

Family Workshop Overview

Purpose

Springboard family workshops provide families with time and opportunity to learn and apply reading tips with their children. During workshops, teachers also have opportunity to engage in informal and formal academic exchanges with families, the latter of which has been shown to increase reading gains (Senechal 2008). Because home visits and Ready Week help ensure a foundation of mutually respectful relationships, teachers can provide the information and support that families need to improve their children's educational outcomes. Involving parents in reading activities (Justice & Ezell 2000; Primavera 2000) and training parents to be competent in teaching their child reading have been effective in improving reading achievement (Purcell-Gates, Lenters, McTavish, & Anderson 2014; Senechal 2008).

Through a series of 4-5 workshops, typically on Wednesdays, family members join their children in their classrooms to participate in a workshop with their child's teacher. Each workshop is based on a central theme encouraging the adults to be purposeful with their scholar before, during, and after reading.



At every workshop, family members take a moment to make promises to each other. Adults set a goal for "reading together" time, promising their child that they will read with them for that amount of time every day. Scholars set a goal for "reading alone" time, promising their caregiver that they will be brave and work hard to increase their stamina. At the end of each workshop, parents complete reflections. Reflections are a chance for families to share feedback with the teacher, to think about what they learned at the workshop, how they might use it at home, and incorporate it into their reading habits.

Springboard Partner Goal-Setting Worksheet

Scholar Name: _____

Reading Together:
Teaching children to read in a balanced way is the best path to success. Please set a personal goal for reading with your scholar every day. When you circle your goal for "Together Minutes," think about it as a commitment you are making to your child for the next week.

Springboard Partners,
Please circle a goal for minutes of "Together Reading":

5	10	15	20	25	30	35	40	45
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Springboard Partner Signature of Commitment: _____

Reading Alone:
A key indicator of student success is time spent reading independently at an appropriate reading level. Talk together now as a family to make a goal for your scholar's independent reading. This goal is like a promise that the Springboard Scholar makes with his or her family to work hard this summer while reading alone.

Springboard Scholars,
Please circle a goal for minutes of "Alone Reading":

10	15	20	25	30	35	40	45	50
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Springboard Scholar Signature of Commitment: _____

Ineffective are programs that merely encourage parents to work with their children at home (i.e. without direct support or skills training), or seek to improve parent-child relationships. If neither the parent nor the child knows how to improve a skill like reading comprehension then mere aspiration or motivation is not going to help...training parents to teach their children reading skills appeared to be more than twice as effective as encouraging parents to listen to their children read.

(Senechal 2008)

During their weekly time with families, teachers facilitate a 4- step workshop:

Check-In: An informal, easy question for everyone to answer, as well as a quick check for family goal-setting.

Reading Tip: An introduction to the objective of the workshop, with time for the teacher to model the tip and to provide guided practice of the tip.

Practice Time: A block of time set aside for the family to practice reading together, which looks different depending on the reading skill of the child and the adult: Perhaps the parent reads a page and then the child reads a page. Perhaps the parent reads a book and then the child reads a book. Perhaps the child is doing all the reading and the parent is joining in with questions.

Reflection: A question to guide reflection while also providing an opportunity for children and families to congratulate and encourage one another.

The afterschool and summer workshops are differentiated to meet the needs of children at different curriculum levels. They are designed to take families through the reading process, providing a clear framework for families to use at home:

Afterschool Family Workshop offerings

Workshop 1	Before Reading	Picking a Book – Monitor Frustration
Workshop 2	Before Reading	Plan for Growth Moments
Workshop 3	During Reading	Have a conversation
Workshop 4	During & After Reading	Share the Story

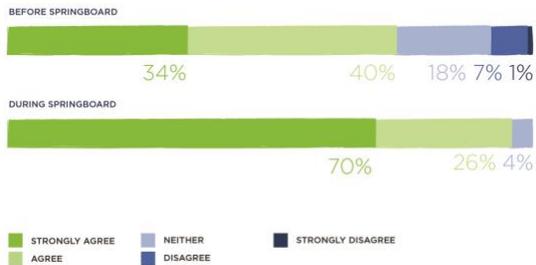
Summer Family Workshop offerings

Workshop 1	Before Reading	Picking a book on your child's reading level
Workshop 2	Before Reading	Making predictions
Workshop 3	During Reading	Decoding and defining
Workshop 4	During & After Reading	Comprehending
Workshop 5	After Reading	Re-reading to improve fluency

Data from Springboard Summer 2017 show the impact of family workshops!

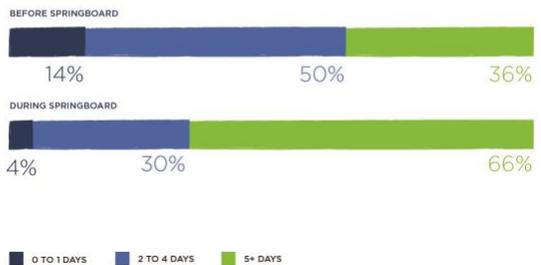
AT-HOME READING STRATEGIES

After Springboard, 96% of family members agree: "I know strategies to help my child become a better reader."



FAMILY ENGAGEMENT

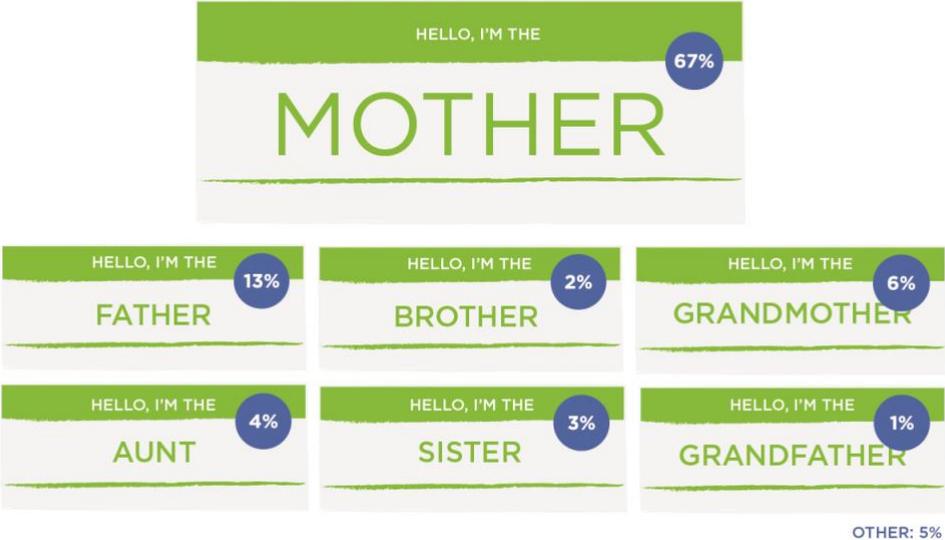
Springboard families spent more time reading with their children



[Workshops] are nice, educational, and most importantly, it improves the reading of our children and apart from that it teaches us parents how to help our children in order to make them better readers.

Springboard Summer 2017 Parent, Oakland, CA

WHO ATTENDED WORKSHOPS?



In my Springboard experience, families really engage with the workshops and tell me later in the year that they continue to use the tools we provided over the summer. The workshops help to create a much stronger learning environment at the homes of the students.

Springboard Summer 2017 Teacher, Philadelphia, PA

