



**Goodling Institute for Research in Family Literacy:
Annotated Bibliography
Research Section I:
Professional Development**

Professional Development – Focuses on practices, methods, techniques, strategies, and interventions for professional development in family literacy programs. The goal is to support practitioners in their implementation and delivery of services to parents and children.

Annotations are also cross listed as it is possible that a single document addresses several of the research strands identified in the annotated bibliography.

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indicates that the article is a research study

Delpit, L. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children. *Harvard Educational Review*, 58(3), 280-290.

In this article Delpit addresses the five aspects of the culture of power and how they relate to the educational experience (culturally and academically) of minority and low-income children. The implicit and explicit "rules of power" affect the roles and relationships of parents, teachers and students and the educational experience. Therefore, these rules need to be explicitly taught so that this structure is available to all of society. Concrete examples from the parent and teacher perspectives give interesting insight to the discussion. This article is of interest to staff, curriculum developers, administrators and teachers as it provides useful considerations for parent involvement, teacher interaction with students and curricula development.

Delpit poses that there are five aspects of power displayed in the classroom. They are (1) issues of power are enacted in the classroom; (2) there is a "culture of power" (i.e. codes and rules to follow); (3) the rules of power reflect the culture of those "in power"; (4) knowing the rules or having the rules explained explicitly increases the ease with which one can acquire power; and (5) those in power are least aware of the power structure, whereas, those that have the least power are the most aware of its presence. These aspects of power are responsible for the "schism between liberal educational movements" and non-mainstream communities. (p 282)

The two aspects that are most closely examined in this article are (4) and (5). Delpit suggests "that students must be *taught* the codes needed to participate fully in the mainstream of American life." (p 296). Delpit provides concrete examples of misunderstanding, cultural information, failure and solutions in the area of reading, writing and behavior to support her theory. Furthermore, parents and members from the cultural community must be engaged and heard in discussions about education and culture so that the educational system can be a place of teaching and learning for all children.

Cross-Reference:

Section G: Culture & Context

Section I: Professional Development

Section D: Curriculum & Instruction

Section J: Parent Involvement

indicates that the article is a research study

##Heath, S. B. (2001). What No Bedtime Story Means: Narrative Skills at Home and School. In A. Duranti (Ed.), *Linguistic Anthropology: A reader* (pp. 318-342). MA: Blackwell Publishers.

This article reports on an ethnographic study that examines the informal and formal teaching of literacy skills to preschoolers by families in three communities. A primary focus of this study is the role of “culture” in the teaching of literacy skills. The author provides a comprehensive account of how communities instill their children with the skills to “take away” meaning from books and how this relates to the child’s participation/success in the formal school setting.

This article, which provides both cultural and concrete information regarding literacy, should be read by teachers of pre-school and elementary grade children, parent educators, staff developers and curriculum developers as it provides insight into the development of all children.

Heath uses three communities in her study: Maintown, a middle class neighborhood. All Maintown families had a current teacher or a recent active teacher as the mother; Roadville, a white working class community where parents have historically worked for the textile mill, and; Trackton, a black working class community that has a tradition of working on the land but has more recently moved into jobs at the textile mill.

The study asks: Is reading development “natural”, i.e. cultural, or learned? How are the different “values” of community, as regards literacy, displayed in a child’s literacy development? Is the mainstream way the only way to literacy? What kinds of interactions take place between adults and preschoolers in the course of literacy based activities?

The author looks at both the cognitive aspects of reading and the affective aspects of literacy. Heath concretely states the areas of disparity between the children’s knowledge and the requirements of formal schooling and at what point in school students may begin to fail. It is implicit in her findings what schools can do to enhance all children’s learning in the school by building on what they have learned to value in their homes. This, in turn, lessens the disjunction between home and school.

Cross-Reference:

- Section B: Parenting Education
- Section D: Curriculum & Instruction
- Section G: Culture & Context
- Section I Professional Development

indicates that the article is a research study

Kaderavek, J. & Justice, L.M. (2002). Shared storybook reading as an intervention context: Practices and potential pitfalls. *American Journal of Speech-Language Pathology*, 11, 395-406.

In this article, the authors (both researchers and practicing clinicians) target the field of speech-language pathology, tracing the trend in research and practice of using shared storybook reading between parent and child as a context for clinical interventions for preschoolers with language disorders. This article has three purposes: (1) to provide an overview of the perspectives of emergent literacy, naturalistic approaches, and social interaction in preschool language interventions; (2) to introduce five potential problems in shared book reading interactions that can produce a negative response to reading in children with communication impairments; and (3) to recommend four strategies for optimizing shared book reading, divided into the categories of literacy engagement, adult behaviors, generalization of language concepts, and sociocultural influences. The authors conclude with a reminder to speech-language pathologists that “storybook reading can be an appropriate and meaningful intervention target in and of itself” (p.404).

Cross-Reference:

Section A: Parent and Child Interactive Literacy Time

Section I: Professional Development

##Koomson, W. (2005) From The Margins To The Center Stage: How An African American Woman, A Single Parent, Made Her Journey From Welfare To College. The 46th Adult Education Research Conference & The 13th Annual African Diaspora Adult Education Research Pre-Conference. Conference Proceedings: Athens, Georgia June 2, 2005.

This qualitative research employed a single participant case study design using family literacy adult basic education program to explore how an African American woman, a single parent, made her transition from welfare support to enroll in a local community college. This study’s participant, a 28-year-old mother of four, had lived in the “housing project” for many years; she had been in and out of prison; and was on welfare for eight years. What really stood out about this participant was her motivation and willingness to acquire basic skills. Her participation in the family literacy program enhanced her "bonding" social capital needed to be active in her children's schooling.

Policy makers, Even Start programs, and ABE students may find this research useful in several ways. This study suggests a comprehensive approach in dealing with work and education issues of welfare leavers. Thus, the major task of adult education is to help welfare leavers obtain and keep jobs, and to promote continuous education and skills enhancement as demonstrated by the Even Start family literacy model.

indicates that the article is a research study

Cross-Reference:

Section I Professional Development

Section G: Culture & Context

##Olson, J., Danahy, L., & Murphy, C. L. (2005) Linking research and practice through innovative in-service offerings. *Family Literacy Forum*, 4 (1), 19-26.

Recognizing that family literacy professionals' limited time and energy often inhibit them from being able to implement changes suggested by research, Olson, et al, suggest that every effort must be made to ensure that the most optimal conditions be present so that knowledge gained through research can be translated into practice. This article proposes a model for maximizing implementation of evidence-based research in family literacy settings.

A brief analysis of the literature on research-to-practice reveals some of primary deterrents to the translation of research to practice and provides some recommendations on how to improve the process. Olson, et al, find a lack of access to research among practitioners and the ineffectiveness of one-day in-services to be the largest obstacles. They cite several researchers in discussing ideal conditions for successful change and productive in-service. This study of prior research leads them to conclude that, while the Literacy Environments for Accelerated Progress (LEAP) method is effective, the Building Effective and Successful Teams (BEST) model is ideal in improving the ease with which research is applied to practice.

Olson, et al, describe the success the BEST model has had so far. Both quantitative and qualitative data show an increase in research-based practices at sites using this model. Based on these results, Olson, et al, suggest several steps that staff developers and program designers should take to optimize the success of the implementation of research to practice in Even Start and family literacy programs:

1. Build a team.
2. Create a common foundation of knowledge.
3. Plan to succeed.
4. Establish a support framework.
5. Recognize outcomes and build on efforts.

Cross-reference:

Section I: Professional Development

Section C: Program Description/Models

indicates that the article is a research study

##Polson, C. &White, W. (2001). Serving adult learners with disabilities. *Adult Learning*, 2(2) 15-18.

A recent national study found adult basic education providers estimated that approximately one-third of their learners have some form of disability, resulting in the need for adult education providers to identify methods that will effectively support the learning needs of their students. Limited available resources to assist in identifying disabilities, coupled with the challenges of meeting the mandates of the American Disabilities Act have left adult education providers at a disadvantage.

Polson and White in their article propose that using the accommodations model supports students in reaching their educational goals more efficiently and with less frustration than the remedial model. They describe this model as the use or modification of equipment, or changes in the environment, procedures, or attitude of the educational setting and instructor.

Determining appropriate accommodations usually results in identifying a variety of formats available that will support the learning disability of the student; however, communication between the student and instructor is imperative in selecting the accommodation that will assist and lead to successful acquisition and attainment of skills.

This article will be helpful to family literacy practitioners as they plan effective ways in which to include parents in learning activities within their programs.

Cross-Reference

I. Professional Development

Wolfendale, S. (1999). 'Parents as partners' in research and evaluation: Methodological and ethical issues and solutions. *British Journal of Special Education*, 26(3), 164-169.

This article explores the sticky issue of using parents as research subjects. Wolfendale gives a brief history of parent involvement and the role of research in this arena. She goes on to show how research (both bad and good) has affected educational policy in Britain. In light of the importance that research plays in forming policy, Wolfendale proposes the need to consider parents as partners in research. She outlines areas of concern and offers possibilities for a code of conduct. This code considers parents as co-researchers, includes them in the planning stages, promotes transparency and the use of research methods and plans that empower parents. It is an article that all family literacy professionals should read; it addresses ethical guidelines for anyone working with parents.

Cross-Reference:

Section I: Professional Development

Section J: Parent Involvement

indicates that the article is a research study