

PAIRED READING PLANNING PROFORMA - PARENT TUTORING

CONTEXT

Name of School:

Age Range:

Head Teacher:

Other Teachers Interested (Name, Position, Responsibilities)

Project Coordinator:

Size of School:

Ethnic Minorities:

Social Advantage/Disadvantage:

Size of Catchment Area and ease of access to school:

Other Information about Catchment Area:

School Reading Standards - summary of survey data, etc:

Reading Teaching in the school:

Head Teacher's Aims/wider problems:

Estimate of likely response of staff:

History of Parental Involvement with the school:

(a) Social and fund-raising events:

(b) Response to open evenings, etc:

(c) Specific parental work in school:

(d) Contact with parents of likely target children:

Other comments re quality of school-community relationships:

Any likely problems:

OBJECTIVES

Target Group (Tutees): Ages:

Classes:

Numbers:

Degree of Retardation:

Tutors:

Natural Parents:

Parent Volunteers:

Staff Volunteers:

Other/Combination:

Project Period (initial "experimental" period):

Specific Objectives:

(1)_____

(2)_____

(3)_____

(4)_____

(5)_____

MATERIALS

Child Free Selection/Guided Child Selection (how guided?)

(For each source of books below, note current & proposed access & loan recording system:)

School Library:

Classroom Libraries:

Internal Special Collection:

Loan Special Collection:

Reading Scheme (Basal Readers):

School Bookshop:

Community Library:

Other/Special Events:

RECRUITMENT

A. First Introductory Letter

?with school report

?at/after open day

timing:

B. Detailed Invitation to Meeting(s)

timing:

reply slip:

C. Reminder

timing:

?reply slip:

Consider:

- Mail or child delivery?
- Invitation in person to parents who come into school?
- How to energize children to nag parents into coming?:
- What advance build-up in school?
- Advance target group children meeting?
- Telephone contact with parents?
- Home visits for personal invitation?
- Posters or public notices as well?
- Local press publicity?

TRAINING

Initial Staff Briefing/Training

Time:

Date:

Duration:

Response/reactions:

Who subsequently practiced?:

Training for Tutors/Tutees: Outline

One meeting or two?:

Two-stage training or two parallel meetings?

With children?:

Time(s):

Day(s) & Date(s):

Transport provided?:

door-to-door?/pick-up points?/reimburse fares?

Place:

Position of electric points:

?access to TV/OHP

Access to books for practice:

?pre-chosen:

Practice space:

Crèche/child-minding/play space:

Arrangement for refreshments:

when?:

Training for Tutors/Tutees: Detail

For each component, specify if included and who will do it:

Welcome:

Introduction:

How Not To Do It: Video or role play?

Talk: How To Do It:

Demonstration: Video/ Live role play/Live child demo:

Practice: (Name Monitors:)

Questions:

Talk on Access to Books/Home-School Records/Other Follow-up:

Contracting: (verbally/parents sign list/pair sign contract form):

SUPPORT & MONITORING

For Children and Parents

(i) Home-School Records:

Cards, Sheets or Books?

Returned to:

when?:

(ii) Meetings in school:

Surgery or booster?:

Individual or group or both?:

With whom?

When?

How often?

(iii) Home Visits:

By whom?: class teacher/specialist teacher/other

When? school time/after school/evening

frequency and pattern of visiting?

Can staffing be flexed to facilitate?

Reimbursement for Travel/Time possible?

For Project staff

Mid-Project Review:

Time:

Date:

Consultant to visit?

End-Project Review:

Time:

Date:

Consultant to visit?

FEEDBACK

Feedback Meeting:

Individual: Children present?

Group: Children/Parents together/separate/both

Time(s):

Date(s):

Place:

Format: School perceptions, parent perceptions, child perceptions, evaluation results, client critique of training/follow-up, options for continuance (continue as now, continue with reduced frequency, continue with adjusted method, stop with view to later restart if required). Pair decision re continuance and record this. Certificates or other commendation for children.

Specify running order & who is to do what:

EVALUATION

Reading Tests/Assessments already in use in school:

Frequency: Time of Year:

How far back does data exist?:

Methodology for Project:

Standardized Reading Test(s):

Individual: Group:

Pre-/Post-/Baselined/Control Group?

Criterion-Referenced Reading Assessments:
(I.R.I.s, Cloze tests, Word Lists, etc)

Other: Error frequency counts, Rate, No. of books read, etc

Attitudinal/Affective outcomes:

Structured Teacher Observations: ?Checklist or interview

Structured Child Observations: ?Questionnaire or interview

Structured Parent Observations: ?Questionnaire or interview

Who and how to collate, analyze and disseminate evaluation results?

How to collect data for long-term follow-up? 6/12/18/24 months?

Was the project well organized?:

Which of your objectives were met? To what extent?:

- (1)
- (2)
- (3)
- (4)
- (5)

How would you improve it next time?: