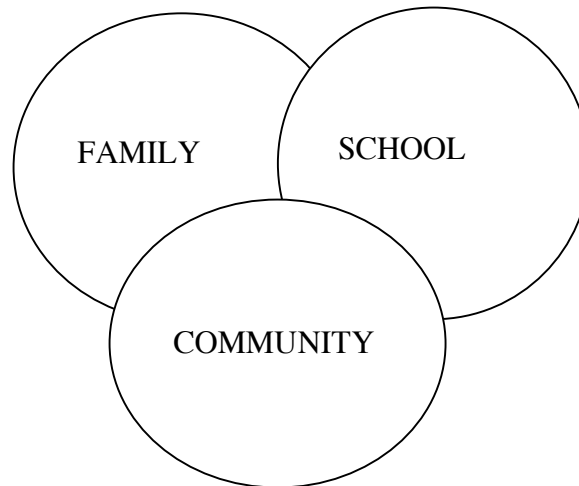


Figure 1. Theoretical model of overlapping spheres of influence of family, school and community on children’s learning.

Note. The data in this figure is from *Promising Practices for Family Involvement in Schools*, Edited by D. B. Hiatt-Michael, (2001) Greenwich, CT: Information Age Publishing. Reprinted with permission.

Although the overlapping spheres are also independent, the focus remains that the three used together are most effective. There are opportunities in each setting for success to be independent. When such independence occurs, it is imperative that a direct focus and purpose be clear within each sphere.

There are schools that use the separate influences. In these cases, “teachers and school administrators with this view tend to avoid contact with families and communicate only when students are having problems” (Simon & Epstein, 2001, p. 4). Schools with this view are often places where educators expect parents to remain distant. Some educators have been known to state, “I can do my best job if parents do their job and just stay out of my way” (p. 4). Although teaching has become an environment focusing on assessment results where schools are measured by annual scores, it is important to

recognize that spheres of influence propose a positive influence and environment for the student to be successful.

Action Teams

Collaboration, enrollment, and guidance are needed for partnerships to be successful and long lasting. Epstein (1995) describes steps for effective partnerships. Beginning with an action team, these members will assess what the current practices are in the school and work towards developing new implementation activities that coordinate the six types of parent involvement. Once the action teams are in place, funding is sought. Developing a partnership with the community can lead to a boost in developing programs while the school, parents, and community work towards accessing federal and state funds for parent involvement. Next, the action team develops starting points for parent involvement by acquiring information on what parents and the community already know. From here, Epstein suggests that a 3-year plan be outlined with strategies on how to implement the six types of parent involvement. Epstein and Salinas (2004) note, “By implementing activities for all six types of involvement, schools can help parents become involved at school and at home in various ways that meet student needs and family schedules” (p. 12). Lastly, the action team will yearly review what has been accomplished, address issues or concerns, and work together towards continued establishment of parent, school, and community partnerships. Epstein (1995) also notes, “It is important for educators, families, students and the community at large to be aware of annual progress, of new plans, and of how they can help” (p. 711).

The action team can provide effective parent involvement. That is to say, by continuing to reinforce and evaluate parental involvement in schools, these action teams

will be able to provide parent involvement opportunities that are effective, comprehensive, and well-planned.

Six Types of Parental Involvement

The six types of parental involvement advocate a combined partnership between school and home. These types become increasingly successful when the parent is actively involved. The goal of Epstein's (2008) six types of parental involvement is to bring awareness and opportunities to school administrators and teachers to develop guidance for parents to become involved in their child's academic career. Epstein's framework for the six types of parental involvement is presented below with a discussion of what each type of involvement is and the practices or activities conducted within each type. In addition, the challenges within each type are presented along with the expected results when working with each type of parent involvement.

The six types of parental involvement are parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community. Epstein (1995) states, "When parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work" (p. 701). Because there are six types of parental involvement, it is important to recognize that one is not more important than the other, but in some situations, one can be used more effectively than the others. All six types of parental involvement are essential for: (a) the development of a strong partnership between schools and home, (b) the child to be successful, as well as (c) the parent to be an active member of the child's education. In addition, the community will also flourish as children recognize partnerships are productive (Simon & Epstein, 2001).

Type one: Parenting. Beginning with this first form of parent involvement, parents should be aware that the surroundings they provide at home for their child are inherent to their success. Promoting a clean, safe, healthy environment will establish the support children need as they progress through their schooling years (Epstein, 1995). The action team can lead workshops for different age groups and show videos on how parents can be effective at home as children face challenges in school and challenges related to their development.

Parenting workshops are most effective in providing strategies for parents to provide assistance at home. When planning these workshops, there are many situations to consider. The action teams need to work closely together as they formulate workshops and find times that are most effective to meet the needs for all parents. It is recognized that not all parents who originally sign up for a workshop will attend, but the message from each workshop should be attainable for all parents interested. Suggestions such as printing brochures, videotaping, and creating a written summary of the workshops are avenues in which the action teams can promote the awareness of the workshop and issues discussed (Simon & Epstein, 2001).

Type two: Communicating. Communication workshops that take place at the beginning of the academic school year will inform parents on the importance of communication. Parents should understand the school-to-home and the home-to-school form of communication. The school should use this workshop to establish a yearly calendar of when schools will be communicating with parents on important subjects such as student progress. The use and importance of parent conferencing should be stressed. During this workshop, a sample report card and role-play of what conferences entail will

provide parents with an understanding of what is expected of them and how the school will work together towards providing the best education for their child. Monthly newsletters and bulletin boards along with notices of upcoming events will keep parents in communication with the school (Simon & Epstein, 2001).

Challenges occur when school-to-home notices or information is not given to parents. Some schools may experience a language barrier or have parents who lack English reading fluency. In this instance, the schools need to be active in ensuring that parents are informed and understand the information being related to them. When the school overcomes the challenges, parents are the active members in their child's education who extend the role of assisting children to make informed decisions about school and are on task in the progress of the child's education (Epstein, 2001, 2008; Epstein & Sanders, 2006).

Type three: Volunteering. Volunteering covers many spectrums in a school setting. From working with small groups in a classroom, to one-on-one work, to assisting on a field trip or chaperoning an event, volunteerism is the leading support tool used to contribute parent "time, talents, and resources" (Simon & Epstein, 2001, p. 11).

Challenges in volunteering occur when set times are established and opportunities are restricted. Some parents are able to assist a couple of hours a day but not on a set time schedule (F. Alfaro, personal communication, October 23, 2008). An appropriate balance of volunteering should be established at the school to allow volunteering opportunities for all parents who are interested in becoming part of the school community. Parents who become volunteers and recognize that they are welcomed at the school site will gain confidence and continue to volunteer. As parents become more confident in their abilities

to volunteer, teachers may also feel more confident in allowing parents to work with more students, thus allowing the teacher time for individualized instruction when needed (Epstein, 2001; Epstein, Simon, & Salinas, 1997).

At the beginning of the school year, a general parent meeting can be held to establish the importance of volunteering at the school. For teachers, back-to-school night can be the platform for each teacher to recruit volunteers into their classroom.

Type Four: Learning at home. This type of parent involvement is essential to student success because parents will be at home with their child as their child further strengthens what was learned each day. Parents need information and strategies on how to assist their child at home, and workshops geared towards this will be effective. Information for parents on strategies for how to assist students at home increases the likelihood that parents will interact with students at home (Simon, 2000). Developing family math and reading nights held at school is one activity to help parents learn strategies and then apply them in the home. The forms of activities at school will transition to increased discussions about school related programs at home (Simon & Epstein, 2001). It is also important for families to establish student goals and review them periodically while making necessary adjustments. It is also important to celebrate what has been accomplished.

Learning at home activities provide the opportunity for parent and child to work together. In some cases, the parent does not want to be the teacher at home but rather the supporter. Simon and Epstein (2001) discuss interactive homework as a means of connecting at home because parents are not expected to teach anything. Rather, experiments or assignments are extended and explored together as a parent and child

team. McCarrier, Pinnell, and Fountas (2002) describe interactive writing as an opportunity to work together to develop and progress in writing. In the area of science, a study was conducted exploring interactive homework using TIPS (Teachers Involve Parents in Schoolwork) where both student and parent were involved in science experiments (Epstein, 2001; Epstein et al., 1997). Van Voorhis (2000, 2003) further supported TIPS by stating the data demonstrates parents preferred interactive homework and the connection between parent and child improved the science grades of students. TIPS grew into specific subject-related interactive homework when it was determined that interaction in one academic area did not transfer successfully to other academic areas (Epstein & Van Voorhis, 2001).

A study by Handel (1999) brought parents and children together for family reading sessions throughout the school year. Each session introduced a child's reading book, taught strategies for reading the book, and had an open-discussion forum about the book. The results from this study found parents improved their reading skills, had an increase in reading, had more books in their homes, and read more with their children (as cited in Hiatt-Michael, 2001, pp. 78-79).

Ingram, Wolfe, and Lieberman's (2007) study on the parent's role in high achieving schools brought significance to factors of parent involvement. The schools in this study have populations that are low-income and at-risk; students who are not achieving grade level standards. This study investigated parent involvement factors that were critical in student success. Using Epstein's (1995) framework of parent involvement, the study surveyed more than 800 families and data was collected from 220 parents from three Chicago elementary schools. The study assumed that Epstein's six

types of parent involvement would be present but their research found that type one, parenting, and type four, learning at home, were most effective in student success. The survey results indicated, “that parents said they always participate in parenting activities and learning-at home activities” (Ingram, Wolfe, & Lieberman, 2007, p. 484). The study also suggests, “investing resources encouraging effective parenting and learning at home will yield the most significant results” (p. 495). Their results were consistent with findings from a previous study by Henderson and Mapp (2002).

A study by Pattni-Shah (2008) explored the perceptions and experiences kindergarten teachers used to establish and facilitate home-school partnerships with parents from culturally and linguistically diverse backgrounds. The study interviewed 12 kindergarten teachers and found that before implementing home-school partnerships, teachers must acknowledge the diversity that exists and create models that enable participation amongst all parents.

Another study by Semingson (2008) focused on parent perceptions of their child’s learning and experiences in literacy development in school and in the home. For this study 14 parents were interviewed in this study focusing on current literacy activities in the home, current views of the school’s literacy instruction, parent’s view of their own role in their child’s literacy development and descriptions of their child as a literacy learner (p. vii). One of the results from the study indicated a collapse in communication and misperceptions of what the school and parents believed to be the assessment of their child in reading. The study states, “despite limited communication with the school, parents were resourceful in mobilizing and networking to seek out alternative resources for their children’s literacy learning” (p. 171). The study solidified the statement by

noting, “In every case, parents were always concerned with how best to help their child” (p. 175).

Type Five: Decision-making. In this area, parents can become involved in decision-making at the school. Each school has School Site Council and parents are elected to this council. Involvement cannot be for all but a voted few. These parents then serve as voices in the parental community of how the school is effective in working towards developing academic standards and policies for student achievement. There are also parent leaders and representatives. The action team can develop these leaders and the parents can work together in many activities the school has to offer. Decisions range from choosing fund-raising activities to hours of after school library services for children.

Type Six: Collaborating with community. Bridging the community begins with parents and the school. The needs of the school and parents should be outlined in order to seek how the community can become involved for the students to be successful. In return, the school needs to identify how it can help the community. An example can be a group of music students performing at a local community center. The community can become involved by having local businesses and civic leaders speak about future opportunities for students.

Bringing together the spheres of influence, the six types of parental involvement, and the steps of the action team lead to a successful parent involvement program at a school (Epstein, 1995).

Becoming Involved

As children enter school, parents should take an interest and become involved. Some parents may have existing barriers that prevent them from becoming involved.

These barriers exist in the form of having young children at home while childcare is unavailable or unaffordable. Another barrier can exist in lack of time to contribute throughout the school day. As still another barrier, some believe they do not possess the knowledge necessary to be able to volunteer in school (Aronson, 1996; Cameron & Lee, 1997; Moles, 1993). Regardless of the challenges, parents who do become actively involved send a message to their child. Machen, Wilson, and Notar (2005) write, “They show that they truly care about the children’s success and the resulting benefit is that students feel more confident” (p. 14). A meta-analysis study by Darling and Westberg (2004) further concludes that parents who became involved were influential in their child developing as a reader. These parents were supportive of the children and provided encouragement as the children developed as readers.

Homework is seen as an important avenue for becoming involved in a child’s education because it demonstrates parents’ interest in the child’s education and shows support of their schoolwork (Balli, Demo, & Weedman, 1998; Gonzalez, Androde, Civil, & Moll, 2001; Sheldon & Epstein, 2005). Having oral discussions about homework further enhances conversations, thus developing involvement because children are learning what parents have learned and parents are seen taking an interest in their child’s perspective of newly acquired knowledge (Epstein et al., 1997; Van Voorhis, 2000). Epstein and Van Voorhis (2001) conclude, “When teachers design homework to meet specific purposes and goals, more students complete their homework and benefit from the results, and more families remain involved in their children’s education through the middle grades” (p. 191).

Becoming involved in a child's education is also of extreme importance because of the opportunities that are made available to students. With the demand for higher standards and accountability across the nation, in today's society, parents need to become more involved for children to benefit from their education. Machen et al. (2005) support this idea by stating, "The best educational results occurred when school and families collaborate. The role of parents is strengthened when they meaningfully participate in their children's educational achievement" (p. 16). Epstein and Jansorn (2004) concur, "All schools need a purposeful, planned partnership program creating a welcoming environment and engaging families in activities that contribute to students' readiness for school, academic success, and positive attitudes and behaviors" (p. 19).

Epstein (2008) discusses four key elements that are important in developing and sustaining partnerships between family and community. These lead to becoming involved and are described as:

1. Action teams for partnerships
2. Six types of parent involvement framework
3. Action plans that linked to goals for student success
4. Evaluation and ongoing improvement

Working with these four key elements means changing what was once considered challenging into development of a systematic approach to establishing partnership programs between families and schools (Epstein, 2008).

Action Teams for Partnerships (ATP)

To further support what was previously stated in this literature review, this first element focuses on working towards improving family and community involvement in

relation to improving goals in school (Epstein, 2008). Additionally, Sheldon and Van Voorhis (2004) state, “the school ATP is encouraged to set specific goals, consistent and supportive of those set by the school improvement team or school council to ensure partnership activities work with ... other programs in the school” (p. 128).

The Six Types of Parent Involvement

With the availability of the six types of parent involvement, “schools can help all parents become involved in different ways” (Epstein, 2008, p. 11). Of more importance is focusing on the types of activities made available to parents. Results from various studies support positive outcomes from family involvement activities that have an established purpose and set goals (Epstein, 2001; Sheldon & Van Voorhis, 2004; Simon, 2000; Van Voorhis, 2001). Sheldon and Epstein, (2005) garner further support noting that “subject-specific family-involvement activities” (p. 204) have an affect on students.

Action Plans Linked to Goals for Student Success

The plans that are written for each school detailing the goals can be written and linked with action plans focusing on goals for student achievement. The written plan and implementation of activities guarantees that the school will not be working alone in having children reach academic goals (Epstein, 2008).

Cameron and Lee (1997) note that parents need to be aware of how they can help at home. By having this knowledge, parents can increase their support. Zellman and Waterman (1998) also support this perspective by adding the role of interaction in a child’s education. Having the knowledge of how to interact will further increase parental involvement in education. Hoover-Dempsey, Brassler, and Brissie (1992) add support by defining Bandura’s (1986) theory that parents become involved when they believe their

involvement will make a difference in their child's education. Bandura believes "One is capable of achieving specific outcomes on behavior choices" (Hoover-Dempsey et al., 1992, p. 287). Applying this to parental involvement, Bandura further notes his theory on personal efficacy "will influence their decisions about the avenues and timing of efforts to become involved in their children's education" (p. 288). The spheres of influence of school, family, and community along with the six types of parent involvement create a partnership for students to be successful.

Parent Involvement with English Language Learners

Building the bridge between home and school requires work, dedication, and motivation for improvement. Collaboration between parties involved creates an effective environment for success. In some aspects of parent involvement, an additional challenge is added. In certain areas across the nation, there are high concentrations of minority populations. Often other languages are spoken in these areas. Because of this, children who speak a foreign language at home and are not fluent in English become categorized as an English language learner (ELL). The children's parents thus have been labeled *parents of ELLs*.

A vehicle used to bridge the relationship between the school and the ELL student population is the English Learner Advisory Council (ELAC). United States law states that a school with 21 or more ELLs and that also receives Title I funding is required to have an ELAC committee. This committee is represented by a percentage of ELL parents, teachers, and other staff members. The goal of ELAC is to:

1. Advise on the Comprehensive School Plan programs and services for English learners.

2. Ensure that a School Needs Assessment is administered.
3. Ensure that the school completes the annual language census (R-30, n. d.), review the census, and provide input for the census.
4. Create awareness in the parent community of the importance of regular school attendance (SAUSD, n. d.).

The members of ELAC meet to discuss the above-mentioned topics throughout the school year and also advise the principal on how improvement can be attained for the ELL population.

Current parent involvement policies reflect the needs of the American culture. Although we live and are educated in the United States, the demographics of the United States are changing daily, especially with an increase in minority groups (U.S. Census, n.d.) With these groups come different needs. Research by Crozier (2001) supports different needs by describing that what each school does specifically to involve parents does not necessarily promote involvement for all parents. He further states that parent involvement should focus on group needs, noting that each group of parents in a school has different needs, cultural backgrounds, and educational experience. A study by Campoverde (2007) further supports this idea by stating, “It may be beneficial for educators to address how they can better attract and engage ethnic parents rather than rely on these traditional but ineffective strategies, especially in the light of rapidly changing demographics of the United States” (p. 5)

All parents want their child to be successful. The ELL parent is not different, but stereotypical statements have led many to believe that Latino parents are not concerned about their child’s education (López, 2001; Trueba & Delgado-Gaitan, 1988; Valdés,

1996; Valencia & Black, 2002). Latino parents are challenged to involve themselves in their child's education. The main barriers that exist are language (ability to communicate in English), cultural backgrounds, and being unfamiliar with the American educational system (Chavkin, 1989). Research by Quezada, Diaz and Sanchez (2003) support and add additional barriers as being, "(1) inability to understand English, (2) involvement equals interfering with school, (3) unfamiliarity with the school system, (4) lack of education, (5) too many responsibilities and (6) negative experiences with school" (p. 32).

Research by Tinkler (2002) resulted in five categories of barriers that hinder parent involvement:

1. Culture and language
2. Psychological factors
3. Educational level
4. Logistical issues
5. School environment

A recent study by De Gaetano (2007) involved working with Latino parents focusing on their culture. The study recognized that one reason for low parent involvement is that Latinos believed that as a group they are set apart because of their race and social status. De Gaetano's (2007) 3-year study promoted cultural awareness, showing that parents seeing the learning process of their children benefited by, "their own increased participation in their children's learning" (p. 157). Another study by Ibañez, Kuperminc, Jurkovic, and Perilla (2004) found four cultural adaptations, signaling "The fourth cultural adaptation in this study was that parent involvement was positively related to the importance of schooling for high-aculturated students" (p. 566). As parents and

students become acculturated, the impact of achievement is related to the involvement parents have in schools (De Gaetano, 2007; Ibañez et al., 2004).

Research by McDonald et al. (2006) found that involving families as a whole in after-school activities can increase involvement. In order to have quality effectiveness, interventions with parents must build across the family, school, and community. The study further concluded that, “respectful inclusion of the parents in the after-school program, and cultural representation of the child’s social ecology in the implementation team” (p. 33) were critical in addressing the needs of culturally diverse families and building parent involvement with these families.

Home visits have become an important aspect of parent involvement. These visits are known to empower both the teacher and the families involved. It is advised to begin home visits before the school year or during the first few weeks of school (Hiatt-Michael & Purrington, 2007). It is further stated, “Teachers come together with families to build trusting relationships, sharing the hopes and expectations that each has for the student” (p. 46).

Sometimes parents may generally not know their place in a child’s education, therefore further distancing themselves if they are an ELL parent. Chrispeels and Rivero (2001) used a San Diego County Program called Parent Institute for Quality Education (PIQE) to examine the educational perspective parents had of their child’s education. The current goals of PIQE’s eight-week study are:

1. Create a home learning environment
2. Navigate the school system
3. Collaborate with teachers, counselors, and principals

4. Encourage college attendance
5. Support a child's emotional and social development (PIQE, n. d.)

Chrispeels and Rivero (2001) state, "A major discovery by parents was that they could initiate contact with the school and did not have to wait for the teacher to extend an invitation" (p. 161). Further findings from their study promoted parent involvement with developing higher levels of engagement both with their child and with the school, especially with the teacher, and "as they gained an understanding of what was required for success in school and for admission to university, parents set more specific goals for their children" (p. 165)

In addition to studies by DeGaetano (2007), McDonald et al. (2006), and Chrispeels and Rivero (2001) is further research on the subject of new models of parent involvement. Munter, Tinajero, and del Campo (2007) write:

Effective schools in communities with diverse populations have embraced new models that empower parents to seek venues for active contribution to transform the educational community. In these schools, parents from different educational backgrounds feel welcomed in every classroom and know that they can make significant contributions to the educational process of their children, regardless of their educational level or ability to speak English. (p. 120)

These researchers discuss the importance of developing new models to integrate collaboration between parents and the school. Gone are inactive roles where parents are seen merely as classroom or special event helpers; now is the time to enlighten and become fully engaged, to work together with the school to benefit the community.

Munter et al. (2007) continue with:

The most effective schools serving large populations of ELLs successfully have found ways to go beyond parental involvement in school activities, to parent engagement (i.e., the development of parents as leaders). In such schools, teachers learn to collaborate with parents in new ways. Parents find that they are not just extra helpers in school projects and activities. As teachers and parents work together, they set up strategic teams that are empowered to plan, implement, and evaluate activities that can have a transformative effect on the entire school community. (p. 121)

Developing as a Writer

Children primarily begin writing stories after they have learned their phonics. But, it is more important to recognize that the writing process has already begun. In this review of the literature, the researcher has established primary developmental stages for early writers. Experiencing and thinking, building a foundation for writing and introducing writing are all formats in which the young child begins to develop as a writer. From this process, skills and strategies are developed for young learners to become effective writers.

Experience and Thinking

The most recognizable, famous, outspoken poets and writers in our history have written from their experiences. Whitman, Irving, Thoreau, and Bronte are individuals who wrote from experience. Each began with an idea. Grant and Moll (1981) write, "An idea in its simplest form is an insight that is unique for a person as he or she reacts to a multitude of stimuli from the world around and from the inner self" (p. 4) For children, their experiences may begin by writing from their experiences with senses. Sound, sight,

taste, smell, and touch are the beginning experiences children can use to begin writing. As adults, we must prepare children to acknowledge and use their senses as experiences for writing (p. 5). Children as well as all individuals use writing as a means of written responses to texts to facilitate their understanding of what is learned. By bridging these together, experiences and thinking, children will begin their path on becoming effective writers as they cultivate their ideas into passages.

Building a Foundation for Writing

The six traits writing model was developed to assist teachers in building the foundations for writing. Content (ideas), organization, voice, word choice, sentence fluency, and conventions of writing are traits or competencies that each person should acquire. By building this foundation, young writers will be on a positive path to becoming effective writers. Shapiro (2004) adds, “By breaking down the process trait by trait, writing instruction was more manageable for teachers and students” (p. 39). Calhoun (2006) further supports this by stating, “Whether students are 5 or 15, they need to discover what to say, how to narrow their topic, how to use details to elaborate their topic, and how to incorporate accurate information” (p. 53).

The six traits are also connected to the process of writing; pre-writing, drafting, responding, revising, editing, and publishing. Traits and writing process modeled together for beginning writers will establish a solid foundation to begin writing. The Northwest Regional Educational Laboratory (NWREL) in Portland, Oregon has also created a poster recognizing the links between the two. The six traits and writing process developed together are the beginning of success for writers (Writing Process & Traits Poster, n. d.).

Content (ideas). The beginning process of writing starts here at the meaning and development of the message. The ideas that are formed serve as the basis for the topic being written. For young learners in kindergarten and first grade, the prewriting stage is used to develop and gather their ideas. In this age group, pictures are usually drawn to express ideas (Pointdexter & Oliver, 1999). These ideas establish the foundation for young writers to develop writing. The NWREL in Portland, Oregon writes about ideas stating, “Successful writers do not “tell” readers things they already know; e.g., "It was a sunny day, and the sky was blue, the clouds were fluffy white ..." They, “seek out the extraordinary, the unusual, the unique, the bits and pieces of life that might be overlooked” (Traits, n. d., para 1).

Organization. Organization is the internal structure of the writing piece. Being able to connect ideas together prompts the writer to prevent the reader from losing interest. In organization, the writer is focused and structured, thus providing closure to the written piece while still allowing the reader to think (Organization, n. d. para 2).

In combining ideas and organization, further research has demonstrated that students who take an active role in developing their ideas will process information more effectively. Allowing children to browse through materials and then discuss information with the teacher facilitates the writing process (Fisher, Heath, & Price, 2004).

Voice. The way the writer brings the topic to life. Readers who visually see the writing come to life in their minds are reading a piece by a writer who has truly given life to his work (Farris, 2008). Graves (1994) notes, “When voice is strong, writing improves, along with the skills that help to improve writing. Indeed, voice is the engine that sustains

writers through the hard work of drafting and redrafting” (p. 81). In this writing, voice has truly arisen.

Word choice. The specific vocabulary the writer uses to convey meaning is crucial. Some may view effective word choice to be fancy, multi-syllabic words to express meaning. Although some academic words are used less frequently than others, the most important aspect is not the word use but how the words flow together to convey the meaning the writer wants to address. Word choice (n. d.) adds, “Strong word choice is characterized not so much by an exceptional vocabulary that impresses the reader, but more by the skill to use everyday words well” (para 4).

Ideas, organization, voice, and word choice are significant aspects of the drafting stage of the writing process. Harp and Brewer (1996) state, “It is imperative that during the composing and drafting phase the focus is on creation and communication of meaning, not on mechanics” (p. 88). Pointdexter and Oliver (1999) further support drafting by stating, “These beginning drafts provide students and teachers something to work with, and therefore spelling, punctuation, capitalization, and sentence structure should not be stressed” (p. 421). From this research, it is recognized that the focus is on ideas and content; mechanics comes later.

Sentence fluency. This refers to the way the words and phrases flow throughout the text. No one likes to read sentences that are “too wordy” or sentences where the reader is struggling to understand. An effective writer uses sentence fluency so that words flow freely, sound well, and provide the message in an understandable fashion that is appealing to the reader.

Conventions. This refers to the mechanical correctness of the piece. From the beginning writer taught to start a sentence with a capital letter to the high school freshman learning about fragments and run-on sentences, the elements of conventions of writing must be in place for writing to be most effective.

In connecting the traits with the writing process, revising and editing compliment one another. Both of these are utilized to produce a final product. While revising deals with the content, editing focuses on text that is readable (Pointdexter & Oliver, 1999). For young children beginning to write, it is advisable that they be responsible for one or two areas of the mechanics of writing during an assignment. Areas to mention are spelling and punctuation. Harp and Brewer (1996) support this research by adding, “one correction per project is enough, and so on” (p. 96). During this stage it is also important to have children confer with their teacher. This form of communication establishes rapport between teacher and student focusing on the elements of writing (Pointdexter & Oliver, 1999). Adding further support, Box (2002) notes children using guided writing further develop their thinking processes while also improving content and mechanics, thus making “their ability to communicate and to comprehend meaning” (p. 112) greater.

Throughout the development of the six traits for writing, an additional trait was deemed necessary for appropriate writing skills to be effectively developed. This additional trait is presentation. Now, the six traits are known as the *six-plus-one traits of writing* (Traits, n. d., para 7).

Presentation. This refers to the overall appearance of the work. Writers write with the idea that a picture will first captivate their reader to select their piece. For young,

beginning writers, a visual expression (illustration) of their story will only further enhance the meaning of their written piece.

This final stage of the writing process should never be omitted. Demonstrating a final product enlists children to continue writing because of the results. By connecting the presentation trait to the publishing area of the writing process, both work in conjunction toward ideas that make sense. Such an example begins with a class book on likes. Typically in the beginning stages of gathering ideas and beginning writing, young learners follow a simple sentence frame of “I like_____.” In this sentence frame, students write what they like and then illustrate it. After conferring with the teacher and making one correction, all of these are compiled and a class book is created. Once the book has been completed, researchers have suggested that the teachers should place the book in the class library, thus enabling the students to reread their writing. In doing so, children see their writing has come to life and also develop their reading skills (Pointdexter & Oliver, 1999). In sharing their writing, students begin to develop an awareness of their writing and understand that their writing will have an audience (Tompkins, 1990). For young children, Pointdexter and Oliver (1999) note that publishing can include the following formats:

- Classroom newspapers
- Puppet shows and plays
- Cookbooks
- Author’s chair
- Advertisement and signs
- A variety of books such as accordion style, pop-up, or cut-out shapes

- Displays such as “book jackets, clothes hanger mobiles, windsocks, doorknob hangers, and sun visors” (p. 422).

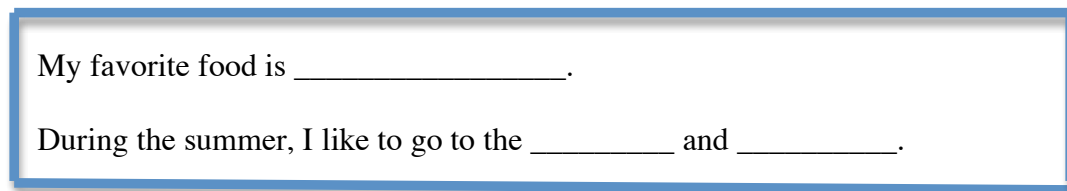
Introducing Writing

For the young writer, verbal expression is a far more effective form of communication than the written expression. Talking about a picture utilizes the vocabulary skills young writers have in connection to their vocabulary development. In the area of writing, these young children are beginning to develop their cognitive skills of holding pencil to paper and forming letters. This task alone can be difficult. But, once the child is able to form the letters into words, another factor may prevent the beginning writer from being truly successful. Because the writer is focusing on letters that create words, the writer may lose the idea that is to be expressed. In addition, the beginning writer is also limited in competency as a speller (Grant & Moll, 1981).

Individual dictation is a process young writers can utilize to overcome their limitations in the writing process. Focusing more on the idea by using a pictorial allows the young writer to clearly establish thoughts on paper. The teacher is the facilitator in the dictation process, recording the words expressed by the student about the pictorial. In this beginning stage, young writers become confident in their ability to create an expression and become comfortable with writing words because the teacher is with them, writing what is said. As the young writer becomes more comfortable, the writer may then take the risk and describe the pictorial himself (Grant & Moll, 1981).

From the dictation process, teachers can move towards the implementation of the sentence frame. Dictation continues and is slowly released by the teacher. The young writer becomes familiar with written words and is asked by the teacher to attempt to write

them alone. As the young writer becomes comfortable with the writing process, the teacher implements the sentence frame. Refer to Figure 2 for examples of sentence frames. These sentence frames are often completed in groups. Each student may be working on his or her own individual pictorial associated with the sentence frame, but everyone is doing the same frame.



My favorite food is _____.

During the summer, I like to go to the _____ and _____.

Figure 2. Sentence frames for beginning writers.

Skills and Strategies for Writing

Knowledge of phonics is imperative for children to be successful writers. By establishing this foundation, children can increase their writing each day. Invented spelling has a positive impact on the development of reading, writing, and spelling. After children draw pictures, they tend to write about what their picture means. Here these children begin to use invented spelling to write about what they have drawn. The child is held accountable for their spelling and begins to practice what has been taught (Donat, 2006).

A study involving writing amongst first graders by Martin, Segraves, Thacker, and Young (2005) found teacher personal beliefs should be considered as well as the process of how and when children learn to write. The study further discovered that guiding children through the writing process promoted more writing. In addition, the study also recognized that the writing process extends across the curriculum, providing

opportunities for students to reflect in their writing and acknowledged, “children also made a connection to reading which stimulated them to write more” (p. 243).

Parent Involvement in Reading Development

Reading to children can involve different scenarios. Parents may read directly to their child the printed words, look at picture books and discuss what is seen, and also begin the process of teaching reading. It is important to note that acquiring early literacy skills is beneficial for all children. Not only are children exposed to text, having the opportunity to orally discuss what has been read stimulates the child’s mind for further literacy development. De Temple (2001) writes, “This joint attention provides support for extending the child’s language. In providing the joint topic and focus, the book affords an opportunity for complex, explicit language such as explanations, definitions, and descriptions” (p. 35) Having this process begin with the parent signals early stages of parent involvement in reading development.

A program in Minnesota involving 248 kindergarten students titled, Project Early Access to Success in Education (EASE) provided parents with an opportunity to develop home and school literacy activities with their kindergarten children. The program focused on “parents’ involvement in their children’s oral language development, focusing on vocabulary, narratives, and exposition” (Jordan, Snow, & Porche, 2000, p. 524). The parents were trained on how to use literacy skills at home with their child. These parents were then provided with books to use at home in connection with the literacy skills. Results of this study found the greatest gains were from children who began with minimal language skills and had the strongest parent support at home. Parents also demonstrated satisfaction in participating in the study with their child. Another home

literacy study by Grande (2004) had parents use journals. The journals allowed parents to reflect on the activities used at home. The study further concluded that home literacy activities can be reinforced when used at home, be an effective tool to communicate the grade-level expectations, and provide parents an awareness of literacy activities that would promote their child's skills.

Parent Involvement in Writing Instruction

Research on writing conducted by Behymer (2003) states, "Children need to see writing as an important life skill to be learned" (p. 88). After incorporating different strategies and workshop activities on writing in the school, writing will be most effective if the transition continues in the home. Alber-Morgan, Hessler, and Konrad (2007) concur, "Proficient writing is critical for accomplishing many important tasks in and out of school and throughout adulthood" (p. 107). As children become older, their progression on skills for writing increases, which leads to the importance of establishing a solid foundation in writing at the primary level. Upon entering each writing stage, celebrating the improvements children develop in their writing is imperative because, "Elementary school students particularly need the support and encouragement of other significant adults in order to make and maintain changes and to understand the value of such changes" (Oliver, Nelson, Cade, & Cueva, 2007, p. 511) According to evidence by Buschman (2003), parents who engaged in *share and compare* with their children found the strategy to be most effective in acquiring the conventions of writing. Share and compare involves a young child and a partner, either an older child or an adult. Sitting together, the young child orally states a sentence and then begins to write it. As the young child is writing his sentence, the older child (or adult) is providing

encouragement and writing the same sentence. Once the sentence is written, the young child *shares* his sentence with the older child and vice versa. At this moment, the young child will *compare* his sentence to his partner's and vice versa. The older child (or adult) then selects words written correctly by the young child and also notes which words were written incorrectly. The two begin a discussion on what can be done differently next time. (Buschman, 2003). As with other avenues in life, the more opportunities given to children to develop their writing (progressing through the stages), the more progress is made in becoming successful writers (Bear & Templeton, 1998; Gentry, 2000; Morris, 1998).

As the basis for this study is developmental stages of writing and parent involvement, it is important to consider the current practices. Research completed by Ruetzel, Fawson, and Smith (2006), on using a program titled *Words-to-Go*, found that parents believed their interaction with their child at home using the program demonstrated:

1. The program had positive affects on children's sense of self-efficacy as writers.
2. Children were more inclined to write and spell words at home.
3. Children showed confidence in learning words.
4. Parents increased confidence in working with their children at home.
5. Participation in the lessons increased understanding in decoding words.

This research is supported by a previous study where it was concluded that engaging parents in teaching them how to interact with their child on decoding skills, working with phonics, and making words was a positive extension to the school day working at home (Goldenberg, 2001).

Adult Learning

Learning is continuous throughout our life. For adult learners, learning is different than the learning experienced by a child. A child learns each day at school through interactions with others, experiences, self-directed learning, and what a teacher is instructing. Children understand and accept the fact that going to school means learning. For adults, learning can be more complex, primarily because as an adult, the learner should consistently recognize the outcome of their learning. Goals are primary reasons adults continue learning. Malcolm Knowles was a leading author on adult learning; his theories will be drawn on in this study.

Principles of Adult Learning

Smith (2002) writes on Knowles' identification of various characteristics of adult learners. These characteristics differ from those experienced by children. Self-concept, experience, readiness to learn, orientation to learning, and motivation to learn are the leading characteristics Knowles recognized in adult learning. Self-concept translates to recognizing how an individual moves from depending on others for information (as a child) to recognizing the self-direction of learning. Having a wealth of experience to draw on results in adult learners relying on their own personal experiences to reflect on the present information to be learned. These experiences become a foundation to draw upon when acquiring new information. Being ready to learn is the layer adults have. Because adults choose to learn new information, their goals towards learning are recognized and valued differently. Adults have a central purpose to learning, whether it is educational or career advancement, each adult has an interest in attaining goals. The orientation to learning for adults is that information learned will promote their goal attainment. Finally,

being motivated to learn as adults can be an obstacle towards learning, because what is seen as outside of the goal-directed purpose of learning may not seem worth the effort to learn. In addition, many responsibilities limit the time adults can devote to learning. Having continuous motivation to learn for an adult is difficult because of the many barriers that exist in adulthood.

Self-Efficacy

Bandura's (1986) self-efficacy theory is grounded in a person's belief in his or her ability to exercise and sustain control over the events that affect his or her life. Further acknowledgement is given to the influence of self-efficacy beliefs in manners in which people feel, think, motivate themselves, and their behavior (Bandura, 1993). Self-efficacy beliefs in turn demonstrate a relationship with self-directedness, self-regulation, writing, and parents' self-efficacy.

Self-Efficacy and Self-Directedness

Development and belief in self-efficacy enables individuals to advance in their educational development and quality of life. But, as students progress through their schooling years, "they are expected to become more self-directing in their learning" (Bandura, 1997, p. 227). This task can be difficult to attain because being self-directed also requires individuals to be self-monitoring and have self-influence in all areas of their academic learning environments. Being able to select surroundings that benefit learning while also selecting regular times are key strategies and skills to being self-directed in learning. In addition, possessing skills and strategies for learning are also imperative for success. On the opposite end, Bandura also discusses the possibility of outside social and recreational activities being detrimental for individuals because of the distraction it may

cause. Bandura further supports by stating, “In the exercise of self-directedness, people monitor their learning activities, set goals and performance standards for themselves, and enlist self-incentives by making engagement in leisure activities contingent on completing academic assignments” (p. 228)

Self-Regulation and Writing

Successful novelists had excellent writing habits because of their high level of self-directedness. Acclaimed novelists write a fixed number of hours per day along with a set number of days per week. As previously mentioned, outside activities are dependent on their accomplished tasks in writing. A vast amount of research has been done to demonstrate that both children and adults achieve more when they exercise their self-regulation as opposed to not exercising it at all (Bandura, 1986). Further supporting the research is a study conducted by Zimmerman, Bandura, and Martinez-Ponz (1992) where the evidence pointed to the conclusion that children believe in their academic ability not only because of their high sense of self-efficacy but also because the standards their parents set forth are imperative for guidance towards academic success.

Transitioning to the topic of writing, research by Zimmerman and Bandura (1994) suggest that self-efficacy beliefs along with other influences lead to the development and mastery of writing. Self-efficacy of writing is increased and associated with motivation builders that are related to writing performance (Pajares, 2007). In addition, Schunk and Zimmerman (2007) write, “Research on writing achievement also shows that modeling is an effective means of teaching self-regulatory skills and raising self-efficacy” (p. 18). Further supporting motivation builders are the achievement goals. Research by Pajares, Britner, and Valiante (2000) found that performance goals in writing related positively to

self-efficacy and self-concept. In addition, Pajares and Cheong (2003) found, “Writing self-efficacy, writing self-concept, self-efficacy for self-regulation, value, and writing competence altered the strength of students’ task goal orientations across three school levels” [elementary, middle, and high school] (p. 450). Pajares, Miller, and Johnson (1999) along with Shell, Colvin, and Bruning (1995) further cement this research-based finding that student confidence in writing competence is related to motivation variables.

Parent Self-Efficacy

The role of parents’ self-efficacy leads to the development of their child’s self-efficacy. Research from Quandt and Selznick (1984) suggested that children learn from their parents how they will be proficient in activities. There is further support from Bandura (1993) because, “unless parents also build their children’s sense of efficacy, they [the children] are likely to view high standards as beyond their reach and disregard them” (p. 137). Further research by Bandura (1997) confirms that, “unless people believe they can produce desired effects by their actions, they have little incentive to act” (p. 3). In addition, “Parents’ sense of self-efficacy to promote their children’s academic development and the educational aspirations they hold for them enhance their children’s beliefs in their own academic efficacy and raise their aspirations and academic achievement” (Bandura, Barbaranelli, Caprara, and Pastorelli, 1996, p. 1207). A study by Lynch (2002) showed mothers who had strong self-efficacy beliefs contribute to their children’s achievement in reading. This study is supported with previous research in which parents’ sense of self-efficacy for their children’s academic achievement promoted the children’s own belief in their academic success (Bandura et al., 1996).

Chapter Three. Methodology

Overview

This study emerged from a strong parent interest in the reading and writing process. During a parent workshop for incoming kindergarten students, interest was expressed on having workshops for kindergarten parents to assist their child during the developmental stages of writing. This pre-kindergarten workshop was conducted to provide parents with information on skills incoming kindergarten students should have. From how to hold a pencil to communication, the workshop addressed kindergarten preparedness. The researcher personally asked the group as a whole if they were interested in attending workshops about developmental stages of writing. A group of approximately 45 parents expressed interest.

This chapter describes methods used to answer four research questions. The qualitative design, population, demographic data and data sources are presented in this chapter. Also included are procedures, the method of data analysis used and concludes with an analysis of the data collected.

The purpose of this study was to closely examine the process and perceptions of kindergarten parents in their understanding of the developmental stages of writing after four parent-training workshops. The intended outcome was to empower parents with writing knowledge and writing skills so that they could apply the same knowledge and skills at home with their child.

Qualitative Design

The researcher used a qualitative approach to research design in order to satisfy the purpose of this study. The qualitative analysis “is a relatively systematic process of

coding, categorizing, and interpreting data to provide explanations of a single phenomenon of interest” (McMillan & Schumacher, 2006, p. 364). Research instruments included pre/post assessment, videotaped sessions, researcher field notes, and focused journal questions. The study focused on two parts. The first was the benefits parents may have gained by being actively involved in their child’s education. The second would be the advancement of knowledge parents gained pertaining to the developmental stages of writing.

Program Evaluation

Donald Kirkpatrick (1998b) is a leading author on the development of a model used for evaluating training effectiveness. Level one, *reaction*, is a simple form of evaluation that usually involves collecting information immediately after an event. The present study incorporated this level of evaluation by use of participants’ journaling. Parent participants were asked to write about their impressions in the journals provided to them after working with their child on the assigned learning task. Although parents wrote about their beliefs regarding the effectiveness of the learning task, they also wrote about their feelings, which is part of the Kirkpatrick level of evaluating reactions. Level two, *learning*, applies to whether individuals learned the writing knowledge and writing skills taught. The present study incorporated this level of evaluation by use of researcher field notes from oral discussions during the beginning portion of each workshop session and responses to post-assessments. Level three, *behaviors*, is the most commonly used level of evaluation. This level garners information about whether the behavior has changed due to the new information learned. The present study incorporated this level of evaluation by use of oral discussions and post-assessments as well. Level four, *results*, is more complex

because two separate groups must be evaluated, those who had training and those who did not. This level of evaluation is useful for evaluating the so-called bottom line, which in the educational field would be the standardized test results. The scope of this study was limited by practical constraints, so this level of evaluation was not incorporated into the study. However, Chapter Five includes a suggestion for further study that would incorporate this level of evaluation.

Description of the Population

The population in this Southern California city is primarily Hispanic. The *School Accountability Report Card* for this school states that 97% of the student population is Hispanic and 73% of the student population are classified as English learners. The remaining 3% are comprised of American Indian or Alaskan Native, White, Asian, or Pacific Islander. There are 89% of the students classified as socioeconomically disadvantaged with 85.4% of the students enrolled in the free or reduced-price meal program. The academic history of the parents in the community does not afford the best advantages to children. A high percentage of individuals have not completed high school, a few have completed high school, and a limited number of have college experience. English language fluency is also a factor. Most of the parents in the community primarily speak Spanish with some having a limited amount of English language experience.

Demographic Data

In this study, 35 individuals met the criteria for the study in that they: (a) had the ability to attend each workshop at the school site (see Appendix A), (b) were committed to working at home with their child on the writing knowledge and writing skills learned during each workshop session, and (c) answered questions in the journal. The return of

the participant consent form (see Appendix B) also determined the number of participants. The number of participants was 35, consisting of 30 females and 5 males. These participants were all parents of kindergarten students. Although this data was not formally collected, the researcher observed that all participants were apparently Hispanic and spoke Spanish.

Data Sources

This study used four qualitative methods to collect data. The qualitative measures were selected for this study because they provided the best format to identify and interpret the parent experiences of working with the kindergarten child. The measures were also appropriate in answering the posed research questions.

Videotaping of Workshops

One qualitative measure of the study was videotaping each workshop. As described in the procedures section, the researcher's presentation of the parent workshop was videotaped. During the beginning of each workshop, parents had the opportunity to participate in oral discussions about their experience working with their child at home.

Parent Journals

Responses made in parent journals were analyzed to answer the posed research questions. These journals had focused questions in which parents responded to the questions about working with their child at home. The parents answered the questions after completing the same writing lesson that was presented in the workshop. All parent participants had committed to responding to the focused questions in the journal. After writing their responses in the journal, parents were aware of the opportunity to share their

results and experiences with other parents and the researcher at the next scheduled workshop.

Field Notes

The researcher took field notes immediately after the workshops to record impressions and observations. This added another qualitative measure to answer the posed research questions. Furthermore, the field notes also support the videotaped sessions. For example, if the parent participants were uncomfortable with writing the journal responses; it was imperative for the researcher to acknowledge this and work with the parent on transcribing parent responses onto the journal. The help that was offered during the sessions were recorded in the field notes but not in the video recordings.

Participant Survey

In addition, the study included a pre and post assessment survey (see Appendix C & Appendix D). The pre-assessment gathered data about parental awareness of the developmental stages of writing while the post-assessment determined what concepts were learned about the developmental stages of writing. These questions were aligned with Kirkpatrick's (1998a) evaluation levels one (reaction to the training), two (learning of concepts and skills), and three (change in behaviors).

Procedures

Recruitment Letter

In order to make an informed decision, desired potential participants should know what is expected of them. In order to accomplish this task, a letter in English and Spanish was sent out to all kindergarten parents at the Southern California school (see Appendix

E). There were approximately 150 kindergarten students at this school. The letter contained the following:

1. A detailed description of the workshops that were to be offered.
2. Information of how the workshop would be beneficial to the parent, child, and the school.
3. Requirements of the workshop.
4. Date and time of the orientation workshop (which was a timeframe adequate to accommodate both the morning and afternoon kindergarten schedules. The exact time was a half-hour before the morning kindergarten children were dismissed and half-hour before the afternoon kindergarten children began class).

Orientation Workshop

The study began with an orientation workshop presenting the foundation of what the expectations were and the groundwork to be covered, learned and practiced during the sessions. The researcher greeted all parents who attended the orientation workshop. At this time, the researcher realized that parents might be most comfortable and learn more if the workshops were presented in their primary language, which is Spanish. The researcher asked if anyone was opposed to having the orientation workshop presented in Spanish. No one was opposed. Thus, it was determined that the workshops would be conducted in Spanish. From this point forward, all documents presented to parents were in Spanish. In addition, the researcher informed the participants that each workshop would have refreshments, light snacks, and childcare.

The researcher invited the parents to participate in the research study in conjunction with the workshops and presented an overview of the purpose of the study. The researcher proceeded to give each participant a Spanish translated version of the letter of consent (see Appendix B). The researcher briefly:

1. Informed the participants of the developmental stages of writing.
2. Showed samples of children's writing detailing specific stages of writing (see Appendix F).
3. Informed participants that their participation in the workshops would lead to increased writing knowledge and writing skills on their understanding of the developmental stages of writing.
4. Informed participants that they would apply the same knowledge and skills at home with their child.

Recruitment for the Study

During the orientation workshop, 22 parents agreed to participate in the study after hearing a description of the study and receiving an informed consent form as described in the previous section. The researcher later visited the kindergarten gate at dismissal time (11:00 a.m.) to discuss the study with parents who were waiting to pick up their child. At this time, another 8 participants signed up. The researcher then used the list of the original 45 parents that expressed interest (list of incoming kindergartners who had previously participated in the kindergarten preparedness workshop) and began calling them at home; 30 of the individuals contacted had already signed up and expressed their eagerness to begin the workshop. During these phone calls, the researcher was able to recruit 5 more participants to the study. Calls to the remaining 10 initially interested

individuals resulted in six disconnected phone numbers and four parents who were unable to participate. Once all 35 participants signed informed consent forms, the study was set to begin.

Training Workshops

During the series of four training workshops, a progression of guided writing was taught and the importance of reading was addressed. The researcher selected stages of writing development, characteristics of writing, writing traits, and the process of writing as the training topics. These workshops were held in four sessions, each 1-hour in length, during which parents were presented with writing knowledge and writing skills pertaining to the developmental stages of writing. The researcher believed the combination of these writing components would best represent the knowledge and skills parents could apply at home as each parent worked with their child. After each workshop, the parents were asked to use the specific strategy that was modeled to assist their child in developing their writing. For the training to include effective modeling, the researcher presented each lesson in the exact format the parent would use to present the lesson at home with their child (see Appendix F). The goals of the workshops were for parents to:

1. Become involved in their child's education by creating partnering bond with the child that would transfer from year to year
2. Apply knowledge and skills of writing at home with their child
3. Understand how writing develops and progresses with increased knowledge and skills.

During the orientation session, the researcher noticed two individuals that were not participating in answering the pre-assessment questions. At the conclusion of the

orientation session, the researcher approached the individuals and expressed concern. The individuals informed the researcher each was unable to write. The researcher asked the individuals if the researcher could record their responses for them. Each responded yes. Since the parent journal is an important component to data analysis, the researcher inquired if each individual was comfortable talking about the lessons with their child. The individuals again responded yes. The researcher asked the individuals to attend each workshop 15 minutes prior to the other participants. This method allowed the researcher the opportunity to record the parent experience in the parent journal.

Home Writing Activity With Child

Once at home and upon completing the activity with their child, each parent answered the focused questions in a journal (see Appendix G). The questions were intended to gather information about parent experiences at home in working with their child. Next, at the beginning of each session, parents had the opportunity to share in oral discussions their experiences of working with their child in the assigned activity. Since the workshops were conducted in the participant's primary language, Spanish, the discussions were very high in participation. During this oral discussion portion of the workshop, the researcher took the opportunity to write field notes.

Protection of Human Subjects

This study was conducted in accordance with regulations and guidelines established by Pepperdine University's Institutional Review Board (IRB). The study had minimal risk to participants. Participants signed the consent form (See Appendix B), which stated important information for each participant. This form informed the participants that the sessions would be videotaped. The participants were informed that

the purpose of the videotapes was to document and transcribe information pertinent to the research study. The form also informed the participants the security measures regarding the videotapes. The videotapes were stored in a locked filing cabinet in the researcher's office. Furthermore, the videotapes will be destroyed and documentation will be shredded after five years from the date the research is published.

Written and video data from each session was collected and stored in boxes labeled orientation session, session one, session two, session three, and session four. These boxes are stored in a locked rolling cabinet in the researcher's office. Finally, to retain anonymity, the researcher provided each participant with a number. This number was used for coding purposes. The participants had a number on the inside jacket of their focused questions journal. When the participants completed the pre and post assessment, the same number was used.

The researcher, as the workshop presenter, was attentive to participants' comfort level at all times. The participants were parents who had an interest in acquiring knowledge and skills to assist their child as their child proceeds through the developmental stages of writing. They were informed of the potential benefits of participating in the workshops.

Data Analysis

In this exploratory study the researcher focused on interpreting the data using McMillan and Schumacher's (2006) process of inductive analysis. Each research question was aligned and answered using the inductive analysis process. The researcher developed an analysis of the data collected using the inductive analysis process. The process is divided into four overlapping phases, which allows the researcher

to proceed through a sequential pattern in order to collect the best results. Phase one was fieldwork and recording the data. Phase two was gathering data. Phase three was developing themes and concepts from the data collected. Lastly, phase four was using the themes and concepts and translating them into narrative structures (McMillan & Schumacher, 2006). Figure 3 demonstrates the process of inductive analysis.

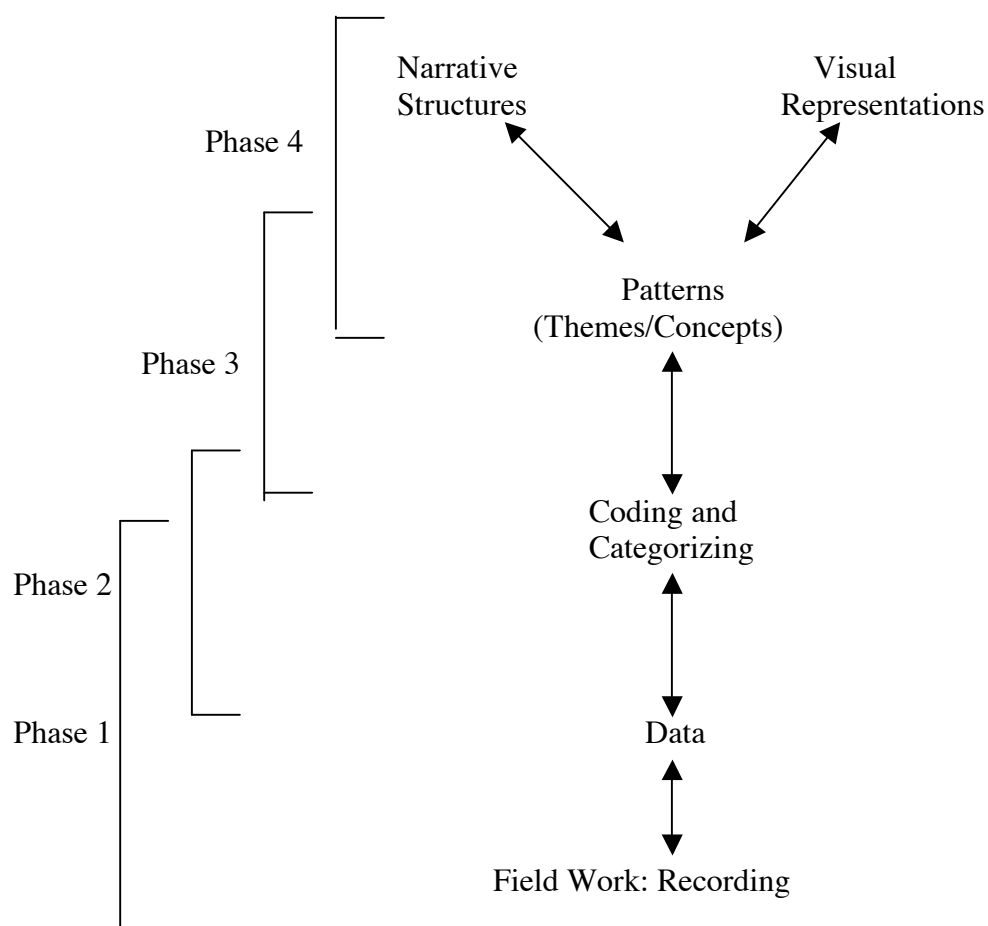


Figure 3. General Processes of Inductive Analysis

Note. The data in this figure is from *Research in Education: Evidence-Based Inquiry*, 6th Ed. by J. H. McMillan and S. Schumacher (2006) Boston, MA: Pearson Education, Inc. Reprinted with permission.

Analysis of the Data Collected

Inductive data analysis and coding procedures by Bogden and Biklen (2003) were used to analyze the evidence from the data collected from open-ended statements on the pre/post assessments, videotaped segments of workshop sessions, field notes, and focused journal questions. Once the data from all four sources was coded and categorized, the information allowed the researcher to develop narrative structures based on the data. Only the first 20 minutes of the videotapes from workshop session two, three, and four were analyzed because of the parent oral open-ended discussions that took place at that time. These discussions were pertinent to the study because the discussions involved oral participation from the participants regarding parent utilization of the prior week's activities. During these oral discussions, many stories were shared relating to the experiences the kindergarten parents had in working with their child and statements were made about future workshops.

Trained Coders

Three professional teachers were trained in coding procedures under the guidance of the researcher. The professionals are three credentialed teachers. Two teachers hold a Bilingual Crosscultural Language and Academic Development (BCLAD) certificate. The other professional and the researcher hold a Crosscultural Language and Academic Development (CLAD) certificate. The three individuals and the researcher are all fluent in English and Spanish.

The researcher met with the professional teachers and proceeded to begin training. The coding system involved the coders and researcher to: (a) search for commonly used words or phrases and (b) search for patterns of behavior used by each participant as a

means of identifying and interpreting the experience of working with their kindergarten child. Afterward, the researcher and the coders began coding the data.

The training and coding process was completed within one day at the same time with everyone sitting together. The professional teachers and the researcher used highlighters and an Excel spreadsheet to chart the data. Each coder and the researcher transcribed the information from the data sources onto the Excel spreadsheet labeled Coder One, Coder Two, Coder Three and Researcher. The professional teachers were provided with instructions on how to sort, code, and organize the data collected from the pre/post assessments and focused journal questions. Included were also videotaped sessions pertinent to the oral discussion portion. The coders viewed the tapes and verified the transcription made by the researcher.

The researcher then assigned each coder eight pre and post assessments, and eight journals. The researcher coded the remaining 11 pre and post assessments and 11 journals as well as analyzing field notes from each session. The coders then proceeded to chart words, phrases, and patterns onto Excel spreadsheets followed by highlighting commonly used words, phrases or patterns. This format assisted the coders and the researcher in developing coding categories from the data collected. Descriptive analysis that formed the coding categories is provided in two samples from the Excel spreadsheets that were transcribed by each coder (see Appendix H1, H2 and H3).

Once data from the pre and post assessments and journal responses from sessions one, two and three were transcribed, the researcher and coders sought commonly used words, phrases and patterns. The details that are italicized in each table represent the highlighted words, phrases or patterns on the actual Excel spreadsheet. The researcher

and coders narrowed down common themes and agreed on five themes as evidenced from the data collected and analyzed.

Summary

Chapter three detailed the qualitative design of the study as well as the demographic data of the participants of the study. In addition, the chapter presented data sources, procedures and data analysis of the study. The analysis of the data collected provided samples of the transcribed charted information from coding and categorizing the data.

Chapter Four. Results

Overview

This chapter presents the results of the data analysis in the context of themes that emerged from each of the data sources. Included in Chapter Four are also tables demonstrating knowledge known (pre-assessments) and attained (post-assessments) from the participants. In addition, anecdotal data is presented because the researcher strongly believes this data assists in answering the research questions. The anecdotal data also demonstrates the empowerment and learning gained by the participants of this study. The chapter concludes with a summary of findings.

Themes

From this study, the coders determined and agreed that five primary themes emerged. These five themes were evidenced in data from the videotaped sessions, answers to the focused journal questions, and the post-assessments. The five themes were: (a) parent confidence, (b) parent-child communication, (c) parent-parent interaction, (d) parent-child bonding, and (e) parent increased knowledge of writing.

Parent Confidence

The first theme is parent confidence. Parent responses indicated an increased level of confidence in working with their child because of the writing knowledge and writing skills parents were applying at home with their child. Parents revealed that children were excited to work with them and parents indicated feeling more confident about helping.

Parent-Child Communication

The second theme is parent-child communication. Because of the consistent and direct communication that occurred between parent and child, parents felt an increase in

communicating with their child. The workshop activities provided an opportunity for parent and child to practice communication because of the discussions that needed to take place. Parents expressed gratitude for another method of learning more about their child.

Parent-Parent Interaction

Parent-child communication leads to the third theme, which is parent-parent interaction. The parents participating in the workshops demonstrated interaction with one another. Prior to the beginning of each session, parents engaged in light conversation about the activities and events of the week (as noted in the researchers field notes). During the beginning minutes of the oral discussion portion of each workshop training session, parents engaged in conversations with one another about what their child did. In addition, as the lessons were being taught, parents assisted one another in making sure the format of the lesson was being followed correctly.

Parent-Child Bonding

The fourth theme that emerged was parent-child interaction that was an opportunity for additional bonding. Parents responded feeling closer to their child because of: (a) consistently working together on lessons that required conversation, and (b) having the opportunity to learn more about their child's likes and dislikes.

Parent Increased Knowledge of Writing

Communication and interaction lead to the fifth theme, parent increased knowledge of writing. This fifth theme is evidenced because more than 70% of parents stated they had an increase in knowledge of writing. These parents are able to use the characteristics of writing, discuss writing traits, and also use the process of writing as a format to assist their child as he or she develops writing.

Analysis of the Pre-Assessment

The pre-assessment had two questions asking parents what they know about their child's experience with writing and two questions about how they help their child with writing and homework. These questions were used to provide the researcher information regarding what the parents were aware of in terms of writing development and what the parents did when working with their child at home. These questions assisted in the researcher in developing the workshops tailored to the needs of the parents, students and the community.

Responses to question one stated, "Tell me what you know about your child learning to write." From the data collected, 12 parents discussed that their child writes words, 10 wrote their child draws pictures, nine wrote their child writes sentences, and four responded with other statements.

Table 1

Pre-Test Parent Knowledge of Child's Writing (N=35)

Knowledge	Parents
Writes Words	12
Draws Pictures	10
Writes Sentences	9
Other	4

Responses to question two stated, "Describe the stages you have seen as your child began to write." From the data collected, 25 parents discussed that they have seen their child write letters, two stated their child writes simple sentences, two stated their child draws, and one parent stated their child write words. Five parents wrote other statements.

Table 2

Pre-Test Parent Knowledge of Stages of Writing (N=35)

Stages of Writing Seen by Parents	Parents
Writes Letters	25
Writes Simple Sentences	2
Draws	2
Writes Words	1
Other	5

Question three asked, “What do you do at home to help your child with writing?”

The data showed that 14 parents wrote that they assist their child at home by making sure their child writes letters correctly. Six parents responded they read to their child. Five parents help with writing sentences. Five parents help with writing words. Two parents review their child’s work and three parents do other activities.

Table 3

Types of Activities Parents Use at Home to Help Their Child With Writing (N=35)

Types of Activities	Parents
Help Write Letters Correctly	14
Read Aloud	6
Help Write Sentences	5
Help Writes Words	5
Review Work	2
Other	3

Question four asked, “At home, do you provide your child help with homework?

Describe how.” All parents responded *yes*. Included in the data collected, 16 parents discussed they provide support at home with homework by reviewing their child’s homework, nine provide assistance in writing, seven parents take time to explain the homework, and three parents engage in other activities.

Table 4

Strategies Parents Use to Provide Support With Homework (N=35)

Strategies	Parents
Reviewing the Homework	16
Assist with Writing	9
Explain the Homework	7
Other	3

Analysis of the Post-Assessment

The post-assessment had the same four questions as the pre-assessment, but in addition, there were three more questions. These questions were used to determine the extent to which the intended outcomes were attained; namely parents' knowledge and skills pertaining to the developmental stages of writing.

Question one stated, "Tell me what you know about your child learning to write." Of the 35 participants, 15 participants stated that their child writes sentences, 14 stated their child writes letters, one parent has a child writing words, and five parents made other statements.

Table 5

Post-Test Parent Knowledge of Child's Writing (N=35)

Knowledge	Parents
Writes Sentences	15
Writes Letters	14
Writes Words	1
Other	5

Question two stated, "Describe the stages you have seen as your child began to write." Overwhelmingly, 28 parents wrote they see their child writing strings of letters.

Five parents wrote they see their child writing sentences. One parent wrote they see their child using standard spelling while the other parent states that he or she uses dictation.

These phrases are significant stages of the developmental stages of writing according to Gentry (2000). The stages are seen as children begin to develop their writing skills.

Table 6

Post-Test Parent Knowledge of Stages of Writing (N=35)

Statements	Parents
Writes Strings of Letters	28
Writes Sentences	5
Uses Standard Spelling	1
Writes from Dictation	1

Question three asked, “What do you do at home to help your child with writing?”

19 parents responded with making sure the letters are written correctly while seven engaged in oral conversation about how to write sentences correctly. Three parents explain the homework to their child, three help with homework, and three others engage in random forms of helping their child with writing.

Table 7

Types of Activities Parents Use at Home to Help Their Child With Writing (N=35)

Types of Activities	Parents
Looks for Correct Letters	19
Converses about Correct Spelling	7
Explain Homework	3
Help with Homework	3
Other	3

Question four asked, “At home, do you provide your child support with homework? Describe how.” All parents responded yes, 25 parents wrote about reviewing

their child's homework, five parents explain the homework, and five parents wrote other ways in which they provide support in homework

Table 8

Strategies Parents Use to Provide Support With Homework (N=35)

Strategies	Parents
Review Homework	25
Explain Homework	5
Other	5

Question five asked, "Which sessions were relevant to your needs?" Of the 35 participants, 16 responded that all sessions were relevant. For post-assessment question five, one respondent wrote, "The workshops I had were very interesting and everything that I learned was very good because I learned the basics for good writing and that will help me in the future for my child. Thank you" (Participant 18, April 11, 2009). 14 responded "favorite activity" lesson was relevant. Participant number 21 wrote, "Session three, (my favorite activity) I loved it because my daughter chose taking care of animals as her favorite activity and she told me that you need to take care of animals as you take care of yourself" (post-assessment, question 6, April 11, 2009). Five responded with a mixture of the others sessions as relevant.

Table 9

Most Relevant Sessions Experienced by Parents (N=35)

Statements	Parents
All sessions	16
Favorite Activity Session (Session Three)	14
Other	5

Question six asked, “After attending these workshops, how will you help your child with writing assignments now and in the future?” 12 parents wrote about having the knowledge of the characteristics of writing to assist their child. Respondent number 22 added, “I now have more knowledge to assist my child with the characteristics of writing” (post-assessment, question number 6, April 11, 2009). 10 parents wrote about having the process of writing at hand in order to assist and provide guidance in their child’s development in writing. Respondent number 17 wrote, “With the sheet on the process of writing, I now have a good base to begin with to assist my son on his writing projects, especially in the grades that follow” (post-assessment, question number 6, April 11, 2009). Five parents wrote about referring to what was learned in the workshops and applying those skills at home with their child. Seven parents wrote other statements.

Table 10

Strategies Parents Will Use to Help Child With Writing (N=35)

Strategies	Parents
Review Characteristics of Writing	12
Review Process of Writing	10
Use All Information Learned in Sessions	5
Review Homework	1
Other	7

Question seven asked, “What additional information might you need to help your child with the writing process?” 17 parents responded with the desire to have more workshops. One participant declared the following and many parents in attendance of the workshop voiced their agreement:

I am so thankful for these workshops that you provided. I hope there are more workshops like these, but I know it is really hard. I believe us parents are at fault

because the school provides programs for us (parents) and we sign up but then when the time comes we don't come or the turn-out is very low. Like here, there are over 100 kindergarten students at this school but you only have about 30 of us here. There should be much more. So, then the school stops providing these programs because we don't show up. It's sad because there is a lot we can do to help out children. (Respondent number 07, personal communication, April 11, 2009)

Ten parents responded with practicing at home what was learned in the sessions, instead of stopping because the sessions have ended. Respondent number 17 wrote, "I believe that the best thing to do is practice what we learned because with more practice, more improvement is made" (post-assessment, question number 7, April 11, 2009). Five parents wrote on the need of having exact information regarding the expectations at each grade level. Three parents wrote other statements.

Table 11

Additional Information Needed by Parents (N=35)

Additional Information Needed	Parents
More Workshops	17
Practice What Was Learned	10
Writing Expectations at Each Grade Level	5
Other	3

Workshop Results

Below is a detailed description compiled by the researcher regarding the unexpected occurrences in the workshops. The role of the researcher was to teach parents writing knowledge and writing skills to increase their understanding of the developmental

stages of writing. Parents then applied the same writing knowledge and writing skills at home with their child. Thus, during these workshops, ELL parents also acquired some new English words. Words that are used to describe writing characteristics, writing traits, and the process of writing were presented in Spanish. The acquisition of English is derived from lessons presented in Spanish and each participant receiving an English version of writing characteristics, writing traits and the process of writing. The researcher provided the English version to each participant to have as future reference because at school the child is writing in English. The researcher used technical English words related to the writing process along with common words each child learns as he is learning to write. In addition, the researcher added comments made by parents during the oral discussion portion of each workshop session. The researcher felt it was important to include these occurrences in this study because it brings value and awareness of how parents engaged with their child after each workshop session.

Field Notes from Workshop One

Workshop one began with great energy and the researcher began by providing parents with writing traits and characteristics of writing. The group activity involved each parent selecting a picture and having a discussion with the person next to him or her about what the picture was about. The researcher then selected a picture and proceeded to present the activity. The participants were asked about what each saw in the picture and wrote their Spanish responses using an ELMO (visual presenter tool) that described what each participant saw. The focus of the activity was not on mechanics such as spelling of words, but rather being able to express ideas, which ties into the first writing trait: *content*. When all the participants completed the activity, each selected three pictures to

take home. The task was to work on the same activity with their child at home and write the experiences in their journal answering the focused questions.

Field Notes from Workshop Two

The beginning of this workshop allowed for an open discussion on how parents felt about working with their child. The researcher took field notes and the conversation in the room was filled with parents feeling extremely positive and remembering that they felt blessed to be part of this group; learning and working together. Observation notes and information pertinent to the study were recorded on a clipboard. Following the workshop, the researcher rewrote the notes in typed format in order to have as researcher field notes to use as data necessary to answer the posed research questions. Prior to beginning the lesson, parents engaged in an open discussion about the effects of the first workshop. One participant described:

I cannot believe that I am a part of this workshop. I feel very thankful. Because of this workshop, I know what my child knows and what my child doesn't know. I was able to provide strategies to engage my child into thinking about the picture he saw and describing it into more than four words. It was very good to see. I felt good working with my child; especially because it involved more than asking him if he finished his homework. (Participant number 03, personal communication, April 4, 2009)

Parents engaged in the activity designed for workshop two, which involved showing a chart from the Northwest Regional Educational Laboratory demonstrating the relationship between writing traits and the process of writing. The researcher then proceeded to engage in the writing lesson of My Favorite Activity. The researcher began

to write the title of her favorite activity in Spanish along with four words that described the favorite activity. From here, the words were developed into sentences. This procedure engaged the parents in experiencing organization, voice, word choice, and drafting. At this point, the sentences could be revised for sentence fluency, conventions of writing, responding, revising, and editing. The closing discussion strongly focused on the importance of connecting writing traits and the process of writing, thus creating an effective writing environment. Participants were reminded to repeat the same activity with their child at home and answer the focused questions in their journal.

Field Notes from Workshop Three

Oral participation in this workshop was very lively. Many parents began to speak at once and most had something to comment on. The room was filled with positive energy. Participants were active and willing to share their experiences. They were eager to talk about what their child's favorite activity was. The researcher took field notes during the workshop and rewrote the notes in typed format at the completion of the workshop in order to use as researcher notes to use as data to answer the posed research questions. Of the experiences that were shared during the oral discussion of workshop three, the following one was most impressive:

In my family we are six people. It's my husband, myself, my son in high school, two in middle school, and my daughter in kindergarten. When I told my family I was going to come to these workshops, they all wanted to be a part of the activity with the little girl in kindergarten. We went through the activity and my daughter's favorite activity was going to watch her father play soccer on Sunday. When I asked her to tell me four reasons why she said, "winning, sad, hugging,

and eating”. Then when I asked my daughter why, she told me, “When my dad wins his soccer game, he is so happy. But when he loses, he is sad. When he is sad, I give him a big hug and tell him he’ll win next time. And, if he wins, he takes us all out to eat a big lunch to celebrate!” I couldn’t believe my daughter’s thought process. She is so little. We were all very proud of her. Later that night, I was sitting with my son who is in high school and he says, “Mama, ask me what my favorite activity is.” I tell him that those are the activities we’re doing with his sister to be able to help her. He insists and wants me to ask him what his favorite activity is so I ask him. He tells me, “My favorite activity is going to Mexico to spend 2 weeks with your family and 2 weeks with dad’s family. I love spending time with my cousins and my aunts and uncles. I love hearing all the stories of when you were younger. That’s my favorite activity.” I had to hold back my tears because if not for this workshop, I wouldn’t have any idea what my children love to do. I get so caught up in taking care of them, I don’t stop to talk to them. Later that night, I told my husband what my son said and my husband told me he was going to work harder and save more so we could go to Mexico every year instead of every 3 years. Thank you for what you are providing me. (Participant number 07, personal communication, April 8, 2009)

The researcher believes this description added strength to the study because writing brought the whole family together. This family used the activity to express themselves.

Parents engaged in the activity designed for workshop three, which involved main idea (topic sentence) and supporting details. The session showed parents pictures of animals, places, food and items. When the picture was shown, the researcher wrote two

sentences. The parents then engaged in the activity by providing two additional sentences. Thus, the activity was designed to have a main idea and write supporting sentences. This procedure engaged the parents in experiencing organization, voice, word choice, drafting, revising and editing. The closing discussion strongly focused on the importance of connecting writing traits and the process of writing. Participants were reminded to repeat the same activity with their child at home and answer the focused questions in their journal.

Field Notes from Workshop Four

Workshop four began with a parent bringing the researcher a flower. The parent stated:

As I was getting ready this morning, my daughter told me that since I was going to class, I needed to bring my teacher a flower. She told me that she brings her teacher a flower and it makes her teacher very happy. So she went outside to our yard and picked me a flower. She then told me, "Here, take this to your teacher."

So, I bring you a flower because you have taught me so much and you have brought me closer to my daughter. I know things about her now that I didn't know before and I feel confident in helping her with her writing. God bless you.

(Participant number 26, personal communication, April 11, 2009)

Oral discussion during workshop four began with many parents talking about the activity of providing pictures to their child, having their child select a picture, and then writing a topic sentence with supporting details. The researcher took field notes and rewrote the notes in typed format at the conclusion of this workshop in order to have as researcher field notes to use as data necessary to answer the posed research questions. Parents

discussed how easy it was for their child to add additional sentences because much thought and discussion was given to the picture in regards to content. The previous skills and strategies provided parents the opportunity to engage in lesson four with much ease. The discussion then transitioned to the lesson for the day and ended with parents filling out the post-assessment.

Summary of Field Notes From Workshops

Parents used the information they learned from the workshops as an internal assessment and recognition of their own responsibilities and ability to provide assistance to their child. The workshops also brought an awareness of focusing on their self-efficacy and how it translates to the development of each child's self-efficacy beliefs. The researcher used the discussion portion of the workshops to gather information about further workshops needed. The goal was to enlist parents to recognize the developmental stages of writing and have the ability to facilitate the writing development of each child.

Research Questions

Summary of Research Questions

The development of the model utilizing all data sources allowed for the researcher to answer the posed research questions. The videotaped oral discussion portion of each session provided an in-depth account of parent perceptions and experiences in working with their child on the assigned writing activity. This partnered with parent journals, generated answers to the research questions. The following is a detailed description of the qualitative analysis per research question.

Research question one. What benefits, if any, will parents experience by participating in the guided writing workshops? The analysis of the journal questions and

videotaped sessions reported a high level of satisfaction by all. For example, many expressed benefits related to learning writing knowledge and writing skills to assist their child in writing. Parents also benefited because of the increase in knowledge of identifying the topic sentence of a paragraph and the importance of having supporting details. In addition, Participant number 26 benefited from this workshop because one of the lessons provided the opportunity for self-reflection. One participant stated the following benefit:

I met my children at the park after work. My daughter told me everything she had done throughout the day. She wanted to get home and work on the writing activity with me. This workshop has given my daughter and my other children excitement to write about the fun things they do. (Participant number 09, personal communication, April 4, 2009)

Another participant stated the following benefit:

I think that us parents talk to much about how to do things and risk that sometimes we explain what to do and what not to do instead of allowing our children to work on their own and be there to provide guidance. In this workshop, taking the opportunity to talk about the writing activity gives children many ideas for them to express themselves. Then, we can be there as their parent to provide support instead of telling them what to do. (Participant number 01, personal communication, April 4, 2009)

As stated in the previous quote, Participant number one benefited from the workshop because the participant now provides guidance as opposed to telling her child what to do.

Another participant stated the following:

I was able to work with my daughter in writing and spend time with her. I enjoyed it because I was able to be with her, talk to her, and really see what she thinks about. I was able to see the writing she is able to do and understand the process.

(Participant number 06, personal communication, April 4, 2009).

Participant number six benefited from the workshops because of the increased interaction with the child. Another participant stated the following:

I saw that my daughter was more motivated to write because I was working with her asking her questions and talking things through instead of her just doing writing by herself. She and I had a lot of communication and I saw the both of us learning together. (Participant number 10, personal communication, April 11, 2009)

Participant number 10 benefited from the workshop because the participant understood the importance of the interaction between parent and child, thus providing the opportunity for the child to become motivated to improve her writing. Another participant stated the following, “I think these workshops are really good because I like to work with my son but now I know how to help him more by asking the right questions when he has to write about something” (Participant number 18, personal communication, April 4, 2009). Participant number 18 benefited from the workshop because of the increase in knowledge and awareness of writing. The participant was able to provide writing skills that will assist the child in becoming a proficient writer. Another participant stated the following:

Because of these workshops I was able to work more closely with my daughter and able to see and understand better what her interests are. The important thing is

that we have time and dedicate several minutes to one another in order to exchange our information and form good communication with one another.

(Participant number 21, focused journal question, April 4, 2009)

Participant number 21 benefited from the increased interaction that lead to increased communication experienced by the participant and the child. These two benefits provided the opportunity for parent and child to communicate effectively with one another.

Research question two. Which writing lessons, if any, were most effective for parents participating in the guided writing workshops? 16 participants stated all writing lessons were effective. But, the writing lesson on My Favorite Activity generated the most oral responses from participants. 14 participants expressed their thoughts energetically about the writing lesson. The oral discussion portion of workshop three was filled with story after story about each child's favorite activity. A significant number of parents were surprised with their child's responses. In addition, a significant number of female participants found that their daughters' favorite activity was cooking dinner together (mother and child), grocery shopping, or cleaning the home. These same participants believed the lesson generated the idea that their daughters enjoyed enacting the same activities their mothers do on a daily basis. One significant example was the following:

If I weren't a part of this group, I never would have imagined my son knew or thought like this. My son loves playing with Legos. I am constantly seeing him play with Legos and I think to myself that it is a waste of time. I encourage him to stop playing Legos and tell him to go outside and play. He doesn't want to. He sits for hours playing with his Legos. After completing our last session, I went

home and sat with him. I began to ask him what his favorite activity is. He proudly responded, “Legos!” I thought to myself, here we go again. Well, I sat with him and asked him to tell me four reasons why playing with Legos was his favorite activity. He stood up and proudly said, “Mom, Legos is my favorite activity because I like to build things, I like to follow the pictures in the book, I like to see if I can take it apart and build it again by myself and I want to be an architect when I get older. That’s why I love Legos so much.” I couldn’t believe these words were coming out of him. I almost started to cry because now I saw his pride. Now, I never ask him to stop playing with Legos. Thank you for what you have shown and given me. (Participant number 18, personal communication, April 3, 2009)

If not for the My Favorite Activity writing lesson, participant number 18 would have limited her son’s active playtime and imagination used to play with Legos.

Participants seemed to be relying on their experiences as a child as well as their current experiences in applying writing knowledge and writing skills at home with their child. One participant was brought to tears during the oral discussion portion of session four. The participant stated the following:

When I was a child in fifth grade in Mexico, our school had American sponsors. Each child had a sponsor who would supply \$5.00 a month. With this money, the students were able to purchase school supplies or other items they could use. I did not have a sponsor. Nobody chose me. I went through most of the school year without a sponsor. But, finally during the last month of school, my name was called. I received a sponsor. I’m telling you this because the lesson that I did with

my daughter involved showing her three pictures. She then chose one picture. The picture she chose brought me to tears. You see, I was so happy to get the \$ 5.00, I used it to buy a stuffed panda. I still have that panda. Of the three pictures shown to my daughter, one of them was a panda and my daughter ended up picking the panda. I started crying, my daughter became afraid and I told her I was very happy and I told her the story about what happened to me as a little girl. I wrote the topic sentence and two additional sentences. She then supplied the last two. We hugged after completing the writing assignment. (Participant number 26, personal communication, April 11, 2009)

In addition to this activity being an effective writing lesson, the activity was used as self-reflection. The participant was able to retreat to the past and acknowledge the happiness that she felt. This activity offered the parent and child the opportunity to interact and bond with one another in a writing lesson. Another participant stated the following:

My daughter and I went shopping on Sunday morning. We bought fruit, juice, cereal, yogurt, cookies, milk, and eggs. Well, this ended up being my daughter's favorite activity of the week because she said she loved spending time together, just her and I. She told me enjoys it so much because I answer all her questions (and there are lots of them) and she likes having me all to herself. At night, she wrote that going to the grocery store was her favorite activity. (Participant number 17, personal communication, April 11, 2009)

Research question three. How has the knowledge of the developmental writing stages increased for parents? Overall, 34 of the 35 parents demonstrated an added increase in their knowledge. These parents were able to identify the different writing

stages their child was in. In addition, 28 of the 35 parents were able to use the writing knowledge and writing skills about writing with their child at home. These same parents always spoke of the importance of having content, organization, and voice. Parents also felt comfortable talking about identifying and using the process of writing. Parents were conscious of working with their child to generate ideas, writing them down, and then returning to edit their final piece. Parents also had increased knowledge in identifying the topic sentence of a paragraph along with the importance of having supporting details. Session three taught parents how to work with their child at home to achieve this writing goal. Parents supplied the topic sentence and two supporting details. The children were asked to add two additional sentences to provide support. This strategy detailed use of organization, word choice, and sentence fluency along with responding, revising, editing, and publishing. One participant stated the following:

I would like to keep practicing and working with these skills at home with my two sons on a daily basis so that it can help my sons with their reading comprehension and so that they can also develop a love of reading. That from one picture they can discuss various ideas and be able to write words and sentences. (Participant number 19, focused journal, April 8, 2009)

Still, another participant stated the following, “In this activity I realized that the more a person practices these strategies with the children, the children will familiarize themselves more with the steps they should do with writing in order to have a complete paragraph”(Participant number 20, focused journal, April 8, 2009). Another participant stated the following, “I have realized that these workshops and doing the activities with the writing skills provided me the opportunity to work with my child in writing,

especially making sure that the writing is organized and the ideas are expressed clearly” (Participant number 32, personal communication, April 4, 2009).

Research question four. Have parents’ self-efficacy beliefs changed since completing the guided writing workshops? Parents believed each experienced and increased their interaction and communication with their child. Parents felt confident in the knowledge that each had learned and demonstrated this confidence to their child. Parents felt empowered knowing each had skills and strategies in place to assist their child in writing. One participant declared the following:

I am not afraid to interact with my child in his homework now. I may not have the right answers for him but I feel more confident in being able to help him. I came because his teacher encouraged me to come. She told me I would learn ways in which to help my son and if I ever had any questions or doubts, I could speak to her or you. This workshop was the first step in getting information to be able to help my son. He’s my first son and I don’t want to mess up but I now know that without asking for help or getting information, well, it won’t help him. I feel better working with him because I feel more confident in being able to and I see him very happy when I sit with him to work with him. (Participant number 10, personal communication, April 11, 2009)

Another participant stated the following:

Although my child is not writing complete sentences, I now have the skills and strategies to assist him when a writing assignment is given to him. I will always know the importance of having content, organization and voice and helping him

with sentence structure. I now have the necessary tools to use. (Participant 20, personal communication, April 11, 2009)

Another participant stated the following, “I feel very good because I know that my daughter feels confident in doing the writing and I feel confident in working with her because of what I have learned” (Participant number 04, personal communication, April 4, 2009). The participants’ comments were some of many who experienced the self-concept of learning. In addition, parents were eager to learn. Their motivation to learn was apparent because of their participation in each workshop. Because children saw their parents attending these workshops and in turn working with them at home, parents expressed increased beliefs in their self-efficacy.

Summary of Findings

Themes From Data Analysis

Through the qualitative analysis of this study, five primary themes emerged: (a) parent confidence, (b) parent-child communication, (c) parent-parent interaction, (d) parent-child bonding, and (e) parent increased knowledge of writing. Parents indicated an increase in their confidence. Parents were confident to sit and work with their child and also provide assistance during homework. Because of the direct and consistent communication that occurred in working together on the lessons, parents were actively communicating more with their child. During the beginning minutes of the oral discussion portion of the workshops, many parents interacted with one another discussing the events that took place with their child since the last workshop. Many parents expressed feeling closer to their child because of the consistent interaction that occurred as a result of working together on the lessons. The fifth theme, parent increased

knowledge of writing, is evidenced by more than 70% of parents stating they are more knowledgeable about writing.

Connecting Theorists with Findings

Table 12 demonstrates connections made between theorists and the findings of this study. The connections are italicized. Three of the six types of parent involvement were evident in this study as well as the Knowles' characteristics of adult learning and the first three levels of Kirkpatrick's levels of evaluation.

Table 12

Connections Between Theorists and Findings

Six Types of Parent Involvement	Adult Learning	Levels of Evaluation
<ul style="list-style-type: none"> * <i>Parenting – parents working with child</i> * <i>Communication – parents feeling positive about communication experienced with child</i> * <i>Volunteering</i> * <i>Learning at Home – parents responding child feeling eager to learn at home with parent</i> * <i>Decision-making</i> * <i>Collaborating with the Community</i> 	<ul style="list-style-type: none"> * <i>Self-Concept - parents recognize importance of workshops</i> * <i>Readiness to Learn – parents arrived eager to learn new writing lessons</i> * <i>Orientation to Learning – parents recognized learning would promote child learning</i> * <i>Motivation to Learn – parents were eager to increase their knowledge and skills on developmental stages of writing</i> 	<ul style="list-style-type: none"> * <i>Reaction – parents reported having high level of satisfaction</i> * <i>Learning – increase in knowledge</i> * <i>Behavior – parents changed</i> * <i>Results</i>

Six Types of Parent Involvement

Parenting, communication, and learning at home are three of Epstein's (1995) six types of parent involvement that were evident in this study. Because parents were participants in these workshops, these parents felt more comfortable working with their child at home. Parents changed their view of homework support to a view that further supports parenting; they changed their beliefs from checking to see if homework was

complete to sitting with their child and talking about homework. Parents also experienced increased communication, not only with the school because of their participation in the workshops, but also increased communication with their child. During oral conversations and responses from the focused journal questions, many parents strongly experienced the process of learning at home. They believed their participation in the workshops enriched the learning that took place at home with their child. By having writing knowledge and writing skills, these parents were confident in working with their child at home. In turn, parents expressed that their children were eager to complete the lessons with their parents.

Adult Learning

Participants in this study demonstrated Knowles' characteristics of adult learning (as cited in Smith, 2002). Parents revealed self-concept of learning by recognizing the importance of these workshops not only for their child, but for themselves as well. Recognizing self-concept of learning also indicated parents were ready to learn. Participants arrived prepared and ready to learn new lessons on writing. These participants also depicted an orientation to learning. The information learned would promote further learning for the participants and for the child. Participants also showed their motivation to learn. This was derived from writing knowledge and writing skills attained on the developmental stages of writing and the application of the writing knowledge and writing skills with their child at home.

Levels of Evaluation

According to the analysis of the post assessment, focused journal questions, and videotaped workshop discussions, parents responded with a high level of satisfaction

from all of the workshop presentations as described in Kirkpatrick's (1998b) level one. In addition, they reported an increased awareness in knowledge of the developmental stages of writing, which resulted in parents benefiting from attendance and participation from the workshops as noted in Kirkpatrick's (1998b) level two. Parents who participated in this study appeared eager to learn new writing knowledge and writing skills to assist their child. Also, all parents applied the writing knowledge and writing skills at home with their child after each workshop as described in Kirkpatrick's (1998b) level three.

The results from the post-assessment survey provided the best indication of the process and perceptions attained leading to new behaviors by parents after completing the four parent-training workshops on their understanding of developmental stages of writing found in Kirkpatrick's (1998b) level three. Among the parents, 28 of the 35 stated they were able to clearly identify the writing stages they had seen in their child's writing. They observed their children using strings of letters, one of Gentry's (2000) identified stages of writing. They were also aware of and able to use the characteristics of writing, the process of writing, and information from all the sessions to assist their child in writing. Among the parents, 27 of the 35 were also able to provide strategies to assist their child in writing. The parents who participated in this study attained and increased their writing knowledge and writing skills on the developmental stages of writing. In addition, parents expressed a change in their behavior as noted in Kirkpatrick's (1998b) level three of behavior change by now checking homework. Parents were more inclined to sit and review homework as opposed to previously asking if homework had been completed.

Implementation

Lastly, having time to implement the writing knowledge and writing skills at home was necessary for the parent to be actively involved in the development of their child's writing. Parents were contributors in the workshops as they provided feedback as to which strategies served best in the learning environment that was created at home and how each parent viewed the progress of their child. Although some kindergarten students may not have had the necessary skills to begin paragraph writing, the parents now had the strategies in place to support the children when each entered a particular developmental stage of writing.

Summary

Chapter Four presented the five themes that emerged from the study. The chapter also reported an analysis of the pre and post assessments given along with researcher field notes from the workshops. Lastly, the chapter reported findings to each research question and concluded with a summary of findings from the study.

Chapter Five. Summary, Conclusions, and Recommendations

Overview

Chapter Five provides statements of both the problem and the purpose as well as methodology of the study and a summary of findings. The chapter concludes with conclusions based on the findings of the data and recommendations are made from conclusions from the study.

Statement of the Problem

Parents play a vital role in the developmental process of a child's education (Cornish, 2008; Shumow, in press). In schools across the United States, parents are not as actively involved as they can be (Epstein, 2008; Hiatt-Michael, 2008; Hoover-Dempsey et al., 2005; Swap, 1993). A primary reason often stated is that parents do not know how to assist their child. With limited parental involvement in writing, students may encounter challenges as they proceed through their academic grade levels. If parents were aware of the strategies that can be used at home, then these same parents would be more actively involved and provide continued support in their child's education (Pomerantz et al., 2007; Walker et al., 2005). By not being aware of proper writing skills to support children at home, parents will not be able to formally support their child as they develop their writing literacy.

Statement of the Purpose

The purpose of this study was to closely examine the process and perceptions of kindergarten parents in their understanding of the developmental stages of writing after participating in four parent-training workshops. The intended outcome was to empower parents with writing knowledge and writing skills so that they could apply this writing

knowledge and writing skills at home with their child. These stages involved the thinking process, improving writing mechanics, and having the ability to communicate effectively in writing. An additional purpose was for parents to forge a pattern of involvement in their child's education. The involvement is likely to continue in school by building partnerships between the school, home, and community. Finally, the most important aspect was the one-on-one interaction between parent and child in a home setting where writing could flourish.

Parents participated in four developmental stages of writing workshops. During these writing workshops, each parent learned how to effectively use writing skills within each developmental writing stage through the use of writing strategies. After completion of each guided writing workshop session, the parent worked one-on-one with their child at home using the skills learned in the workshop. Upon completion of being actively involved in the developmental writing stage with their child, the parent recorded in their journal answers to focused questions about their experience on how the writing exercise was executed and how the child responded to the writing exercise. This journal served as a talking point prior to each of the consecutive workshop sessions. From these written reflections made by parents, the researcher addressed the research questions and recorded the observations.

Methodology

The study was exploratory because there has been no known research in this area. A kindergarten parent workshop series on the developmental stages of writing was created and assessed. The researcher developed the four-part workshop series based on parent involvement research, developmental stages for writing, and the knowledge of

adult learning. The intended outcome of the study was to provide parents with writing knowledge and writing skills for writing development and apply the writing knowledge and writing skills with their child at home.

Epstein's (1995) *six types of parent involvement*, Gentry's (2000) *eight stages of writing*, and Kirkpatrick's (1998b) *levels of evaluation* were selected as theoretical frameworks for data collection and analysis. The research methodology was designed to determine the extent to which parents benefited from the workshops, which lessons were most effective for parents, if there was an increase in parental knowledge of the developmental writing stages, and whether parents' self-efficacy beliefs changed as a result of being a participant in this study.

The population in this study consisted of 35 volunteer participants, 30 female and five male, all Hispanic and Spanish speaking, and all who had a kindergarten child enrolled at the school. There were two sets of workshop series offered because parents indicated that not all could attend at the same time. The instruments used consisted of pre/post assessments, videotaped sessions, field notes, and responses to focused questions in journals. Data from these instruments were collected and analyzed then used to assist in answering the research questions.

Summary of Findings

Through the qualitative analysis of this study, five primary themes emerged: (a) parent confidence, (b) parent-child communication, (c) parent-parent interaction, (d) parent-child bonding, and (e) parent increased knowledge of writing. Parents indicated an increase in their confidence. Parents were confident to sit and work with their child to provide assistance during homework. Because of the direct and consistent

communication that occurred in working together on the lessons, parents were actively communicating more with their child. During the beginning minutes of the oral discussion portion of the workshops, many parents interacted with one another discussing the events that took place with their child. Many parents expressed feeling closer to their child because of the consistent interaction that occurred as a result of working together on the lessons. The fifth theme, parental increase in knowledge of writing is evidenced by more than 70% of parents stating they are more knowledgeable about writing.

The findings strongly reported parent and child working together in the developmental stages of writing by the end of the study. Parenting, communicating, and learning at home are three of Epstein's (1995) six types of parent involvement that were evident in this study. Because of the workshops parents attended, participants felt comfortable working with their child at home. These parents changed their view of homework and acknowledged their support in parenting benefited their child. Parents changed their process of homework support from checking to see if homework was complete to sitting with their child and talking about homework. These parents also experienced an increase in communication, not only with the school because of their participation in the workshops, but also an increase in communication with their child. During oral conversations and responses from the focused journal questions, many parents strongly experienced the importance of providing learning at home to their child. They believed their participation in the workshops enriched the learning that took place at home with their child. By having writing knowledge and writing skills regarding writing, parents were confident in working with their child at home. In turn, parents expressed that their children were eager to complete the lessons at home with their parents.

According to the analysis of the post assessment, focused journal questions, and oral discussions, parents responded with a high level of satisfaction with all of the workshop presentations as noted in Kirkpatrick's (1998b) level one. In addition, they reported an increased awareness in knowledge of the developmental stages of writing, which resulted in parents benefiting from attendance from the workshops as described as Kirkpatrick's (1998b) level two. Parents who participated in this study appeared eager to learn new writing knowledge and writing skills to be able to assist their child more at home. Also, all parents applied the newly learned writing knowledge and writing skills at home with their child after each workshop demonstrating Kirkpatrick's (1998b) level three.

The results from the post-assessment provided the best indication of the process and perceptions attained as noted in Kirkpatrick's (1998b) level two by parents after completing the series of four parent-training workshops on their understanding the developmental stages of writing. Among the parents, 28 of the 35 were able to clearly identify the writing stages they had seen in their child's writing. These parents observed their children using strings of letters, one of Gentry's (2000) identified stages of writing. These parents are also aware of and able to use the characteristics of writing, the process of writing, and information from all the sessions to assist their child in writing. Among the parents, 27 of the 35 were also able to provide strategies to assist their child in writing. Participants in this study attained and increased their writing knowledge and writing skills on the developmental stages of writing.

Participants of this study demonstrated Knowles' (as cited in Smith, 2002) characteristics of adult learning, which are: self-concept, readiness to learn, orientation to

learning and motivation to learn. Parents revealed self-concept of learning by recognizing the importance of these workshops not only for their child, but for themselves as well. Acknowledging self-concept to learning also indicated parents were ready to learn. Participants arrived prepared and ready to learn new lessons on writing. These participants also depicted orientation to learning. The information learned promoted further learning for participants and child. Participants also showed their motivation to learn. This was derived from writing knowledge and writing skills attained on the developmental stages of writing leading resulting in applying writing knowledge and writing skills with their child at home.

Lastly, having time to implement the writing knowledge and writing skills at home was necessary for parents to be actively involved in the development of their child's writing. These parents were contributors in our workshops as they provided feedback on which strategies served best in the learning environment that was created at home including how each parent viewed the progress of their child. Although some kindergarten students may not have had the necessary skills to begin paragraph writing, parents now had the strategies in place to support the children when each entered a particular developmental stage of writing.

Conclusions

Summary of Conclusions

Based upon the findings of this study, the following eight conclusions were drawn. These conclusions revealed an increase in parent participation, awareness and desire to continue providing support at home as well as additional factors that support the study. In addition, the conclusions strongly support previous studies.

Conclusion one: Parents revealed an increase in their self-efficacy beliefs.

Parents believed their behaviors led children to become motivated to write. Participant number 10 stated, “Because of the activity we did together, we were happy; my child was motivated to write because we were working together” (second focused journal response sheet). Research by Schunk and Zimmerman (2007) demonstrates that modeling writing behaviors also raises self-efficacy beliefs. Participant number 17 added, “I felt good working with my child because it is a time that I gave her my full attention and she enjoyed that very much” (second focused journal response sheet). This energy and desire to work in writing transferred to the child. Participant number 20 stated, “My child couldn’t wait to do the activity together. I saw that my child valued the time we had together and I also enjoyed working with my child” (personal communication, April 11, 2009). Participants want more workshops. Parents repeatedly stated their child was eager to return to school and engage in new learning activities. Research by Bandura et al. (1996) supports the beliefs of parents who strongly believe their participation enhances their child’s academics. Overall, the findings support the same conclusion.

Conclusion two: Parents’ experienced high satisfaction and benefits from participating in this study. To determine this conclusion, the findings from research question one support parents changed their parenting, improved their communication skills, and enjoyed learning at home with their child. Parents in this study reported high satisfaction and benefits from being a participant. These findings were based on analyzing the data from videotaped sessions and focused journal questions. Parents consistently acknowledged their satisfaction of being participants in the developmental stages of writing workshops and the benefits attained from participation. This conclusion

is supported by research from Pomerantz (as cited in Hiatt-Michael, 2001) in which parents engaged in reading and writing sessions and later engaged in activities at home with their child: “Home tasks were assigned to parents that involved trying one of the learning strategies with their child and/or talking with their child about his schoolwork” (p. 78). The same study further concluded, “Parents reported a high degree of satisfaction with the project. They acquired new strategies and information about literacy and learned how to help their children, improve communication with their children, and gained confidence” (p. 78).

Parenting, communication and learning at home are three of the six types of Epstein’s (1995) parent involvement that were evident in this study. Parenting, type one, data demonstrated many parents felt confident in working with their child. The writing knowledge and writing skills learned in the workshops were used as a foundation for continued parenting at home. Parents were comfortable in working with their child at home because of what was learned in each workshop. Parents were applying the skills from the workshop at home with their child. The findings also support communication, type two, between school and home. Of significant importance is the communication that exists between parent and child. More than 50% of parents wrote and orally discussed details of communicating with their child beyond the normal routine. In addition to providing support with homework, these parents felt a growing bond with their child because of the time taken to communicate with them about the activities from each workshop. The findings further support how parent workshops provided skills for parents to work with their child at home. Learning at home, type four, was clearly evident in the analysis from the focused journal questions. Epstein (1995) notes that parents need

strategies on how to assist their child at home. These guided writing workshops provided multiple strategies for parents to work with their child on the developmental stages of writing. Simon and Epstein (2001) discuss the technique of interactive homework. These guided writing workshops provided parents with the experience of different writing activities, thus supplying the parent the opportunity to work on the activity at home with their child. Again, applying the writing knowledge and writing skills from the workshop at home with their child. McCarrier et al. (2002) further support the process of interactive writing. These workshops provided exactly what the researchers state are successful tools in assisting children in their developmental process of writing.

Conclusion three: Parents indicated an increase in writing knowledge and writing skills regarding writing. The findings strongly concluded that 80% of parents who participated in this study now have writing knowledge and writing skills to assist their child in writing. The findings shared that these parents are able to use the characteristics of writing, the process of writing, and information learned in all sessions as a foundation to assist their child in developing writing. Participant number four added, “I learned. Thank you for this workshop. I now know how to help my child with making sure her writing has voice, content, organization, correct words, and sentence fluency” (post evaluation, question 6). Participant number 20 added, “With this activity, I realized that the more one practices these strategies with the children, they become more familiar with the steps that they have to do in order to write a complete paragraph” (focused journal question, sheet 2). The newly acquired reaction, learning, and behaviors experienced by parents are in line with Kirkpatrick’s (1998b) levels of evaluation.

Alber-Morgan et al. (2007) conclude that being a proficient writer is imperative to accomplishing important tasks both in school and throughout adulthood. In addition, more opportunities children are given to develop writing provide additional opportunities for progressing in writing (Bear & Templeton, 1998; Gentry, 2000; Morris, 1998). By having a solid foundation of writing in place, children develop and increase their writing knowledge and writing skills of writing. The parents who participated in this study attained writing knowledge and writing skills on their understanding of the developmental stages of writing to assist their child.

Conclusion four: Parents who participated in this study demonstrated the internal desire to learn how to help their child. Parents demonstrated readiness to learn, orientation to learning, and motivation to learn, which are three of the five principles of Knowles' adult learning model (as cited in Smith, 2002). Parents revealed their readiness to learn at each workshop. They also expressed that their participation would promote new learning. Parents indicated they were motivated to continue learning new ways in which to apply new writing knowledge and writing skills with their child.

Conclusion five: Parents who participated in this study changed their understanding and support of homework. The previous norm regarding homework was parents asking if homework had been completed. Now, because of these workshops, parents sat with their child and talked about homework. Parents assisted their child in generating ideas and provided all necessary items (space, paper, pencils, etc.) for children to complete their homework. Participant number 34 wrote, "It's important for my child to have a nice quiet area where she can do her homework and I can be there to assist her" (post-assessment, question 6). Participant number 17 added, "I now provide and make

sure my child has materials, folders, sheets, crayons, pencils, and books with activities to write and draw” (post-assessment, question 3). In turn, parents expressed that their children were excited to do homework.

Conclusion six: Some parents assume responsibility for the success of workshops or trainings at a school. Participating parents felt positive about their participation in the workshops but some believed non-attendance to workshops is a factor in schools decreasing workshops, as noted in the following quote:

I hope we have more workshops like this one. I know that many parents have good intentions to attend but sometimes we don't make it. Then, the school stops providing these workshops because of low attendance. I want you to know that those of us who came here consistently would really like to have additional workshops throughout the coming years, as our children get older. Just from what you have taught us, I know that there are more things I can learn to be able to help my child as she develops her writing skills. (Participant number 12, personal communication, April 12, 2009)

After Participant number 12 added the above comment, the group concurred with the comment that was made. This is seemingly a concern felt by the majority of the participants.

Conclusion seven. Four consecutive workshops in one content area offered at only one time appeared to limit attendance. Parents who attended these workshops had higher attendance in the first three sessions. Of the 35 parents, only 22 were present at the fourth and final workshop.

Conclusion eight: Workshops should be conducted in parents' primary language, if possible. In this situation, the researcher spoke in parents' primary language, namely a local Spanish dialect, during the workshops. Such reasoning is supported by research from Handel (1999), where similar conditions were established, "The atmosphere of the sessions were informal, social, and participatory. Childcare was provided or younger children invited. Sessions were conducted in Spanish and English and translators were provided for other languages" (as cited in Hiatt-Michael, 2001, p. 78).

Recommendations

Summary of Recommendations

The recommendations made in this study are significant in providing additional support for parents of kindergarten students. This study can be applied towards primary grade levels and upper grade levels as well. The following recommendations are based upon the conclusions emerging from this research. It is hoped that future research will develop upon the findings of this study.

Recommendation one: It is recommended that the exact same workshop be repeated each year at different times. The workshops on developmental stages of writing were successful. If repeated each year, it is highly recommended that the exact same format be presented, especially the participatory method of oral discussions from the workshops. It is critical to the self-efficacy beliefs experienced by parents. These workshops would best serve the population during the Fall, after advertising the workshops during the annual back-to-school night. Different optional times for the same workshops would also be beneficial for participants. The sessions can be offered

repeatedly throughout a four-week period. An example can be mornings, afternoons, and Saturdays.

Recommendation two: Recommendation for additional parent involvement workshops. In order to continue with the level of satisfaction, benefits, writing knowledge and writing skills that were experienced and applied, parent workshops should be provided in other areas. Workshops can be designed specific to mathematic concepts per grade-level. For example, writing knowledge and writing skills on how to teach addition and subtraction facts for first and second graders are important in order to move onto mathematical concepts taught in the upper grades. Furthermore, knowledge and skills on how to master multiplication tables in third grade are also important. This is because acquired knowledge of multiplication is the foundation that division and future mathematical concepts are built upon. Other workshops can include social science, science, and physical education.

Tailoring workshops to specific needs of a school can also utilize all of Epstein's (1995) six types of parent involvement (parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community). Involving all these types will lead to increased communication, interaction, confidence and knowledge, all of which are themes that emerged from this study.

Recommendation three: Recommendation for additional writing workshops per grade level. To further the progress kindergarten parents have made by participating in this study, a strong recommendation is made to provide additional parent involvement workshops at other grade levels. By being aware of the writing expectations at each grade level, parents will ensure they receive age-appropriate information on the development of

writing. Furthermore, in the elementary grades, it is imperative for parents of fourth grade students to know and understand the STAR Writing Test that is given in fourth grade.

Workshops that provide this information will support the continued learning.

Recommendation four: Recommendations for biweekly one-hour workshops.

Because some parents believed that non-participation in workshops led to a decreasing number of workshops offered by the school, it is recommended to have biweekly workshops on a variety of topics. These one-hour workshops could be conducted immediately at the end of the school day. Many schools have children who participate in state-funded after-school programs. While the children are in these programs, the parents could attend the one-hour workshop. These workshops can be brief and would provide the opportunity for parents to be aware of on-going workshops. These biweekly workshops will slowly guide parents to become part of the school and become involved.

Topics might include the following:

- Family reading night
- Family math night
- Science night
- Discussion groups
 - Topics about projects in class
 - Guest speakers on current issues involving children
 - Community opportunities

Spheres of influence (Epstein, 2001) and *action teams* (Epstein, 1995) concepts can be used as guidance in facilitating these workshops. With the spheres of influence, children would benefit by feeling welcomed in their environment. The relationship

between family, school, and community would grow stronger with the consistency of workshops provided. The action teams could collaborate and guide partnerships for long term success in establishing workshops for parents. The teams would also be able to evaluate progress that is made. Together, spheres of influence and action teams will strengthen the bridge for sustaining the six types of parent involvement (Epstein, 1995).

Recommendation five: Recommendation for a parent pamphlet on homework tips and periodic cell phone text messaging. A pamphlet for parents detailing homework tips would assist parents in their continued support in homework. The pamphlet should also have information from the PTA with links, addresses, and phone numbers of local and county resources. In addition, periodic cell phone text messages from teachers detailing upcoming projects would also be helpful. Teachers would use a cell phone list serve to send text messages.

Recommendation six: Recommendations for two to three parent participant workshop volunteers. Because of low attendance to workshop number four, it is recommended that two to three parents who are participants in the workshops volunteer to call and notify all parents of the date and time of the workshop session.

Recommendation seven: Recommendation for workshops to be conducted in the primary language of the population, if desired. In this case, the orientation workshop would determine the language the workshops to be conducted in.

Recommendations for Further Study

As mentioned in Chapter Three, extending a training program's evaluation to Kirkpatrick's (1998b) level four, results, is complex because two separate groups must be evaluated, those that had training and those that did not. This level of evaluation is useful

for evaluating the so-called bottom line, which in the educational field would be the standardized test results, upon which federal school funding and critical decisions are currently based. The scope of this study was limited by practical constraints, so this level of evaluation was not incorporated into the study. Based on the success seen in this study's evaluation of Kirkpatrick's (1998b) first three levels, and replication of the study using a level four evaluation would be justified. Such a study could be a longitudinal study that tracked a cohort of students across at least two standardized reading tests and compared them with a matched sample. This type of study would demand considerable resources of time and funding to include a sizable sample to allow for participant attrition, but the results could be useful in policy making that could potentially impact countless students' lives.

Final Thoughts

The role of parent involvement and developing writing for children is important to the future success of children as writers. To facilitate increased writing knowledge and writing skills on writing, educators need to consistently communicate with parents the academic expectations at each grade level. It is hoped that this research provided an avenue for future researchers and educators to embark on a journey of involving parents and children in education. It cannot be accomplished alone; your guidance is needed and appreciated.

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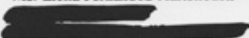
APPENDIX A: Permission to Use the School Site

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APPENDIX A: Permission to Use the School Site


California Distinguished School


January 26, 2009

Ms. Elena Fernandez-Kaltenbach



Dear Elena,

I have received your request to perform a research study at  for the purpose of your dissertation, on parental involvement and the developmental stages of writing with parents of our current Kindergarten students.



I fully approve and support your research study and know that, as you mentioned, your work will "improve the parental involvement relationship we have with parents, provide skills and strategies for parents to work with their child at home as well as create an overall environment of support, thus promoting a partnership between our school and the home"; eventually benefit the students of our school. I request that you provide me with your final research findings so that we can work together to create more opportunities for our parents.

Please let me know if there is anything else I can do to assist you.

Sincerely,


Principal

WS:a


BOARD OF EDUCATION


APPENDIX B: Letter of Participant Consent Form

I authorize Elena Fernandez-Kaltenbach, a doctoral student under the supervision of Dr. Diana Hiatt-Michael from the Organizational Leadership doctoral program at Pepperdine University, Graduate School of Education and Psychology, to include me in the research project entitled “Parental Involvement and Developmental Stages of Writing: Strategies and Skills to Assist Children and Parent Perceptions of Their Experience.” I understand my participation in this study is strictly voluntary.

I further understand that I have been asked to participate in a research study, which is designed to examine results from participating in sessions on developmental writing stages. The study will require one to two meetings of approximately one hour each.

I acknowledge that I have been asked to participate in this study because I am a parent of a Kindergarten student at the school site.

I understand I will be asked to attend an introductory session, followed by four sessions, which will be one hour in length. In addition, I will also answer focused questions in a journal that will provide further information about working on the developmental stages of writing with my child.

I understand that if I decide to participate in this study, my participation will be videotaped and information useful for the study will be documented and transcribed. The videotapes and document will be used for research purposes only, and once the study is completed will be stored in a locked file cabinet. Tapes will be destroyed and documents will be shredded within five years.

The potential risks of participating in this study are minimal to none. In the event, I do experience fatigue or need to take a short break, one will be granted to me.

I understand there is no direct benefit from participation in this study; however, the benefits to the profession and myself as a parent may include: (1) recognizing the benefits of being actively involved with my child during his/her schooling years; (2) further knowledge of writing stages and writing traits; (3) further knowledge about skills and strategies that I can use to support my child as he/she develops his/her writing; and (4) further explore my beliefs and how to prepare my child to be academically prepared.

I understand that there will be no medical treatments given in this study.

I understand that I have the right to refuse to participate in, or to withdraw from the study at any time without prejudice to my current or future standing as a parent of a student in the school. I also have the right to refuse to answer any question I choose not to answer. I also understand that there might be times that the researcher may find it necessary to end my study participation.

I understand that no information gathered from my participation in the study will be released to others without my permission, unless law requires such a disclosure. I

understand that under California law, the privilege of confidentiality does not extend to information about the abuse of a child, an elderly, or any dependent adult. Likewise, if a person indicates she or he wishes to do serious harm to self, others, or property, the investigator will report any such information mentioned to the authorities. The obligation to report includes alleged or probable abuse as well as known abuse.

If the findings of the study are published, presented to a professional audience, or used for future studies and collaboration with other investigators, no personal identifying information will be released. Only the information gathered would be made available to other investigators with whom the investigator collaborates in future research. Again, the data will be stored in a secure manner and only the investigator will have access. The data and any supporting documents will be destroyed within five years of after the completion of the study.

I understand that if I have any questions regarding the study procedures, I can contact Elena Fernandez-Kaltenbach at _____ to get answers to my questions. If I have further questions, I may contact Dr. Diana Hiatt-Michael at _____. If I have further questions, I may contact Dr. Doug Leigh, Chairperson of GSEP Institutional Review Board at Pepperdine University, 6100 Center Drive, Los Angeles, CA 90045.

I understand the information in the consent form regarding my participation in the research project. All of my questions have been answered to my satisfaction. I have received a copy of this informed consent, which I have read and understand. I hereby consent to participate in the research study described above.

Participant's Signature

Date

Principal Investigator

Date

APPENDIX C: Pre-Assessment

I. Tell me what you know about your child learning to write.

II. Describe the stages you have seen as your child began to write.

III. What do you do at home to help your child with writing.

IV. At home, do you provide your child with support in homework? _____

Describe how: _____

APPENDIX D: Post-Assessment

I. Tell me what you know about your child and learning to write.

II. Describe the stages you have seen as your child began to write.

III. What do you do at home to help your child with writing?

IV. At home, do you provide your child with support in homework? _____

Describe how: _____

V. Which sessions were relevant to your needs?

VI. After attending these workshops, how will you help your child writing assignments now and in the future?

VII. What additional information might you need to help your child with the writing process? _____

APPENDIX E: Letter of Information About the Study

Dear Parent of Kindergarten Student,

I am a doctoral student at Pepperdine University. Currently, I am working on a study about parent involvement and the developmental stages of writing. This study will focus on developing your involvement as a parent while also providing you with skills and strategies to work with your child in the home as he/she develops his/her writing skills. In these sessions you will be exposed to stages of writing and writing traits, both of which are essential for your child to become a successful writer. By providing you with these skills and strategies, you will be able to recognize and support your child during each writing stage and in other academic areas. Each session will be videotaped to maximize the documentation of the workshops. Videotaping is essential to the analysis of the study. In addition, each parent will have a journal to respond to focused questions following each session.

I look forward to working with you. Participation in this study will provide opportunities for you and your child to work together in an environment that will be effective to their growth as a student.

If you would like to participate in this study, please come to a meeting in the Multi-Purpose Room at _____ on _____ at 8:00 a.m. If you are unable to attend the meeting and would like to participate, please contact me at

Sincerely,

Elena Fernandez-Kaltenbach
Organizational Leadership Doctoral Candidate
Graduate School of Education and Psychology
Pepperdine University

APPENDIX F: Developmental Stages of Writing: Sessions

PARENTAL INVOLVEMENT AND DEVELOPMENTAL STAGES OF WRITING:
STRATEGIES AND SKILLS TO ASSIST CHILDREN AND PARENT
PERCEPTIONS ON THEIR EXPERIENCE

Introductory Session

AGENDA

- I. Welcome
- II. Expectations
- III. Outcomes
- IV. Session Dates and Times
- V. Responsibility of keeping accurate journal

PARENTAL INVOLVEMENT AND DEVELOPMENTAL STAGES OF WRITING:
STRATEGIES AND SKILLS TO ASSIST CHILDREN AND PARENT
PERCEPTIONS ON THEIR EXPERIENCE

Session One

AGENDA

- I. Give Pre-Assessment
- II. Review Research Questions
- III. Show samples of different stages of writing:

a.) Scribbling	b.) Letter-like symbols
c.) Strings of Letter	d.) Beginning Sounds Emerge
e.) Consonants Represent Words	f.) Initial, Middle and Final Sounds
g.) Transitional Phases	h.) Standard Spelling
- IV. Discuss Writing Traits + 1

a.) Content	b.) Organization
c.) Voice	d.) Word Choice
e.) Sentence Fluency	f.) Conventions
	g.) Presentation
- V. Procedure:

Pass out samples of random pictures. Engage in oral discussions about what each individual sees. Parents will then take their set of pictures home and have an oral discussion with their child about what their child sees. From this, parents can ask children to write some words about their picture. **NOTE:** Focus will not be on correct spelling, focus will be on expressing ideas. This ties into the first trait, content.
- VI. Closing discussion on taking the opportunity to talk about family moments and how to turn those moments into writing opportunities. If a child is not ready to write, a drawing of a picture will be fine. Sample: Family went to a member's soccer game or to the grocery store. A picture or drawing of the event will be fine.

Extension Activity

Parents will work on the activity at home with their child. Afterward, parents then take the opportunity to respond to the focused questions in their journal. There will be an opportunity to share these experiences at the next session.

PARENTAL INVOLVEMENT AND DEVELOPMENTAL STAGES OF WRITING:
STRATEGIES AND SKILLS TO ASSIST CHILDREN AND PARENT
PERCEPTIONS ON THEIR EXPERIENCE

Session Two

AGENDA

I. Recap of session one. Share experiences from activity and response to focused questions from the journal.

II. Review Writing Traits

II. Introduce Process of Writing

a.) Pre-writing

c.) Responding

e.) Editing

b.) Drafting

d.) Revising

f.) Publishing

V. Procedure:

Discuss favorite activities and select one from a participant. Write down all ideas about activity (content and pre-writing). Begin to ask questions about how, when and why. Also ask about descriptions of the activity. Formulate these responses into sentences (organization, voice, word choice and drafting). Discuss that this is now the time to respond to what has been written thus far and revise the sentences for fluidity and mechanical correctness (sentence fluency, conventions, responding, revising and editing). Once all sentences have been written, finalize with publishing.

VI. Closing discussion on how the process of connecting writing traits and the writing process creates an effective writing environment for the child.

Extension Activity:

Parents will work on the same activity at home with their child. Parents will begin by asking their child what their favorite activity is. From here, parents will assist in generating ideas about their activity and write sentences accordingly. Afterward, parents then take the opportunity to respond to the focused questions in their journal. There will be an opportunity to share these experiences at the next session.

PARENTAL INVOLVEMENT AND DEVELOPMENTAL STAGES OF WRITING:
STRATEGIES AND SKILLS TO ASSIST CHILDREN AND PARENT
PERCEPTIONS ON THEIR EXPERIENCE

Session Three

AGENDA

I. Recap of session two. Share experiences from activity and response to focused questions from journal.

II. Review writing traits and process of writing.

III. Procedure:

In this session, parents will be exposed to main idea and supporting sentences. This session will show parents pictures of animals, places, food and items. When the picture is shown, two sentences will be written underneath it. Parents will be asked to supply the main idea and add two additional sentences.

IV: Closing discussion on what parents used to create two additional sentences (voice, organization, word choice, drafting revising and editing)

Extension activity:

Parents will work on the same activity at home with their child. Parents will begin by demonstrating pictures and reading the child two sentences. Working together with their parent, the child and parent will add two additional sentences. Afterward, parents will take the opportunity to respond to the focused questions in their journal. There will be an opportunity to share these experiences at the next session.

PARENTAL INVOLVEMENT AND DEVELOPMENTAL STAGES OF WRITING:
STRATEGIES AND SKILLS TO ASSIST CHILDREN AND PARENT
PERCEPTIONS ON THEIR EXPERIENCE

Session Four

AGENDA

- I. Recap of session three. Share experiences from activity and response to focused questions from the journal.
- II. Review research questions
- III. Show pictures that tell a story and discuss the importance of each stories being sequential.
- IV. Procedure:
The researcher will orally read a story to the participants, identifying the sequence of the story. Once the story has been read, the researcher will ask participants to place the story pictures in order at their table. Discussion of importance of having a beginning, middle and end to each story.
- V. Closing discussion on the above activity and overall discussion on the series of workshops. Opportunity will be given to take the post assessment and the focused journals will be collected.

APPENDIX G: Focused Journal Questions

Please use the journal to write down your comments about this activity.

- I. Tell me how you did this activity with your child. (example: time and place and what happened.)

- II. How did you feel about working with your child?

- III. Please use this area to make any comments.

APPENDIX H1: Coder One Transcription and Charting

Table H1

Coder One Transcribing and Charting Analysis on Excel Spreadsheet

Coder One

Journal #	Pre-assessment	Session One	Session Two	Session Three	Post-assessment
26	Writes letters and checks homework	Spending time together. Likes to help with paying attention and staying focused	Student is able to pay more attention	Mom enjoys working with daughter. Mom feels like they are learning together. Both enjoy when she helps.	Student has improved writing skills Mom has also improved. <i>Would like to attend more workshops because of learning and interaction with other parents</i>
31	Reads together. Mom helps with writing and practicing sounds	Activity helps child with remembering. <i>Parent can see which activity best helps with writing</i>	Parent has noticed a high degree of intelligence in child. Activities have challenged intelligence. Child is able to recall many facts	<i>Parent likes talking to other parent about progress. Parent feels confident in working with child.</i>	Significant progress noticed. <i>Did better in writing and paying attention. Feels memory games helped her.</i>

APPENDIX H2: Coder Two Transcription and Charting

Table H2

Coder Two Transcribing and Charting Analysis on Excel Spreadsheet

Coder Two

Journal #	Pre-assessment	Session One	Session Two	Session Three	Post-assessment
6	Focus at home on writing ABC's and family names	Child was controlling. Parent prefers child to work at own level.	<i>Brought mom/child closer together. Parent gained awareness of child's limitations.</i>	Parent enjoyed hearing child's thoughts. Encouraged child to write more.	Awareness of child's current level. <i>A new motivation to work with child on written expression.</i>
10	Helps with homework	<i>Improved communication with child.</i> Motivation Learning together	<i>Enjoyed playing, working and learning together</i>	Motivated to write more having worked together with parent	<i>Child motivated to improve writing. Parent/child working together</i>

APPENDIX H3: Coder Three Transcription and Charting

Table H3

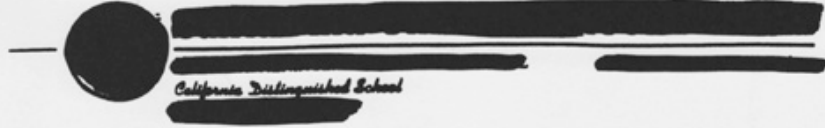
*Coder Three Transcribing and Charting Analysis on Excel Spreadsheet*Coder
Three

Journal #	Pre-assessment	Session One	Session Two	Session Three	Post-assessment
21	My child loves to read and learn new words. This will help with writing.	My daughter and I <i>connected</i> with this activity	In activities <i>I learned so much</i> from her and <i>I felt a closer bond</i>	<i>Communication.</i> I enjoyed this part of the activity.	At the end of these sessions, she began to write her own sentences and that <i>created a bond with us.</i>
22	Draws and writes a word or two.	There was a lot of <i>interaction with my child and me.</i>	I got to know what my child's favorite activities were and I <i>communicated more with my child</i>	<i>I felt more united</i> and helpful to my child with his work	<i>I have a better idea on how to help my child in writing</i>

APENDICE A: Permiso Para Utilizar La Escuela

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APENDICE A: Permiso Para Utilizar La Escuela



Enero 26, 2009

Ms. Elena Fernandez-Kaltenbach

Estimada Elena,

He recibido tu solicitud para hacer tu estudio en la escuela [redacted] para el proposito de tu disertación sobre el involucramiento de padres sobre los niveles de escritura con los padres de los alumnos de "Kinder".

Yo apruebo y apoyo tu estudio y se como has mencionado, tu trabajo "mejorará la relación parentesco que la escuela tiene con padres y proveerá habilidades y estrategias para que los padres podrán trabajar en casa con su hijo/a y también formar un ambiente lleno de apoyo que luego fomentará una colectiva positiva entre la escuela y la casa"; beneficiando los alumnos de nuestra escuela. Yo pido que me des tus resultados para que podamos trabajar juntos para formar más oportunidades para nuestros padres de familia.

Por favor dígame si hay algo más en que te puedo ayudar.

Sinceramente,

[redacted]
Principal

WS:ar

[redacted]
BOARD OF EDUCATION
[redacted]

APENDICE B: Carta de Consentimiento del Participante

Yo autorizo que Elena Fernandez-Kaltenbach, una estudiante de doctorado bajo la supervisión de la Doctora Diana Hiatt-Michael en la Escuela de Graduados de Educación y Psicología en la Universidad de Pepperdine, para incluirme en el proyecto de investigación titulado, “Evaluando las percepciones y aplicaciones de los padres sobre los talleres del desarrollo de niveles de escritura.” Yo entiendo que mi participación en este estudio es estrictamente voluntario.

Yo también entiendo que me han preguntado para participar en este investigación de estudio, que esta designado para examinar los resultados de participación en las sesiones sobre el desarrollo de niveles de escritura. El estudio requiere cuatro juntas de aproximadamente una hora.

Reconosco que he sido invitado/a a participar en este estudio porque soy padre de un alumno/a de kinder de la escuela.

Entiendo que despues de la junta hoy, he sido invitado/a para participar en cuatro sesiones, que seran una hora cada uno. En adición, yo contestaré preguntas focales en un diario que proveira más información sobre trabajando con el desarrollo de niveles de escritura. También tomaré un evaluación antes y despues de las sesiones. Yo entiendo que es en mi mayor interes que conteste estas preguntas pero si decido no contestar, no estorbará ni sere eliminado/a de participación en el estudio.

Entiendo que si decido participar en el estudio, mi participación será grabada en video y la información que se usará para el estudio será documentado y transcrito. Los videos y documentación será usado para la investigación del estudio solamente y cuando el estudio este completo, la información será guardado en un gabinete con seguro. Las grabaciones seran destruidas y los documentos serán trizadas dentre cinco años de publicación de los resultados del estudio.

Entiendo que no hay riesgos obvios de la participación en este estudio. En el evento que tenga experiencia de cansancio o necesito tomar un breve descanso, tendre la oportunidad.

Entiendo que no hay un beneficio directo de mi participación en este estudio; pero reconosco los beneficios a la profesión y a mi como padre que puede incluir: (1) reconociendo los beneficios de ser involucrado con mi hijo/a durante sus años escolares; (2) más conocimiento de los niveles de escritura y características de escritura; (3) más conocimiento sobre habilidades y estrategias que podre usar para apoyar mi hijo/a mientras el/ella desarrolla su escritura; y (4) explorar mis creencias y como preparar para que mi hijo/a tenga éxito en su escritura.

Entiendo que no habra tratamientos medicos en este estudio. Entiendo que tengo el derecho de rechazar mi participación en este estudio, o retirarme del estudio a cualquier momento sin prejuicio como padre de un alumno/a de la escuela. También tengo el derecho de negarme a

cpmtestar cualquier pregunta. También entiendo que podra ver momentos que el investigador podra mirar la necesidad que termine mi participación del estudio.

Entiendo que ningún información de mi participación en este estudio será publicá sin mi permiso, solamente si la ley lo pide. Entiendo que bajo la ley de California, el investigador esta obligado a reportar a las autoridades toda sospecha de abuso a un menor, anciano, adulto dependiente o a uno mismo, otros o propiedad. Igual, sí una persona indica que el o ella quiere causar daño a si mismo, otros o propiedad, el investigador reportará la información a las autoridades. La obligación del reporte incluye alejaciones o probabilidades de abuso igual que abuso conocido.

Sí los resultados del estudio son publicados, presentados a una audiencia o usados para otros estudios en el futuro o colaboración con otros investigadores, ningún información personal será publicá. Solamente la información reunida será usada con otros investigadores que tendra colaboración con este investigador para estudios del futuro. De nuevo, la información de los resultados serán guardados en una manera segura y solamente el investigador tendrá acceso. La información y cualquier documentos que apoye el estudio serán destruidas despues de cinco años de completamiento del estudio.

Entiendo que sí tengo preguntas acerca de los procedimientos del estudio, puedo ponerme en contacto con Elena Fernandez-Kaltenbach al _____ para recibir respuestas sobre mis preguntas. Sí tengo más preguntas, puedo contactar a Dra. Diana Hiatt-Michael al _____. Sí tengo más preguntas, puedo contactar al Dr. Doug Leigh, Jefe del Consejo Institucional de Revisión de la Escuela de Graduados y Profesionales de la Universidad de Pepperdine, 6100 Center Drive, Los Angeles, CA. 90045.

Entiendo la información sobre este consentimiento sobre mi participación en este proyecto de investigación. Todas mis preguntas han sido contestadas a mi satisfacción. He recibido una copia de este consentimiento informativo que he leído y comprendido completamente. Doy mi consentimiento para participar en la investigación descripta.

Firma del Participante

Fecha

Firma del Investigador

Fecha

APENDICE C: Pre-Evaluación

I. Dígame lo que usted sabe sobre su hijo/a y el aprendizaje de escribir.

II. Describe los niveles que usted ha visto mientras su hijo/a empezó a escribir.

III. ¿Qué hace usted en casa para ayudar a su hijo/a con escritura?

IV. En casa, usted proporcionó ayuda a su hijo/a con apoyo en la tarea? _____

Describe como.

APENDICE D: Evaluación Poste

I. Dígame lo que usted sabe sobre su hijo/a y el aprendizaje de escribir.

II. Describe los niveles que usted ha visto mientras su hijo/a empezó a escribir.

III. ¿Qué hace usted en casa para ayudar a su hijo/a con escritura?

IV. En casa, usted proporcionó ayuda a su hijo/a con apoyo en la tarea? _____

Describe como: _____

V. ¿Cuales sesiones eran pertinentes a sus necesidades?

VI. Después de asistir estos talleres, como ayudará a su hijo/a con trabajos de escritura ahora y en el futuro?

VII. ¿Qué información adicional podrá necesitar para ayudar a su hijo/a con el proceso de escritura? _____

APPENDICE E: Carta de Información Para los Padres

Estimado Padre del Alumno de Kinder,

Yo soy una estudiante de doctorado en la Universidad de Pepperdine. En orden para completar los requisitos de la disertación necesito conducir una investigación. Estoy trabajando en un estudio de involucramiento de padres y el desarrollo de los niveles de escritura. Quiero invitarle para que sea parte de este estudio. Este estudio enfocará en desarrollando su involucramiento como padre mientras también proveerle habilidades y estrategias para trabajar con su hijo/a en casa mientras el/ella desarrolla sus habilidades de escritura. En estas sesiones usted va estar exponeble a los niveles de escritura y características de escritura, las dos que son importante para que su hijo/a tenga éxito en escritura. Proporcionándole habilidades y estrategias, usted podra reconocer y apoyar a su hijo/a durante cada etapa de escritura e en otras areas académicas. Cada sesión estará grabada para maximizar la documentación de los talleres. Grabando en video es esencial para analizar el estudio. En adición, cada padre tendrá un diario para responder a preguntas focales después de cada sesión.

Estoy muy contenta para tener la oportunidad d trabajat con usted. Se participación en este estudio proporcionará oportunidades para usted y su hijo/a para trabajar juntos en un ambiente que será beneficioso al crecimiento de su hijo/a como un estudiante.

Sí usted quiere participar en este estudio, por favor pase a una junta en al auditorio de la escuela elemental _____ el día (**proyectado por aprobación del Consejo Institucional de Revisión de la Escuela de Graduados y Profesionales de la Universidad de Pepperdine el día _____**) a las ocho de la mañana. Sí usted no puede asistir la junta pero quiere participar, por favor de ponerse en contacto conmigo al _____

Sinceramente,

Elena Fernandez-Kaltenbach
Candidato Doctoral en Líderzgo de Organización
Escuela de Graduados de Educación y Sicología
Universidad de Pepperdine

APENDICE F: Sesiones del Desarrollo de Niveles de Escritura

EVALUANDO LAS PERCEPCIONES Y APLICACIONES DE LOS PADRES SOBRE
LOS TALLERES DEL DESARROLLO DE NIVELES DE ESCRITURA

Sesión de Introducción

ORDEN DEL DIA

- I. Bienvenido
- II. Expectaciones
- III. Carta de Consentimiento del Participante
- IV. Resultados
- V. Dias y Horario de las Sesiones
- VI. Responsabilidad de mantener un diario preciso

EVALUANDO LAS PERCEPCIONES Y APLICACIONES DE LOS PADRES SOBRE
LOS TALLERES DEL DESARROLLO DE NIVELES DE ESCRITURA

Sesión Uno

ORDEN DEL DIA

- I. Dar Pre-Evaluación
- II. Revisar Preguntas de Investigación
- III. Demostrar diferente niveles del escritura

a.) Garrapatearers	b.) Símbolos de letras
c.) Hilos de letras	d.) Principantes de sonídos
e.) Consonantes que representán palabras	f.) Sonídos iniciales, medios y finales
g.) Fases transicionales	h.) Ortografía corecta
- IV. Hablar sobre Características de Escritura + Uno

a.) Contenido	b.) Organización
c.) Voz	d.) Selección de Palabras
e.) Fluidez de Oración	f.) Convenciones
g.) Presentación	
- V. Procedimiento:

Pasar muestras de fotos. Participar en un discurso oral sobre lo que cada persona ve en su foto. Padres luego llevarán sus fotos a casa y tener un discurso con su hijo/a sobre lo que cada niño/a ve. De esto, padres podrán pedir que los niños escriben lo que ven en su foto. **NOTAR:** El enfocamento no será en escritura corecta, sino el enfocamento será en la manera de expresar ideas. Esta colabora con el primer característico, contenido.
- VI. Discurso de final sobre tomando oportunidades de hablar sobre momentos de familia y como podrán tomar la oportunidad de tomar esos momentos y hacer oprtunidades de escritura. Sí un niño/a no esta listo para escribir, un dibujo esta bien. Ejemplo: Familia fue a un juego de un miembro's jugo de fútbol or fureon al mercado. Una foto o diujo del evento esta bien.

Padres trabajarán con la actividad en casa con su hijo/a. Luego, padres tomarán la oportunidad y responder a las preguntas focales en el diario. Habrá una oportunidad para compartir estas experiencias en la siguiente junta.

EVALUANDO LAS PERCEPCIONES Y APLICACIONES DE LOS PADRES SOBRE LOS
TALLERES DEL DESARROLLO DE NIVELES DE ESCRITURA

Sesión Dos

ORDEN DEL DIA

I. Revisar sesión uno. Compartir experiencias de la actividad con las respuestas de las preguntas focales en el diario.

II. Revisar Características de Escritura

III. Introducir el Proceso de Escritura

- | | |
|-------------------|-----------------|
| a.) Pre-escritura | b.) Borrador |
| c.) Responder | d.) Revisión |
| e.) Edición | f.) Publicación |

IV. Procedimiento:

Discurso de actividades favoritas y seleccione uno de un participante. Escribe todas las ideas de la actividad (contenido y pre-escritura). Empiece hacer preguntas sobre como, cuando y por qué. También pregunte sobre descripciones de la actividad. Formular estas respuestas en oraciones (organización, voz, selección de palabra y borrador). Discurso de que ahora es el momento de hablar sobre las oraciones y revisarlas para fluidez y correcciones (fluidez de oración, convenciones, responder, revisar y edición). Cuando las oraciones ya estén escritas, finalizar con publicación.

V. Discurso final del proceso de conectar características de escritura con el proceso de escritura y como crear un ambiente de escritura efectiva para el niño/a.

Actividad de Extensión:

Padres trabajarán con la misma actividad en casa con su hijo/a. Padres comenzarán con preguntarle a su hijo/a sobre su actividad favorita. De allí, padres asistirán en hacer ideas sobre la actividad y escribir las oraciones que le corresponde. Luego, padres tomarán la oportunidad y responder a las preguntas focales en el diario. Habrá una oportunidad para compartir estas experiencias en la siguiente junta.

EVALUANDO LAS PERCEPCIONES Y APLICACIONES DE LOS PADRES SOBRE LOS
TALLERES DEL DESARROLLO DE NIVELES DE ESCRITURA

Sesión Tres

ORDEN DEL DIA

- I. Revisar sesión dos. Compartir experiencias de la actividad con las respuestas de las preguntas focales en el diario.
- II. Revisar Características de Escritura y el Proceso de Escritura

III. Procedimiento:

En esta sesión, padres utilizarán idea principal y oraciones que apoyan. Esta sesión mostrará fotos de animales, lugares, comidas y cosas. Cuando se muestra la foto, dos oraciones serán escritas debajo. Padres estarán disponibles de añadir la idea principal y oraciones que apoyan.

- IV. Discusión final en como utilizarán los padres la manera en crear la idea principal y las dos oraciones de apoyo (voz, organización, selección de palabra, borrador, revisión o edición).

Actividad de Extensión:

Padres trabajarán con la misma actividad en casa con su hijo/a. Padres comenzarán con mostrando fotos y leyendo dos oraciones a su hijo/a. Trabajando juntos con su padre, el niño/a tomará la oportunidad de añadir dos oraciones adicionales. Luego, padres tomarán la oportunidad y responderán a las preguntas focales en el diario. Habrá una oportunidad para compartir estas experiencias en la siguiente junta.

EVALUANDO LAS PERCEPCIONES Y APLICACIONES DE LOS PADRES SOBRE LOS
TALLERES DEL DESARROLLO DE NIVELES DE ESCRITURA

Sesión Cuatro

ORDEN DEL DIA

- I. Revisar sesión tres. Compartir experiencias de la actividad con las respuestas de las preguntas focales en el diario.
- II. Revisar Preguntas de Investigación
- III. Mostrar fotos que cuentan un cuento y hablar sobre la importancia que los cuentos tengan secuencia.
- IV. Procedimiento:

El investigador leerá oralmente un cuento a los participantes, identificando la secuencia del cuento. Cuando el cuento ha sido leído, el investigador pedirá que los participantes pongán las fotos del cuento en orden en su mesa. Discurso sobre la importancia de mantener un principio, medio y final en cada cuento.
- V. Discurso sobre la actividad y también sobre los talleres. Habrá oportunidad para tomar la evaluación post y los diarios de las preguntas focales serán recolectados

APENDICE G: Preguntas Focales del Diario

Por favor utilice el diario para escribir sus comentarios sobre esta actividad

I. Dígame como hizo esta actividad con su hijo/a. (ejemplo: tiempo y lugar y que paso)

II. ¿Cómo se sintió trabajando con su hijo/a?

III. Escribe información adicional que le puede asistir en trabajando con su hijo/a.
