

PARENT EDUCATION DATA

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## PARENT EDUCATION DATA

**Background & Context**

A parent education evaluation instrument was developed by Dr. Glen Olson in consultation with in-service parent educators serving on his advisory board and professionals hosting student teachers. The tool is applied at the end of student teaching; in order to determine a grade for student teaching the following tools are employed and evaluated for the final evaluation:

- Student teachers complete a videotape assignment
- Student teachers complete lesson plans that are evaluated by the university supervisor and by the cooperating professional
- Candidates complete an assessment assignment
- Candidates reflect on the student teaching experience via journals

**Treatment**

Based on a spreadsheet provided by the program, I calculated mean scores by academic year, by domain and item. The percent values were generated by calculating the percent of candidates in a given year who scored either “3” (consistent competence) or “4” (exemplary).

Scores averaged across observers (cooperating teachers and university supervisors) that reached a minimum of 2.4 were rated as having met criterion. Since scores of supervisors and cooperating teachers proved very similar, I averaged across them to attain both the mean scores and the percent meeting criteria. The taxonomy of items was provided by the department.

**Results**

Several years –worth of data on the student teacher instrument are provided below. While each skill is accompanied by a specific rubric (see Appendix A), in general terms, five levels are evaluated for each item in each domain, four of which are assigned values as shown below:

- Not Observed/ Not Present
- Area of Concern (1 Point)
- Emerging Skill (2)
- Consistent Competence (3)
- Exemplary (4)

Note: The means by domain are shown *above* each domain.

Table 1. Student teaching data: Parent education candidates (academic year, across raters)

<b>Domain/ Skill</b>	<b>Spring '10 N = 2</b>		<b>Fall '11 to Summer '12 N = 10</b>		<b>Fall '12 to Spring '13 N = 5</b>		<b>Fall '13 N = 7</b>	
	<b>Mean</b>	<b>% Comp + Exemplary</b>	<b>Mean</b>	<b>% Comp + Exemplary</b>	<b>Mean</b>	<b>% Comp + Exemplary</b>	<b>Mean</b>	<b>% Comp + Exemplary</b>
<b>I. Professional Attitudes &amp; Behaviors</b>	<b>2.63</b>	<b>75.0</b>	<b>2.90</b>	<b>91.43</b>	<b>3.47</b>	<b>94.0</b>	<b>3.30</b>	<b>96.66</b>
I. 1. PE establishes positive relationship with children.	3.00	100.0	3.00	100.0	3.25	100.0	3.50	100.0
I.2. PE establishes positive relationship with adults	----	-----	----	-----	----	-----	----	-----

Table 1 continued

<b>Domain/ Skill</b>	<b>Spring '10 N = 2</b>		<b>Fall '11 to Summer '12 N = 10</b>		<b>Fall '12 to Spring '13 N = 5</b>		<b>Fall '13 N = 7</b>	
	<b>Mean</b>	<b>% Comp + Exemplary</b>	<b>Mean</b>	<b>% Comp + Exemplary</b>	<b>Mean</b>	<b>% Comp + Exemplary</b>	<b>Mean</b>	<b>% Comp + Exemplary</b>
I.3. PE works in a respectful and collaborative manner with supervisor and other staff.	3.00	100.0	3.23	100.0	3.75	100.0	3.60	100.00
I.4. PE maintains a respectful and non-judgmental approach with parents.	2.75	100.0	3.09	100.0	3.63	100.0	3.31	100.0
I.5. PE recognizes the need to seek outside help for individuals when appropriate.	2.25	50.0	2.48	100.0	3.21	100.0	3.08	100.0
I. 6. PE is aware of professional ethics (boundaries, ethical dilemmas and confidentiality.)	2.13	25.0	2.71	57.14	3.50	70.00	3.00	83.3
I. 7. PE understands the importance of collaboration with other programs and community resources	2.17	0.00	2.48	85.7	3.07	100.0	3.29	100.0
<b>II. Personal Characteristics/ Dispositions</b>	2.88	100.0	2.93	100.0	3.50	100.0	3.27	100.0
II.1. PE is reliable and responsible.	3.00	100.0	3.07	100.0	3.63	100	3.41	100.0
II.2. PE shows initiative and resourcefulness.								
II.3. PE demonstrates flexibility								
II. 4. PE displays humor to enhance the learning environment.								
II. 5. PE is warm and accepting of parents.	3.00	100.0	2.96	100.0	3.38	100	3.31	100.0
II. 6. PE displays a sense of hope and optimism.							3.00	83.3
II. 7. PE displays an understanding of own practice and a commitment to improving skills and knowledge.	2.88	100.0	2.76	100.0	3.50	100	3.09	100.0
<b>III. Instructional Skills</b>	2.56	57.1	2.8	73.5	3.2	78.6	3.0	89.8
III.1. PE develops clear & appropriate learner outcomes for parent education.	2.63	50.0	2.88	100	3.38	100.00	2.90	85.7
III.2. PE designs sessions/topics that reflect parent needs and interests	2.63	50.0	2.79	85.7	3.25	79.99	3.09	85.7
III.3. PE is organized and has necessary materials prepared.	3.00	100.0	3.11	100	3.50	100.00	3.19	100
III.4. PE presents information clearly.	2.75	100.0	2.75	50.0	3.31	65.00	2.69	57.1
III.5. PE demonstrates an understanding of inclusive (gender, multi-cultural and disability sensitive) methods & materials.	2.50	50.0	2.55	66.7	3.00	66.69	3.17	85.7
III.6. PE demonstrates a thorough and current knowledge of child development.	2.00	0.0	2.72	83.3	3.25	88.31	2.94	100.0

Table 1, continued

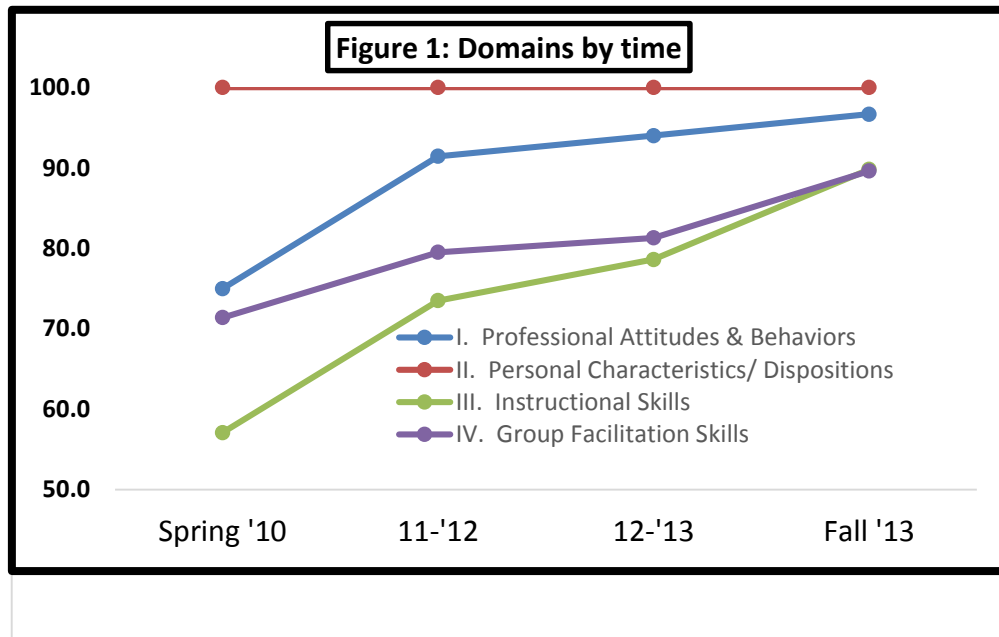
<b>Domain/ Skill</b>	<b>Spring '10 N = 2</b>		<b>Fall '11 to Summer '12 N = 10</b>		<b>Fall '12 to Spring '13 N = 5</b>		<b>Fall '13 N = 7</b>	
	<b>Mean</b>	<b>% Comp + Exemplary</b>	<b>Mean</b>	<b>% Comp + Exemplary</b>	<b>Mean</b>	<b>% Comp + Exemplary</b>	<b>Mean</b>	<b>% Comp + Exemplary</b>
III.7. PE demonstrates a thorough and current knowledge of child rearing in different family or cultural contexts.	2.00	0.0	2.77	85.7	3.00	89.99	3.07	100.0
III.8. PE uses a variety of methods to address different learning styles.	2.63	50.0	2.77	71.4	3.31	79.98	2.93	85.7
III. 9. PE will use creative and interactive learning strategies to engage parents.	3.00	100.0	2.72	28.6	2.69	50.02	2.81	100.0
III.10. PE provides opportunities to practice new skills and strategies.	2.63	50.0	2.55	42.9	2.75	50.03	2.88	71.4
III.11. PE uses current and appropriate information to assist parent learning.	2.88	100.0	3.09	100.0	3.50	100.0	3.06	100.0
III. 12. PE assesses parents' interests and needs on a regular basis.	2.17	0.00	2.62	60	3.67	62.00	3.08	100
III. 13. PE periodically assesses parents' learning and program satisfaction.	2.50	50.0	2.85	83.3	3.19	88.31	3.00	100
III. 14. PE understands adult learning and immediate concerns.	2.50	100.0	2.70	71.4	3.06	79.98	2.81	85.7
<b>IV. Group Facilitation Skills</b>	2.61	71.4	2.74	79.5	3.16	81.3	2.96	89.6
IV.1. PE creates a warm & welcoming group environment	3.00	100.0	2.99	100	3.38	90.0	3.50	100.0
IV.2. PE uses effective openings for parent education sessions.	2.50	50.0	2.91	100	3.25	100.0	2.81	71.4
IV.3. PE establishes appropriate rules & norms.	2.13	0.00	2.50	60	3.13	62.0	2.75	83.3
IV.4. PE models appropriate listening skills.	2.88	100.0	2.97	100	3.25	100.0	3.09	100.0
IV.5. PE encourages participation of all of the parents	2.50	50.0	2.89	100.0	3.375	100.0	2.94	85.7
IV.6. PE uses discussion questions that are engaging and help parents explore both ideas and feelings.	2.38	50.0	2.41	57.1	2.94	60.0	2.88	100.0
IV.7. PE connects parents' comments and experiences to emphasize common themes	2.63	50.0	2.38	28.6	3.13	40.0	2.94	85.7
IV.8. PE engages the group in problem solving for individuals in the group	2.25	50.0	2.47	66.7	2.94	66.7	2.73	71.4
IV.9. PE structures sessions so that parents learn from each other.	2.75	100.0	2.85	85.7	3.36	90.0	3.13	100.0
IV. 10. PE elicits/shares a variety of opinions, values, & perspectives.	2.75	100.0	2.97	100	3.14	100.0	2.94	100.0
IV.11. PE challenges parents to reflect upon their attitudes and skills.	2.88	100.0	2.90	100	2.86	100.0	2.88	100.0

Table 1, continued

<u>Domain/ Skill</u>	Spring '10 N = 2		Fall '11 to Summer '12 N = 10		Fall '12 to Spring '13 N = 5		Fall '13 N = 7	
	<u>Mean</u>	<u>% Comp + Exemplary</u>	<u>Mean</u>	<u>% Comp + Exemplary</u>	<u>Domain/ Skill</u>	<u>Mean</u>	<u>% Comp + Exemplary</u>	<u>Mean</u>
IV.12. PE encourages and affirms parents in a genuine and appropriate manner.	2.75	100.0	2.82	85.7	3.29	80.0	3.13	85.7
IV. 13. PE addresses difficult group situations in a direct and constructive manner	2.25	50.0	2.46	28.5	3.00	50.0	2.86	85.7
IV. 14. PE brings a sense of closure to parent group sessions.	2.88	100.0	2.89	100	3.13	100.0	2.80	85.7

**Trend over time.** Figure 1 shows the data for each domain by time. As can easily be seen from Table 1, performance has improved in the Family Education program with time. Several other issues deserve mention:

1. Candidates performed best in area II, *Characteristics and dispositions*.
2. *Professional attitudes and behaviors* was the second highest domain.
3. Domain III, *Instructional skills* showed the most change with time.
4. By Fall, 2013, performance was universally high across all domains.



Appendix A  
Complete Scoring Rubrics

<b>I. Professional Attitudes &amp; Behaviors</b>					
<u>Skills</u>	<u>Not Observed</u>	<u>Not Present/ Area of Concern</u>	<u>Emerging Skill</u>	<u>Consistent Competence</u>	<u>Exemplary</u>
1. PE establishes positive relationship with children.		Limited positive interaction with children. Not comfortable and/or inappropriate interactions with children.	Generally positive interaction with children. Not always sure of role to play with some children	Acknowledges children in a positive and welcoming manner by name. Interacts with children in a positive and appropriate manner.	Clearly enjoys children, knows them as individuals and supports parent-child relationship with positive or insightful comments to parents about their children.
2. PE establishes positive relationship with adults.		Not sure how to relate to parents. Attempts to connect are awkward or inappropriate.	Approaches parents in a positive manner and begins to form a connection with each parent.	Greets & acknowledges each parent in a positive & welcoming manner by name. Spends time connecting with parents & getting to know them.	Able to connect with each parent in an individual way and learn about strengths & struggles through observations and conversations.
3. PE works in a respectful and collaborative manner with supervisor and other staff.		Not aware of tasks to be shared. Some evidence of conflict with staff members that are not addressed or acknowledged.	Begins to share in team responsibilities. Asks other staff members what needs to be done. Not always sure what role is. Does not take initiative to clarify responsibilities.	Aware of basic routines and role in working as a team to prepare environment and plays a positive role during transitions. Has established positive and open communication with supervisor.	Clearly enjoys working with other team members. Anticipates what needs to be done. Works in a coordinated manner with other team members and is open to opportunities to learn from other team members.
4. PE maintains a respectful and non-judgmental approach with parents.		Some interactions are insensitive to parent's feelings. Makes judgmental comments about parents.	In general, shows respect and sensitivity to parents. May make a judgmental comment on occasion.	Displays respect and acceptance of parents. Avoids making negative comments about parents.	Clearly accepts and understands parents even when they express negative feelings and is able to respond in a positive and supportive manner.
5. PE recognizes the need to seek outside help for individuals when appropriate.		Seems unclear about what is normal versus atypical behavior in parents. Doesn't see referrals as part of parent educator role.	Begins to discriminate that some parents may need additional support and resources. Asks questions about possible resources.	Discusses concerns about parenting with supervisor in a discreet and professional manner. Inquires about possible strategies and resources to support specific parents.	Has a clear sense of parent needs for outside support. Is able to address referrals in a direct and supportive manner. Knowledgeable about appropriate community resources.
6. PE is aware of professional ethics (boundaries, ethical dilemmas and confidentiality.)		Seems unaware of ethical issues or unclear about boundaries with parents and may cross appropriate boundaries.	Begins to see and understand potential ethical issues. Aware of professional responsibilities to be ethical.	Clearly aware of ethical issues. Understands and discusses difficult situations with supervisors in a professional manner.	Is sensitive to a variety of ethical issues with parents. Handles difficult situations in a thoughtful manner and discusses with colleagues and/or supervisors in a discreet and confidential manner.

<u>Skills</u>	<u>Not Observed</u>	<u>Not Present/ Area of Concern</u>	<u>Emerging Skill</u>	<u>Consistent Competence</u>	<u>Exemplary</u>
7. PE understands the importance of collaboration with other programs and community resources.		Not aware of other programs and how they interface with parent education.	Is beginning to see the connection with other programs and community resources. Has a basic appreciation of the importance of collaboration with other agencies.	Can articulate the importance of collaboration and can identify some of the important partners of parent education programs.	Has shown an understanding and commitment to collaboration. Demonstrates the ability to communicate with clarity & respect with other professionals in developing effective collaborative efforts.
<b>II. Personal Characteristics/Dispositions</b>					
1. PE is reliable and responsible		Not clear about responsibilities and may sometimes come late or even unprepared.	Occasionally forgets to follow through on assigned responsibility but general is very reliable.	Can always count on PE to share responsibility and understands the importance of being prepared for classes.	Is aware of responsibilities and is always well prepared. Can ask to take on new responsibilities on short notice and is willing & reliable.
2. PE shows initiative and resourcefulness.		Seldom offers ideas for designing sessions. Only will do something if they are directed or instructed.	Begins to offer ideas for sessions and picks up on tasks that need to be done.	Shares responsibilities for class preparations and eagerly shares ideas and pitches in with routine tasks.	Is always coming up with new ideas and resources for classes. Enjoys working with other team members and shares routine tasks.
3. PE demonstrates flexibility		Has own agenda and shows little flexibility with other staff or group.	Sometimes will adapt to group with immediate needs or schedule changes.	Sensitive to the needs, for possible changes in agenda/schedule and knows how to adapt as necessary.	Able to adapt to changes and can alter plans to address immediate concerns as needed within the group. Communicates changes to group in an open & direct manner.
4. PE displays humor to enhance the learning environment.		No sense of humor-appears tense and uncomfortable. Any use of humor is inappropriate to the point of being a distraction from work.	Occasionally shares a funny story or laughs with the group.	Comfortable with humor and sometimes uses it to build connections with parents.	Uses humor in an effective manner and on a regular basis to relieve tension, make a point, or to help group have fun together.
<b>Personal Characteristics/Dispositions (continued)</b>					
5. PE is warm and accepting of parents.		Very quiet and seldom interacts with parents or may say things to parents in a judgmental tone.	Begins to greet and check in with parents in a pleasant and accepting manner.	Very comfortable in greeting parents and creating a welcoming and accepting tone with parents.	Conveys a strong sense of caring and uses many different ways to express care and acceptance.
6. PE displays a sense of hope and optimism		Often complains about life and takes a negative view of any new idea.	Is generally an optimistic person, but can get bogged down when a problem arises.	Has an optimistic view of life and when difficult situations arise, is able to see positive side.	Always takes an optimistic view and inspires others to be at their best when difficult situations occur.

<u>Skills</u>	<u>Not Observed</u>	<u>Not Present/ Area of Concern</u>	<u>Emerging Skill</u>	<u>Consistent Competence</u>	<u>Exemplary</u>
7. PE displays an understanding of own practice and a commitment to improving skills and knowledge.		Has a difficult time examining own practice; often is defensive about own skills and knowledge.	Beginning to look at own skills and shows a desire to improve practice.	Able to critically review own practice and able to identify specific areas for continuous self-improvement.	Always looking for ways to improve own practice: reflects on theory, research, and practice with others to improve the field.
<b>III. Instructional Skills</b>					
1. PE develops clear & appropriate learner outcomes for parent education.		Shows little evidence of planning and limited understanding of how to construct outcomes.	Begins to define learner outcomes for sessions and understands their importance.	Consistently develops clear learner outcomes for each session.	In addition, shows initiative and creativity in developing learner outcomes that reflect specific group needs and interests.
2. PE designs sessions/topics that reflect parent needs and interests.		Sessions reflect limited relevancy between class activities and real parent needs and interests.	Sessions begin to make some connections with parent needs and interests.	Sessions regularly connect class activities and parent/child interactions to real life parenting issues and needs.	In addition, uses various methods to help parents integrate the discussion information into day-to-day interactions with their children.
3. PE is organized and has necessary materials prepared.		Sometimes is confused about responsibilities. Often forgets to bring materials or to adequately prepare for a session.	Generally organized and prepared for sessions; occasionally unprepared and shows signs of struggling through session.	Takes responsibility to be well prepared and has developed some clear organizational skills for planning ahead.	Always well organized and prepared and able to adapt methods and materials when changes occur.
4. PE presents information clearly.		Information presented is frequently unclear and confusing to parents.	Information is occasionally unclear and at times parents appear confused.	Information is consistently clear. Parents appear to understand what is being communicated.	In addition, uses varied teaching strategies and clear and concrete examples to get points across.
5. PE demonstrates an understanding of inclusive (gender, multi-cultural and disability sensitive) methods & materials.		Displays stereotypical methods and materials in parent discussions.	Occasionally incorporates methods and materials into parent discussions that reflect understanding of parent differences in gender and culture.	Regularly implements methods and materials that reflect an understanding of parent differences.	In addition, integrates a proactive approach and infuses diverse perspectives into parenting topics and is able to adapt to different groups in a meaningful and respectful manner.
6. PE demonstrates a thorough and current knowledge of child development.		Seems unaware of typical child development or shares misleading or incorrect information with parents.	Able to incorporate child development information into some topics and present clear and accurate information.	Displays a very thorough knowledge of development and keeps current with new research.	In addition, adapts new research and information for parent groups and adjusts for different aged children.
7. PE demonstrates a thorough and current knowledge of child rearing in different Family or cultural contexts.		Tends to have a narrow view of 'right' ways to parent. Has no real awareness of culture as a factor.	Begins to show awareness of different ideas about child rearing based on family structure and culture.	Displays both understanding and respect for different approaches to child rearing based on family structure and culture.	In addition, is able to incorporate this knowledge of differences in family structure and culture into groups to expand parent understanding



Exhibit 3.4.f.13: Parent Education Report

					and respect for differences.
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<u>Skills</u>	<u>Not Observed</u>	<u>Not Present/ Area of Concern</u>	<u>Emerging Skill</u>	<u>Consistent Competence</u>	<u>Exemplary</u>
8. PE uses a variety of methods to address different learning styles.		Displays a very limited set of methods. Not sensitive to different learning styles of adults.	Begins to feel comfortable with a variety of methods and is aware of some differences in learning styles.	Regularly uses different methods to meet individual goals and learning styles parents may have.	Able to use many different methods to engage parents while adapting methods to individual groups with different learning styles.
9. PE will use creative and interactive learning strategies to engage parents.		Seldom or no use of any interactive learning strategies with parents.	Begins to see value of interactive learning and will try new ideas with parents.	Uses interactive strategies (small groups, role-play, exercises) on a regular basis and feels comfortable trying new or creative exercises.	Uses interactive strategies and often adapts them in creative ways to fit individual and group needs.
10. PE provides opportunities to practice new skills and strategies.		Shares new information with parents but neglects to talk about practical application.	Begins to share practical strategies with parents and encourages them to try at home.	Shares practical strategies with parents on a regular basis and gives time to discuss and/or practice in class.	Clearly models and presents new strategies and elicits ideas from parents, creates a comfortable atmosphere to discuss and practice new skills or strategies.
11. PE uses current and appropriate information to assist parent learning.		Frequently uses information that is outdated or not geared for parents.	Occasionally uses information that is dated and misleading.	Consistently uses information that is current, accurate, and relevant for parents.	In addition, provides the latest research and shares resources for parents to get additional information in areas of parent interests.
12. PE assesses parents' interests and needs on a regular basis.		Topic selection procedures are undefined and parent needs are not identified	Some assessment of parent needs occur and is loosely connected to topic selection.	Constructs & selects assessment tools & techniques to help parents identify needs, interests, or concerns	In addition, considers parent needs continuously, and integrates new information in designing sessions.
13. PE periodically assesses parents' learning and program satisfaction.		Evaluation procedures are unclear or undefined.	Begins to assess parent learning and program satisfaction with informal approaches.	Constructs and uses evaluation techniques for the midterm or end of session assessment.	In addition, frequently offers feedback opportunities for parents to assess their interests or add new concerns.
14. PE understands adult learning and immediate concerns.		Appears unaware of immediate concerns of parents and is not able to address concerns when they arise.	Begins to acknowledge parents' concerns and is able to listen and understand those concerns.	Understands the importance of immediate concerns that may arise and is able to address them in a direct manner when appropriate.	Understands the needs of all adult learners in the group. Acknowledges and addresses concerns and incorporates them into planned topics in a thoughtful manner.
<b>IV. Group Facilitation Skills</b>					
1. PE creates a warm & welcoming group environment		Displays limited efforts to welcome parents or create a positive environment.	Begins to understand the importance of a welcoming environment and makes some genuine effort to welcome parents.	Friendly and approachable while making efforts to create a positive group environment.	In addition, very welcoming and positive as well as creating a comfortable atmosphere for all group members to learn from each other.
2. PE uses effective openings for parent education sessions		Openings are seldom used for group sessions.	Occasionally, openings are used to focus on group building or as a fun opening activity.	Effective openings are consistently used at sessions and carefully connected to group and session goals.	In addition, a variety of creative openings are skillfully used to engage and energize parents at the beginning of each session.



<u>Skills</u>	<u>Not Observed</u>	<u>Not Present/ Area of Concern</u>	<u>Emerging Skill</u>	<u>Consistent Competence</u>	<u>Exemplary</u>
3. PE establishes appropriate rules & norms.		Group norms are seldom discussed or are not clearly explained to parents.	Aware of importance of group norms although group norms are inconsistently communicated within the group.	Consistently sets groups norms and clearly explain them to parents and enforce them when necessary.	In addition, facilitates the development of group norms and monitors the discussion and uses norms to enhance discussion.
4. PE models appropriate listening skills.		Effective communication is seldom modeled for parents.	Occasionally, reflective listening skills and two-way dialogue is observed.	Effective communication is consistently modeled during the interactive group session & during the parent/child time.	In addition, a variety of verbal & non-verbal communication skills are modeled and encouraged.
5. PE encourages participation of all of the parents.		Seems unaware of patterns of parent participation.	Begins to observe patterns of parent participation. Makes changes to encourage more participation.	Clearly aware of levels of participation by each parent. Adapts or designs activities to support full participation.	In addition to awareness and regular adaptations, finds comfortable and creative ways to engage all parents.
6. PE uses discussion questions that are engaging and help parents explore both ideas and feelings.		Appears comfortable with questions or ideas but uncomfortable with bringing up or dealing with feelings.	Begins to show comfort with discussion of feelings and ideas.	Leads the discussion into feelings with appropriate methods and questions and is comfortable exploring feelings as a part of parenting.	In addition, knows when to put boundaries on discussion on feelings and provides a safe environment for all parents to explore both feelings and ideas.
7. PE connects parents' comments and experiences to emphasize common themes.		Has trouble seeing or making connections between comments of parents and misses opportunities to point out commonalities.	Begins to identify some common themes and points them out to help parents realize common concerns.	Points out common themes on a regular basis and normalizes typical parental concerns.	In addition to recognizing and acknowledging commonalities, is able to discern problems that need special assistance.
8. PE engages the group in problem solving for individuals in the group.		Tends to ignore parent concerns or dismisses them before they can be discussed in the group.	Begins to recognize individual parenting issues and involves the group in sharing ideas or solutions.	Is sensitive to individual concerns and often engages the group to offer support and share ideas with individual parents.	Carefully discerns when individual issues can be addressed in the group context by involving all members. Also provides individual assistance or referrals as needed.
9. PE structures sessions so that parents learn from each other.		Provides very limited opportunities for parents to share ideas or solutions.	Begins to see the value of parents sharing ideas and insights while structuring some sessions so parents support each other.	Clearly understands and values parents as resources for each other while structuring activities that promote parental sharing.	Acknowledges parents as co-learner and co-teachers while creating an atmosphere for healthy, ongoing sharing of ideas and strategies.
10. PE elicits/shares a variety of opinions, values, & perspectives.		Dominates the group discussion and limits input from parents.	Some parents are encouraged to participate on a limited basis. Some sharing of different values and perspectives occur.	Parents are encouraged to participate while different values and opinions are acknowledged.	In addition, uses skillful techniques to include all parents in discussion and points out differences in a respectful manner.

<u>Skills</u>	<u>Not Observed</u>	<u>Not Present/ Area of Concern</u>	<u>Emerging Skill</u>	<u>Consistent Competence</u>	<u>Exemplary</u>
11. PE challenges parents to reflect upon their attitudes and skills		There is no evidence that the PE discusses the influence of parent values, attitudes, or behaviors on family relationships.	Often avoids opportunities to explore the complex issues related to parenting and family relationships.	Parents are given the opportunity to explore how values, attitudes, and behaviors influence family relationships and issues.	In addition, parents are challenged to think about their choices and decisions in a supportive manner.
12. PE encourages and affirms parents in a genuine and appropriate manner.		Shows very limited evidence of good listening and affirmation skills.	Begins to listen and affirm parents while working on developing a unique and genuine style.	Parents are respected and affirmed on a regular basis.	In addition, is extremely skillful at active listening and encourages positive self-esteem in parents.
13. PE addresses difficult group situations in direct and constructive manner.		Shows little control over difficult situations and often ignore problems within the group.	Occasionally recognizes and responds to difficult situations.	Recognizes and responds to difficult situations in a clear and constructive manner.	In addition, uses a variety of techniques to deal with interruptions, side conversations and personality conflicts in a respectful manner.
14. PE brings a sense of closure to parent group sessions.		Makes little or no effort to summarize or bring closure to session.	Inconsistently summarizes the topic or brings closure to sessions.	Closures are generally clear and summary of information is presented to wrap up sessions.	In addition, uses a variety of innovative ways to clarify and bring closure and helps to extend learning beyond the session.