

The Effects of a Reading Training Seminar
which Encouraged Active Parental Involvement

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Abstract

This research study conducted by a teacher researcher as part of the coursework required for a graduate capstone course, looked at the extent to which active parent involvement would affect reading scores and achievement levels of students in a Kindergarten classroom. Seven male students participated in the study ($n=7$). Student participants were selected based on whether their parents/guardians attended one optional parent training seminar. This seminar trained parents in the utilization of eight word-solving strategies that could be used with their child while reading at home. Data collection techniques used during the research study included pre- and post-running record assessments to determine the reading levels of student participants, two word-solving strategy checklists to determine students' use of each strategy while reading, and two parent surveys to help identify which word-solving strategies parents were using at home with their child while reading. Challenges included a short amount of time to complete this research study, a small number of participants, and issues with having the completed surveys returned. Results of this study indicated an increase in the use of the eight word-solving strategies parents used at home with their child while reading. Additionally, data showed an increase in students' accuracy rates while reading and an increase in the amount of word-solving strategies students used while reading.

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Over the past three or four years as a Kindergarten teacher I have asked parents to work on skills such as reading and writing at home, and required students to complete a homework packet and read a book (a leveled reading book provided by the teacher) with their parents. The students are given the homework packet and book at the beginning of the week and are asked to return them by the end of the week. This year, specifically, I have noticed a drop in the number of books (approximately half) that were being returned. This led me to conclude parents were not consistently reading at home with their children. This became a concern for me and I began to question whether the parents even felt comfortable reading with their child at home, and wondered if parents' limited training in the teaching of reading could be one reason for this decrease. As I reflected on this, I began to wonder if an organized reading training session for parents would help parents feel more comfortable reading at home with their children.

The purpose of this action research study was to help increase parental involvement inside, as well as, outside the classroom. To do this, I offered a parent seminar two different nights for parents to learn how to use word-solving strategies with their kindergarten student while reading. As a teacher, I realized it was important for parents to be trained on the effective utilization of these strategies when their child came to a difficult word while reading. By providing specific training to the parents, I hoped that the parents would gain more confidence in working with their child at home in the area of reading. Increased confidence would also encourage them to work more regularly with their child in the home environment and potentially lead to increased student achievement.

The research included a parent training seminar offered two different nights, the collection of data from parents asking them which word-solving strategies they used and why (survey), and the collection of student data which assessed their current reading achievement levels and accuracy rates. The research questions are as follows: How does increased parental involvement affect student's word solving strategies while reading? Will providing parent training seminars increase student's academic achievement in the area of reading?

Literature Review

By the time a child graduates from high school at the age of 18, he or she will have spent 16,380 hours with teachers and 97,379 hours with his or her parents/guardian. So, who really has the most impact on a child? Parents and guardians have a much greater influence over their child as shown in the amount of hours children spend at home versus time spent with their teacher. Active parent involvement at school is said to be a great predictor of student achievement and success. A student's morale, attitude and overall academic achievement have been shown to improve when parents or guardians are actively involved in their child's education (Cordry & Wilson, 2004).

How Can Parent Involvement be defined?

Parent involvement can be defined as interacting with teachers via parent-teacher conferences, participating in school functions, engaging in activities at home and at school (i.e. extracurricular activities). It also includes parents' reactions to students' grades, parents' attitudes toward school, and the level of parent support offered in the home environment (Gonzalez-DeHass, Willems, & Holbein, 2005). Berthelsen and Walker (2008) defined parent involvement as the behavior of parents toward their child at home or at school, and the expectations the parents have for their child's future education.

There are four levels of parent involvement. The first level of involvement is parents as *partners*. A *partner* parent is highly active in their child's education, in and out of the classroom. Not only do these parents volunteer, they are also involved in the formal governance of the school. In addition, they are also more likely to have a higher socioeconomic status (SES). The second level of involvement is parents as *participants*. Parents labeled as *participants* are also highly involved in informal activities at school such as parent nights and have middle to high SES status. The third level of involvement is parents as *delegators*. *Delegators* tend to view teachers as the ones solely responsible for their child's education. The teachers are the experts and should not be questioned. The final level of involvement is *invisible* parents. These parents are not involved in their child's education nor do they attend school functions/events. *Invisible* parents also tend to have low SES (Berthelsen & Walker, 2008).

Benefits of Parent Involvement

Higher academic achievement and decreased behavior problems are just a few of the benefits of parent involvement (Harris & Goodall, 2007). Children of involved parents are more likely to develop a positive attitude and personality (Vellymalay, 2010). Students say they put more effort, concentration, and attention into the four main subject areas (math, English, social studies, and science) when their parents are actively involved in their education. They also tend to take more personal responsibility for their learning (Gonzalez-DeHass et al., 2005). In addition, students are less likely to be involved in drugs and violence, and are less likely to drop out of school before graduating (Cordry & Wilson, 2004).

Specifically, "...when parents become involved with students' reading activities, students demonstrate greater self-efficacy as readers, are more motivated to read, and voluntarily participate in literacy activities" (Gonzalez-DeHass et al., 2005, p.118). Children whose parents

have read to them early in their academic careers have been shown to have better receptive language skills, thus making them better able to comprehend texts and acquire vocabulary skills more easily (Senechal & LeFevre, 2002). Other preliteracy skills that families are likely to influence in the early years of their education include knowledge of story structure, print awareness, and overall enjoyment of literacy (Blom-Hoffman, O'Neil-Pirozzi & Cutting, 2006).

Barriers Preventing Parent Involvement

Harris and Goodall (2007) reported that one of the most cited barriers to parent involvement is work commitments. In many homes around the country both parents are required to work full-time to make a living, thus making it more difficult to become actively involved. This inhibits them from staying current with the curriculum their child is learning. Time constraints also play a factor in the amount of involvement parents have in their child's education (Vellymalay, 2010). Another barrier is SES where parents who are in the lower SES bracket tend to be more reluctant to become involved because of negative experiences they had throughout their education. Unfortunately, inadequate education or lack thereof seems to remain a constant with lower SES as well (Chance, 2010). This can cause the parents to feel uncomfortable to be involved in their child's education because they feel they lack the necessary tools to help their child be successful (Berthelsen & Walker, 2008). In addition, some parents feel as if they are overstepping boundaries with teachers if they become too involved. These parents view the teachers as the experts whose authority should not be called into question (Harris & Goodall, 2008).

It is also important to point out that parents with social and cultural backgrounds that are different from the dominant social group may not be familiar with the education system here in the United States. They may interpret parent involvement differently or have different

expectations (Berthelsen & Walker, 2008). According to Chance (2010) some parents must be enticed into the classroom to help them become more comfortable with the education system. Language barriers between the dominant social group and other cultures also tend to cause difficulties in understanding participation opportunities (Berthelsen & Walker, 2008).

Fostering Parent Involvement in Schools

Teachers and schools play an important role in active parent involvement. It is the job of the teacher and the school to provide involvement opportunities to parents. Inviting parents to family nights can help to convey the message that they are welcomed and encouraged to be an active participant in their child's education (Berthelsen & Walker, 2008). Providing support for parents is also a crucial step in fostering the level of parent involvement (Harris & Goodall, 2008). Chance (2010) has indicated that hosting a Family Literacy Night is one specific way schools can encourage active involvement. Families and their children are invited to attend to read, participate in reading activities, and even win prizes (i.e. books) at Family Literacy Nights. These nights are a benefit to the children because they see their parents at school and interested in reading. They are also a benefit to parents who have the opportunity to meet other families, get to know school personnel, and have access to learning materials/resources (Chance, 2010).

Conclusion

Since the impact of active parent involvement has such potential I wanted to create opportunities for the parents of my students to become involved in their child's education. My research specifically focused on increasing reading achievement through parent involvement. To do this, I wanted to provide a seminar that would help to train parents specifically in word-solving strategies they could use with their children while reading. I also sought to include simple games they could play with their children at home to review letter sounds, sight words,

and to practice segmenting words. By providing specific training to the parents, it was hoped that the parents would have more confidence in working with their child at home in the area of reading which, in turn, would encourage them to work more regularly with their child in the home environment, thus leading to increased student achievement.

Methods and Results

Research Design

This action research study was conducted in a Kindergarten classroom in a central Illinois rural school for five weeks from the beginning of February to the beginning of March 2012. I collected and analyzed qualitative data, as well as, quantitative data throughout this research project. A convenience sample was used to determine the participants in my study.

Participants

The participants in this study were selected based on the parents who attended a training seminar. Seven male students participated in this study, representing a diversity of academic ability. Eight parents attended a seminar, including seven mothers and one father. Three attended the first parent training seminar held immediately after school, while five parents attended the second parent training seminar later in the evening. All parents who signed up for a seminar session did attend.

Confidentiality

All data collected was assigned a random number to ensure procedures. Upon receiving a random participant number, survey data was recorded in a Word document for analysis, while student assessment data was recorded on an Excel spreadsheet. Data collected for the study was kept in a secured location throughout the research time frame. The data collected was obtained

specifically for the current research project. Only the professor and myself had access to the completed survey instrument data.

Instruments

Checklists. I began the study by determining the word-solving strategies the students were currently using. The students were asked to read a leveled reading book entitled *Wake Up, Father Bear*, while I kept a checklist of the word-solving strategies I noticed the children using during the reading. The following word-solving strategies appeared on the checklist: *Look at the pictures; Get your mouth ready for the 1st sound; Skip, then go back; Sound out word; Chunk it, look for a part you know; Reread; Think about what kind of word is missing; Think about the story* (Figure 1). Four weeks later, the students were asked to read another leveled reading book entitled *What We Like*, while I kept a checklist of the word-solving strategies the children were using at that point after having read with their parents at home.



Figure 1. Word-solving Strategies

Running Records. During the readings I also kept running records to assess the children's current reading levels at the beginning and end of this project. A running record allows a teacher to keep track of the words read correctly, record self-corrections, and document errors students make while reading. The goal by the end of Kindergarten, in our school district, is to pass a level three reading book with at least a 90% accuracy rate. The first book the students read was *Wake Up, Father Bear*, a level three book. While the students read this book, I used

check marks (above each word) to indicate words read correctly. Errors during the reading were recorded with slash marks through the word that was misread and self-corrections were marked with an SC above the word. The students were assessed the same way the second time (four weeks later) with a different book entitled *What We Like*. This was also a level three reading book.

Parent Survey. The final instrument used during this project was an 11-question survey developed to gain insight into which word-solving strategies the parents were using with their child at home. The first eight questions asked parents to mark whether they used a particular word-solving strategy or not while the final three questions were open-ended. I sent home this survey twice for the parents to fill out. The first was sent out immediately after the parent training seminar, while the second was sent out two weeks later. When the initial survey was returned, I provided feedback to the parents suggesting ways they could use a word-solving strategy they were currently not using with their child. Feedback also included positive comments and encouraging words for parents to help them feel a sense of accomplishment and appreciation.

Teacher Journal. Throughout the study, an anecdotal journal was kept where I recorded my observations during the parent training seminar and student assessments. The journal was also used to record any other observations made throughout the course of the research study.

Results

Results from the first word-solving strategy checklist assessment (see Table 1) indicated that all but one of the students used strategy #1 (*look at pictures*) while reading. In addition six students used word-solving strategy #2 (*get your mouth ready for the 1st sound*) while five students used strategy #4 (*sound out word*). One student used strategy #6 (*reread*) while reading

and two students used strategy #7 (*think about what kind of word is missing*) during the initial reading.

The following word-solving strategies were *not* demonstrated by any of the students during the assessment: #3 (*skip, then go back*), #5 (*chunk it, look for a part you know*), and #8 (*think about the story*). Student seven used the most word-solving strategies (four) during the initial reading. When comparing the word-solving strategies used by all students during the initial reading to those used during the second reading (four weeks later), I could see a drastic increase in the number of word-solving strategies used by each student. All of the students demonstrated at least four word-solving strategies while reading the second time, with strategies #1 (*look at pictures*) and #2 (*get your mouth ready for the 1st sound*) used by all. In addition all but one student used word-solving strategy #4 (*sound out word*) while reading. Surprisingly, none of the students used strategy #3 (*skip, then go back*).

Table 1

Word-Solving Strategies used (by students) during Pre- and Post-Assessment

	Pre-Assessment	Post-Assessment
Student #1	#1, #4	#1, #2, #4, #5, #7, #8
Student #2	#1, #2, #6	#1, #2, #6, #7, #8
Student #3	#1, #2, #4	#1, #2, #4, #6
Student #4	#1, #7	#1, #2, #4, #6, #7, #8
Student #5	#2, #4	#1, #2, #4, #5, #7
Student #6	#1, #2, #4	#1, #2, #4, #7, #8
Student #7	#1, #2, #4, #7	#1, #2, #4, #6, #7, #8

Note

Word-solving Strategies Key:

#1-Look at pictures.

#2-Get your mouth ready for the 1st sound.

#3-Skip, then go back.

#4-Sound out word.

#5-Chunk it, look for a part you know.

#6-Reread.

#7-Think about what kind of word is missing.

#8-Think about the story.

Results from the pre-running record assessment (shown in blue in Figure 2) indicated that only one student passed with a percentage of least 90%, which is considered passing. Two students came close to passing this initial reading with an 87% and 88%, while the remaining students scored considerably lower than their classmates with the following scores: 59%, 52%, 56%, and 20%. These last four students in particular demonstrated a lack of confidence in their abilities as a reader as documented in my journal. The post-running record assessment (shown in red in Figure 2), conducted four weeks later, indicated an increase in all but one student's score; however, four students still did not attain scores that are considered passing (scoring 73%, 68%, 68%, and 89%). Although these students did not attain passing scores, I did notice an increase in their confidence as readers as documented in my journal. Two students were able to increase

their scores past the accuracy rate considered to be passing (90%) with a 95% and 92%, while the remaining student maintained his 100% accuracy rate.

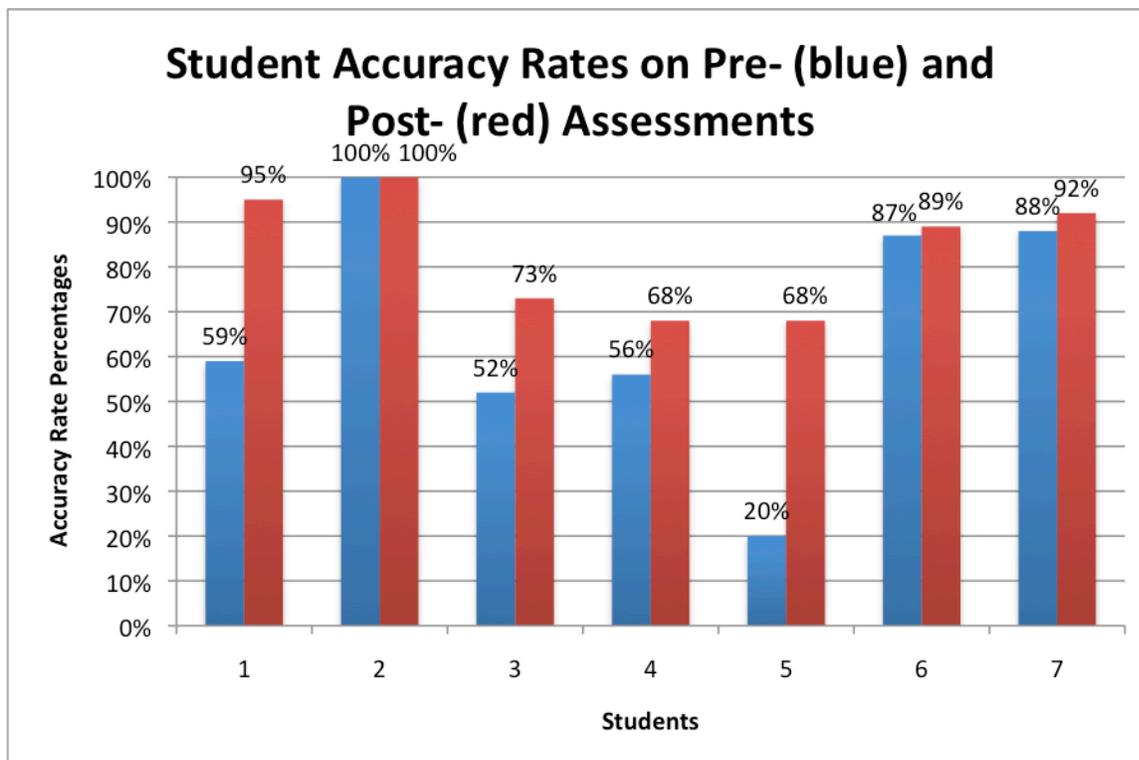


Figure 2. Pre- and Post-Student Assessment Accuracy Rates

Prior to the surveys being sent home parents attended a seminar that included training on eight word-solving strategies that could be used with a young reader. The training lasted between 35-45 minutes and included an explanation of each strategy, an example of how to use each in a book entitled, *See the Wind Blowing!*, and handouts containing each strategy to serve as a reminder to parents when they are reading with their children at home. Upon comparing the results from the first and second parent surveys (see Table 2), I noticed an increase in the amount of word-solving strategies used by parents at home with their children. The second survey indicated that parents were using at least five of the eight word-solving strategies, an increase from the first survey where a few parents were only using one or two word-solving strategies with their child. Four of the participants indicated that they were using all eight word-solving

strategies, while the other three were using six and five of the eight word-solving strategies on the second survey. All of the participants indicated (on the second survey) that they used the following strategies while reading with their child: #1 (*Look at pictures*), #2 (*Get your mouth ready for the 1st sound*), #4 (*Sound out word*), and #5 (*Chunk it, look for a part you know*).

Table 2

Parent Survey Results: Strategies Used at Home with Students

	1 st Survey	2 nd Survey
Parent #1	#4, #5	#1, #2, #4, #5, #7, #8
Parent #2	#1	#1, #2, #4, #5, #8
Parent #3	#1, #2, #4, #5, #6, #8	#1, #2, #3, #4, #5, #6, #7, #8
Parent #4	#1, #2, #3, #4, #5, #6, #7, #8	#1, #2, #3, #4, #5, #6, #7, #8
Parent #5	#1, #2, #3, #4, #5	#1, #2, #4, #5, #6
Parent #6	#1, #2, #3, #4, #5, #6, #7, #8	#1, #2, #3, #4, #5, #6, #7, #8
Parent #7	#1, #3, #4, #6, #7, #8	#1, #2, #3, #4, #5, #6, #7, #8

Note

Word-solving Strategies Key:

#1-*Look at pictures.*#2-*Get your mouth ready for the 1st sound.*#3-*Skip, then go back.*#4-*Sound out word.*#5-*Chunk it, look for a part you know.*#6-*Reread.*#7-*Think about what kind of word is missing.*#8-*Think about the story.*

Time was also spent analyzing the open-ended questions included at the end of the survey. The open-ended questions were as follows: *Have you played any of the suggested games from the seminar? If so, which ones? Are there any other reading topics you would like to know more about?* The first parent indicated that they had played “Rotten Bananas” and “Be a Ready Reader” (two sight word review games) with their child on the initial survey, while on the

second survey they indicated that they were also playing “I Spy” (a game to practice identifying beginning sounds, i.e. I spy something that begins with a /c/. Answer: car) in addition to the two other games listed on the first survey. This participant also wanted me to provide more suggestions for review games that would help them practice different reading skills. As noted in my journal this parent was provided follow-up information regarding additional games.

The second parent indicated that they had played “I Spy” on the first and second surveys. This parent was also interested in finding out more about picking age appropriate material for her children. On both surveys a third parent indicated that they had not had a chance to play any of the games yet. They also had no other questions regarding other reading topics. The fourth parent indicated they had played “Rotten Bananas” and “Be a Ready Reader” on the first survey while on the second survey they had also been playing “I Spy”. This parent did not have any other questions regarding different reading topics either. The fifth parent indicated they had played “Be a Ready Reader” on the initial survey and “Rotten Bananas”, as well as, “Be a Ready Reader” on the second survey. The fifth and sixth parents both responded that they did not have any questions about other reading topics that may have not been covered at the seminar. Journal reflections indicated that this was not an unexpected response. The sixth parent also indicated that they had played “I Spy” with their child on the initial survey and “Rotten Bananas” on the second survey. The final parent indicated that they had played “Be a Ready Reader” with their child at home but had not played any other game on the second survey. This parent also asked for more activities that would help her child think about the different vowel sounds.

In addition to the open-ended questions, I left space on both surveys for other comments. Overall, families wrote that they enjoyed the games. One family said, “...great for working on new words.” Another commented that the review games were really helping their child

remember the sight words. Several families expressed gratitude for teaching them the tools to use with their child at home. One family said the seminar was very helpful because she was previously unaware of many of the word-solving strategies discussed at the training. Another parent wrote, “I think you are doing a wonderful job with [my son], he learns so much and enjoys reading and school.” In addition, another family expressed gratitude for the workshops and the “cheat sheets” (Figure 1). She indicated that the tips I taught them at the seminar were new to her and had been very helpful to use while reading with her son at home. Finally, another parent asked if it was age appropriate to let their child look at the pictures and make up the story. I responded to this comment, as noted in my journal, by explaining to her that this was a good thing to do while taking a “picture walk” through a story, however, it is important to go back to the beginning and read the actual words in the story. “Picture walks” allow young readers to think about the story and make inferences using the details of the pictures prior to reading the actual text of the story.

Findings and Implications

The findings of the students’ assessments show considerable growth when compared with the initial assessments. For example, on the post-assessment students were not only using more word-solving strategies to help them figure out unknown words while reading but, they also improved their overall accuracy rates. Six students were able to increase their reading accuracy rates, while one remained consistent with a 100% accuracy rate. As previously mentioned, student participants in this study were selected based on parents who attended a seminar session and all student participants varied in academic ability. As I mentioned previously, the goal at the end of Kindergarten is to have the students read at a level three (a book containing two to three simple sentences on each page). While I only had three students attain this particular goal, I am

hopeful that the other four students, with more practice at home and at school, will also be able to achieve this goal by the end of May.

As a regular classroom practice Book Baggies are sent home with all to serve as a tool to use to practice word-solving strategies. Inside the baggie is a book, a signature sheet that verifies completion of the activity, and a strip of paper with all of the word-solving strategies listed to serve as a reminder. In the classroom setting all the students were given instruction of the eight word-solving strategies in small reading groups during center time. I wanted all of my students to be able to practice these strategies as a learning tool.

My findings also indicate that parents found the training to be very helpful and enjoyed learning new techniques and games to use with their child at home. When speaking with a parent after the second seminar, she suggested I hold more of these trainings throughout the school year. I have found that each family in the study is consistently returning the Book Baggies each week, indicating an increase in parent involvement at home from five families to all seven. Journal notes indicate that students seem to demonstrate more confidence while reading with me at school. Students have also expressed excitement when playing some of the review games I discussed with their parents at the seminars. I began introducing the games from the seminar to my entire class the third week of February. The games were introduced during reading centers that week. Many of the students who were participating in the study recognized the games and expressed to me that they had already been playing them at home. These students helped me teach the other students how to play. I was very encouraged to find that they had already been playing the new games with their families.

I particularly enjoyed being able to provide feedback to the parents on the first survey. I was able to answer any questions they might have had at that time and provide other suggestions

for ways to use some of the word-solving strategies with their child at home. It really helped to open up the line of communication between school and home. It was also important to me to express my gratitude and appreciation for their active involvement in their child's education.

As I previously mentioned, the parent training seminar was held during the second week of February. One parent seminar was held immediately after school, while the repeated session was held later on in the evening two days later for parent convenience. Three parents signed up to attend the first seminar and all three were present. In addition to the three parents attending, a fellow colleague of mine attended the first parent training session as well. She wanted to attend because this is her first year teaching Kindergarten and she wanted to learn about some of the techniques I use in my classroom. Her response was also very positive and she found the training very informational and helpful to parents. She was even able to add some of her expertise to the conversation at the end of the seminar. Five parents signed up to participate in the second session offered and all five attended. I was able to speak to one of the parents after this seminar who told me that prior to the training she had told her children to focus only on the text of a story while reading. However, as a result of the training she learned the importance of allowing her children to use the pictures to help infer meaning, to help with difficult words, and to help with overall comprehension of the story. She plans to use these new tools with her two children that are currently in school, as well as, her youngest son who will be attending Kindergarten in a year or two. I was encouraged by the fact that she was able to take new knowledge away from the seminar she will actually use with each of her children.

Limitations

Although this study seemed to be successful overall there were a few limitations that are important to discuss in this research paper. The first limitation in this study was the small amount

of time with which I had to train the parents, assess the students, and survey each parent. I would have liked to have had more time to train the parents in multiple seminars and more time to possibly assess my students for a third time to see if their reading accuracy rates continued to increase. In the future I will have the entire school year to increase parent involvement in the classroom because I hope to begin in August of 2012 and continue until May 2013. This will afford me the time necessary to involve more parents, to better assess the students, and to collect more data.

While I was grateful to the eight parents who participated in the study, I was also a little disappointed in the small number that attended. This was also a limitation because I hoped to have at least half of the families represented at one or both of the seminars. In the future I hope to hold several training sessions throughout the school year. One training session, in particular, will hopefully take place the night of Kindergarten Orientation. This is the evening that brings the most parent participants. I usually have about 80-85% of families in attendance on those evenings. I have also thought about holding another training session on the night of Open House, which also seems to bring many parents to the classroom.

Another limitation I noticed within my research study was that I had to personally call a few parents in order to receive the first and second surveys back. A few had simply forgotten to send it back while some were confused about the second survey thinking they had already done one. This was my oversight and I should have attached a note to the second survey reminding the parents that I wanted to find out the word-solving strategies they were now using with their child at home three weeks after the training. I did mention that I was going to send home two surveys at each of the training sessions, however, the parents received a lot of information both evenings and I should have attached a note to remind them of the second survey.

Reflection and Action Plan

Reflection

This research study has allowed me to realize the importance of active parent involvement in their child's education. It is my job as a teacher to reach out and make a connection beginning with the parents so that they feel welcome, appreciated, and, overall, supported in my classroom. Until I began my graduate study, it may have been naïve to expect parents, many of whom lack formal reading training, to effectively help their child in the area of reading. The trainings offered me a chance to share my knowledge of reading with parents and to also learn from them as well. In the future I hope to conduct trainings that cover other areas of reading such as comprehension, fluency, and voice. The parents in my study helped to open my eyes to the other possibilities that I can create for my future students and their families.

When I conduct this study next year in my classroom I do hope to change a few components. For example, I would like to change the amount of times the training sessions are offered. Hopefully, I can increase the training sessions from two to at least four. With the addition of two more trainings I feel it will allow for more parent involvement. It is important to work with the different schedules of each family and I feel offering the trainings two additional times will allow them to find at least one that fits their particular schedule. I would also like to increase the amount of time I have for this study from five weeks to possibly the entire school year. Again, this will afford me the time necessary to involve more parents, to better assess the students, and to collect and critically analyze more data.

This study has also led me to consider other possible research questions to answer in the future. For example, if this study helped to increase active parent involvement, which led to an increase in the reading accuracy rates of students, could providing training sessions in the area of

math also help to raise student math scores? Would parents respond as positively to math training sessions where they are taught ways to make math enjoyable at home for their children? These are questions to consider for future research topics.

Action Plan

The next steps I plan to take with this research study will be to share my findings with my fellow teachers. The parent response was overwhelmingly positive and I think many parents and teachers could benefit from training sessions in reading, as well as, math. I have already suggested an idea for a parent training session in the area of math to the Parent Involvement Committee at my school. This committee is made up of parents, teachers, and the principals of our school who all seemed to react very positively to the idea. Hopefully, these trainings can be incorporated into our list of parent involvement events during the 2012-2013 school year.

My plan for the future is to begin preparation for an initial parent training session, which will be held during Parent Orientation Night next August. This event takes place the evening before the students first day of school. Many parents will be in attendance for that event and it will provide me with an ample opportunity to reach at least 80-85% of parents and families. I have already taken into consideration that parents are overwhelmed with information about Kindergarten that evening so my training will be brief. I do not want to overwhelm them on the first night. I then hope to hold a second training the night of open house where more detail will be provided about the eight word-solving strategies discussed within this research study. Examples will also be provided that evening and parents will have time to ask questions or to practice these strategies with either their children or other parents. The next two sessions I hope to have will not occur until the second semester. In these sessions I hope to begin by reviewing the word-solving strategies previously discussed in the first two trainings. I would also like to

move on to other topics in reading such as comprehension, fluency, and voice. If time permits, I would even like to include a brief training in the area of math and help provide parents ways to incorporate math into everyday activities. This plan will also include the involvement of some of my fellow colleagues in the seminar trainings as well. Hopefully, these future studies will yield even more positive results for the students in my class by helping to increase their achievement levels in both reading and math. I look forward to conducting another study with a few of my colleagues this coming school year to learn more as a teacher researcher.

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