2014–15

South Carolina Literacy Competencies

for PreK – 5th Grade Classroom Teachers

Standard 1: Foundational Knowledge
PreK and Elementary Classroom Teachers understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Elements	Competencies: The teacher will be able to…
1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	• Recognize major theories of reading and writing processes and development, including first and second literacy acquisition and the role of native language in learning to read and write in a second language. • Explain language and reading development across early childhood and elementary years (e.g., word recognition, language comprehension, strategic knowledge, and reading–writing connections) using supporting evidence from theory and research. [McKenna and Stahl (2009) define *reading* as including word recognition, language comprehension, and strategic knowledge. • Demonstrate an understanding of the developmental continuum of reading and writing and be skilled in a variety of strategies to assess and support individual student's development and learning across the continuum. • Demonstrate knowledge about transfer of skills from the primary or home language (L1) to English (L2) as it affects literacy learning across these components. • Encourage the use of oral discourse to support reading and writing (e.g., allow students to participate in literacy events that encourage social interactions and symbol use such as illustrations and written texts). • Explain the research and theory about effective learning environments that support individual motivation to read and write (e.g., choice, challenge, interests, and access to traditional print, digital, and online resources). • Activate and build on students'

	background knowledge prior to reading and extend existing background knowledge during and after reading.
1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.	• Identify major milestones in reading scholarship and interpret them in light of the current social context.
1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	• Show fair-mindedness, empathy, and ethical behavior in literacy instruction and working with other professionals. • Use multiple sources of information to guide instructional planning to improve reading achievement of all students. • Incorporate all of the language arts throughout all content areas to support readers and writers. • Provide opportunities for students to read and respond to a variety of texts they are interested in reading based upon the belief that comprehension is highest when students are highly engaged.

Standard 2: Curriculum and Instruction
Teachers use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Elements	Competencies: The teacher will be able to…
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	- Explain how reading and writing curriculum is to local, state, and professional standards. - Utilize instructional engagements that increase understanding and enjoyment in reading and learning - Implement the curriculum based on students' prior knowledge, world experiences, and interests. - Evaluate the curriculum to ensure that instructional goals and objectives are met. - Plan with other teachers and support personnel in designing, adjusting, and modifying the curriculum to meet students' needs in traditional print, digital, and online contexts. Create daily and long-range curriculum plans. - Plan learning environments that address all domains: social, emotional, language, cognitive, and physical. - Demonstrate an understanding of a strong child development knowledge base (including how oral and written language support student learning). - Utilize an understanding of the multiple influences on the needs of young children (including cultural and linguistic context for development, close relationships with adults and peers, and opportunities to learn through play). - Value the process more than the final product.

2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.	- Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction. - Differentiate instructional approaches to meet students' reading and writing needs. - Implement and evaluate instruction in each of the following areas: oral language development, concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing. - Provide opportunities for children to explore and identify sound-symbol relationships in meaningful contexts. - Create an environment that emphasizes reading as a meaning making process where students are allowed to think deeply. - Provide a variety of opportunities for students to be engaged in and create a variety of text. - Allow time for students to interact with others about their reading, writing, and thinking including during play, centers, shared reading and writing, etc…. - Create opportunities to utilize books and written language in a variety of way (centers, small groups, independent reading/writing) so children hear and use language (oral and written) for a variety of purposes. - Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning. - Adapt instructional approaches and materials to meet the language-proficiency needs of English learners as needed.

2.3: Understand the complexity of content texts is dependent upon students' background knowledge.	• Use students' background knowledge to develop disciplinary knowledge. • Develop texts sets based on content to support readers of all levels. • Use knowledge of text complexity and student interests to match books to readers and help students select texts with which they will be successful.
2.4: Connecting inquiry through the integration of Social Studies, Science, and Math, with literacy instruction leads students to build knowledge and emphasizing collaborative learning fosters independence and self-initiation in reading and learning.	• Use strategies to help students construct meaning from content texts: making inferences, monitoring/clarifying, identifying important information, generating and answering questions, summarizing and synthesizing, evaluating. • Identify expository text structures: description, causation, problem-solution, question-answer, sequence. • Incorporate strategies to support the metacognitive thinking processes of students as they construct meaning from informational texts. • Teach children to pursue knowledge, gather information and share what they learn. • Use instructional activities to help children observe, question, search, record, and retrieve important information and teach children to: Summarize Organize information graphically Express knowledge to others • Emphasize experiences in learning that help students explain concepts, summarizing learning, present information, and become experts on topics that fascinate them. • Support readers in identifying texts they can read independently. • Select and use quality traditional print, digital, and online resources guided by

	evidence-based rationale.
2.5: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	• Select and use quality traditional print, digital, and online resources guided by evidence-based rationale. • Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online classroom materials that include poetry, songs, rhymes, and oral stories designed to promote literacy development in young children.
2.6: Understand how to utilize content knowledge to build meaningful curriculum.	• Utilize the inquiry process to teach children to seek answers to their questions, and share what they learn. • Read interesting and conceptually rich stories to children.
2.7: Understand how to organize time and space to implement a variety of instructional frameworks in support of reading instruction.	• Organize classrooms to maximize student engagement through whole group, small group, and one-on-one conferencing in support of literacy instruction. • Implement reading workshop including shared reading, guided reading, independent reading, and interactive read aloud. • Offer instructional frameworks that build on student interest and choice and encourage exploration, discover, dramatic/practical life play, gross and fine motor skills, creative expression and create a sense of wonder in young children.
2.8: Know that children learn about language through using language and communicating with others.	• Create a language and print-rich environment that fosters both oral language development and new vocabulary learning that children will use as language learners, readers, and writers
2.9: Know a variety of ways to introduce and build new language and vocabulary (e.g., word study, etc.) throughout the curriculum and across grade levels.	• Develop instruction in language and vocabulary appropriate to the age and grade level of the students (second through sixth grade).

	• Create a trusting community by intentionally knowing students and helping them know, communicate, and interact with each other (centers, drama, classroom libraries, etc.) as language learners, readers, and writers.
2.10: Know that children learn about the sounds of language (phonemes, phonics, and knowledge of advanced features of written language) and continue to develop as language users through hearing and using oral and written language (poetry, songs, rhymes, stories, and a variety of texts).	• Differentiate classroom instruction to provide for the development of phonemic awareness (hearing and manipulating sounds within words), phonics knowledge (sound-letter correspondence), and knowledge of more advanced features of written language (word roots, prefixes, suffixes, word derivations, etc.) that readers and writers need to use as they process and create texts.
2.11: Know that oral and written language support children learning how to hear and represent sounds within words (phonemic awareness and phonics), and they support the development of language communication (writing, reading, vocabulary, and oral and written communication abilities).	• Support children in writing messages, stories, and informational texts using rich language (content vocabulary and literary language) to foster the development of knowledge about spelling, word features and written communication.
2.12: Comprehension and vocabulary growth result primarily from engagement with texts and social interactions.	• Provide extended opportunities for students to engage with texts and allow time for students to interact with others to express their ideas about the texts to develop comprehension and vocabulary.
2.13: High engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment.	• Provide students with ample access to high-interest, culturally appropriate print and digital texts, and ample time to read those texts. • Ensure that students consistently experience success with texts so they develop a positive identity as a reader.
2.14: Understand that Fluency in reading increases with ease of use and greater flexibility in using strategies in reading and fluent reading is not about rushing through texts, but knowing when to consciously take control of reading rate across a variety of texts and reading for	• Support students in reading a variety of texts for different purposes (reading a moving poem, or a well-crafted story, or a funny joke, or slowing down to study an interesting diagram, etc.). • Promote practices that allow orchestration of strategies and develop phrased, fluent reading (Reader's Theater, Choral

different purposes.	Reading, etc.).
	• Provide opportunities for students to practice fluency using a variety of genres.
2.15: Understand that reading about topics that are personally interesting activates use of background knowledge and increases motivation and comprehension in reading.	• Use instructional activities that increase understanding and enjoyment in reading.
2.16: Understand that learning is social. Learners use written language as one of the means of making sense of the world; readers/writers learn more about written language and create deeper understandings as they talk with others about texts.	• Teach children to pursue knowledge, gather information and share what they learn.
	• Create a trusting classroom context in which students have the opportunity to use oral language for authentic purposes, read extensively, and talk about what they read and write in response to texts.
	• Create contexts which emphasize that reading/writing are meaning-making processes that allow students to deeply understand that reading and writing are about thinking and communication.
2.17: Understand that reading is a meaning-making process involving the use of cueing systems and problem-solving skills and strategies.	• Demonstrate understanding of the cueing systems by interpreting readers' miscues.
	• Demonstrate high-utility strategies and help students recognize when and how to use these in their reading.
	• Use prompts to support student strategy development and demonstrate/respond to students' use of cues and strategies during reading instruction.
2.18: Understand that texts are used for reading instruction and independent reading represent a range of possible literature and genres, and they exist in multimodal formats.	• Use a variety of multi-modal instructional practices, approaches, and methods within reading instruction for learners at different stages of development and from differing cultural and linguistic backgrounds.
	• Teach through and with technology.
	• Use genre and text structures as an aid to comprehension.
	• Evaluate literature for stereotypes, racism, sexism, disabilities, family, and

	sociological and psychological issues.
	• Demonstrate how to examine texts critically: disrupting the commonplace, examining different perspectives, examining socio-political issues, and promoting social justice.
	• Model close reading as an instructional strategy: actively examining texts multiple times to grasp meaning and to realize how texts are constructed, read and reread for multiple purposes, annotate texts, summarize, self-explain, and determine the significance of what was read.
2.19: Know how to organize time and space to implement a variety of instructional frameworks in support of reading and writing instruction (e.g., know how to organize reading and writing instruction within a workshop approach to provide a framework for effective instruction).	• Organize classrooms and students to engage in whole group, small group, and one-on-one instructional frameworks in support of reading and writing instruction. • Incorporate a variety of reading and writing formats: whole group, small group (including literature discussion and literature circles) and individual conferences. • Implement reading workshop/writing workshop including Shared Reading/Shared Writing, Guided Reading/Guided Writing, Independent Reading/Independent Writing, and Read Aloud/Author's Chair as a means of establishing instructional foci
2.20: Know how to scaffold learning incorporating a gradual release of responsibility approach (Pearson & Gallagher, 1983).	• Scaffold students as they learn to read and write (prompting, demonstrating, modeling, praising, describing strategies, offering feedback, or using particular instructional frameworks, etc.). • Use texts that students can independently comprehend to support them as tasks/texts become more complex and the text demands increase. • Use what students know about the demands of texts to match readers to texts that support them during instruction.

	• Use what authors do using mentor texts to demonstrate skills used for reading and writing. • Use a variety of text genres and structures to support students in the development of the reading and writing processes and to develop flexibility of strategy us.

Standard 3: Assessment and Evaluation
Teachers use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Elements	Competencies: The teacher will be able to…
3.1: Understand types of assessments and their purposes, strengths, and limitations.	• Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. • As appropriate, analyze data including but not limited to running records and/or miscue analysis. • Describe the strengths and limitations of a range of assessment tools and their appropriate uses including those utilized in early childhood classrooms. • Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). • Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	• Select or develop assessment tools to monitor student progress and to analyze instructional effectiveness. [These tools may include standardized or more subjective measures, such as rubrics, observations, surveys, and anecdotal records.] • Select or develop appropriate literacy assessment tools which include skills/strategies specific to early childhood classrooms such as phonological awareness, concepts of print, oral language development, and other symbol-sound relationships in meaningful contexts. • Collect and share with families samples of student work including items such as photographs and anecdotal records. • Administer classroom and school-based

	assessments using consistent, fair, and equitable assessment procedures.
	• Interpret and use assessment data to analyze individual, group, and classroom performance and progress.
	• Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.
3.3: Use assessment information to plan and evaluate instruction.	• Use assessment data based on strengths and needs to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources.
	• Use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching so that all students use a variety of strategies (monitoring, searching, predicting, etc.). Interpret patterns in classroom and individual students' data.
	• Use assessment data to determine whether all students use meaning, visual and structural cues when reading, spontaneously self-monitor for meaning, and when they do, what skills and strategies they individually and collectively use to problem solve.
	• Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.
3.4: Communicate assessment results and implications to a variety of audiences.	• Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).
	• Explain the procedures for collecting, interviewing, observing, and communicating with the learner in order to gather background information to

	include the student in the learning process. • Use assessment data and student work samples to discuss implications and goals for reading and writing instruction. • Allow students to employ feedback in the midst of the process as the pre-service teacher continues with observations, etc. (a recursive process).

Standard 4: Diversity

Teachers create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Elements	Competencies: The teacher will be able to…
4.1: Recognize, understand, value, the forms of diversity that exist in society and their importance in learning to read and write.	• Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable. • Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write. • Demonstrate an understanding of the multiple influences on the needs of young children including cultural and linguistic contexts for development, close relationships with adults and peers, and opportunities to play and learn. • Demonstrate an understanding of the ways in which the various forms of diversity interact with reading and writing development. • Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development. • Learn student backgrounds so this knowledge can be incorporated into the curriculum and be used to introduce new curriculum material. • Provide choice of reading materials so students will engage as readers including extensive classroom libraries incorporating diverse literature (genre, culture, gender, ethnicity) to promote motivation and self-efficacy. • Provide alternatives to the textbook that present different perspectives

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	• Assess the various forms of diversity that exist in students as well as in the surrounding community. • Provide differentiated instruction and instructional materials, including traditional print, digital, and resources that capitalize on diversity. • Provide instruction and instructional materials that are linked to students' backgrounds and facilitate a learning environment in which differences and commonalities are valued (e.g., use literature that reflects the experiences of marginalized groups and the strategies they use to overcome challenges). • Explain the process of language acquisition and development including the role of the home language and dialects (code switching between "home language and standard English"). • Provide instruction and instructional formats that engage students as agents of their own learning.
4.3: Develop and implement strategies to advocate for equity.	• Provide students with linguistic, academic, and cultural experiences that link their communities with the school. • Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups. • Demonstrate how issues of inequity and opportunities for social justice activism and can be incorporated into the literacy curriculum.
4.4: Know that within a classroom, students have a range of abilities, which include those who receive services from special education.	• Engage students by presenting information that appeal to various learning styles and allow students to share their knowledge using different sign systems (art, music, movement, written, verbal, etc.). • Make accommodations for instruction such as group size, time to complete tasks,

	level of support, instructional input methods, degree of participation, tiered assignments, and modified goals.
	• Demonstrate the belief that all children can learn (positive comments during conferences, specific feedback on accomplishments, setting goals within the child's zone of proximal development).
4.5: Dialects are well-developed linguistic systems that are rule-governed.	• Value home languages while students learn academic language.
	• Monitor for growth in the process of language acquisition and the supportive role of home languages and dialects as part of instructional decision-making
4.6: Know that culturally relevant content is selected to validate personal experiences, cultural and historical contributions for all students.	• Select curriculum materials that are developmentally appropriate, which includes information about the histories, cultures, contributions, experiences, perspectives, and issues of cultural groups.

Standard 5: Literate Environment
Teachers create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Elements	Competencies: The teacher will be able to…
5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	• Arrange their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small-group, and whole-class activities. • Modify the arrangements to accommodate students' changing needs.
5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. High engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment.	• Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments. • Model a love of reading and writing. • Model reading, writing, speaking and listening. • Model and teach students routines for establishing and maintaining positive social environments (e.g., appropriate ways to interact with each other and adults). • Create a language and print rich environment that fosters oral language development and new vocabulary learning. • Create a literacy-rich environment for children to engage independently in reading, writing, speaking, and listening. • Create supportive environments where English learners are encouraged and given many opportunities to use English.

5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).	• Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources. • Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities, spaces, and online resources). Provide consistent routines to promote self-regulation as a reader, writer, speaker, and listener. • Design daily activities to promote cognitive skills of young children and encourage creativity, curiosity, exploration, problem solving, and individuality. • Design daily developmentally appropriate activities to promote young children's literacy skills such as oral language, alphabet knowledge, phonological awareness, and print awareness.
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	• Use evidence-based rationale to make and monitor flexible instructional grouping options for students. • Model and scaffold procedures, so students learn to work effectively in a variety of classroom configurations and activities. • Use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups).

Standard 6: Professional Learning and Leadership
Teachers recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Elements	Competencies: The teacher will be able to…
6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	• Demonstrate awareness of the factors that influence adult learning, organizational change, professional development, and school culture.
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.	• Display positive reading and writing behaviors and serve as models for students. • Promote student appreciation of the value of reading traditional print, digital, and online resources in and out of school. • Work collaboratively and respectfully with families, colleagues, and community members to support students' reading and writing • Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions. • Implement plans and use results for their own professional growth. • Join professional organizations related to reading and writing and participate as members. • Demonstrate effective use of technology for improving student learning.
6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	• Recognize the importance of professional development for improving reading and writing in schools. • Participate individually and with colleagues in professional development programs at the school and district levels. • Apply learning from professional development to instructional practices.

6.4: Understand and influence local, state, or national policy decisions.	• Inform about important professional issues.
	• Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes.

Standard 7: Dual Language Learners (English Language Learners)
Teachers create and engage their students in literacy practices that support dual language learners.

Elements	Competencies: The teacher will be able to…
7.1: Recognize that Dual Language Learners have a wide variety of educational and cultural experiences as well as linguistic differences.	• Differentiate instruction to meet the needs of Dual Language Learners. • Emphasize characteristics of Dual Language Learners that may influence their success in school.
7.2: Students learning English must have opportunities to learn the language; effective teachers modify instruction to meet the needs of students.	• Know and understand how to support English language learners in learning to read in English. • Incorporate supplementary materials suitable for Dual Language Learners in a lesson plan. • Use the gradual release of responsibility model (Pearson & Gallagher, 1983) to support and assist students: show how strategies improve comprehension, highlight importance of prior knowledge, think aloud to make thinking evident, provide guided and independent practice, shift responsibility for strategy selection to students.
7.3: Understand the principles of sheltered content instruction.	• Use sheltering techniques in lessons. Examples include supplementary or adapted materials, culturally relevant materials, multimodal and multisensory teaching and learning, scaffolding instruction with gradual release of responsibility, grouping strategies, teacher demonstrations, increasing wait time, reviewing and summarizing key concepts throughout the lesson, thematic units, and creating a low risk environment. • Use and understand sheltered English techniques (build on prior knowledge, grouping, use all the senses, adapting materials, demonstration, language sensitivity, increased wait time, creating a safe environment, increase teacher knowledge, support home languages and cultures).

7.4: Modes of language develop interdependently (reading, writing, listening, speaking, designing, viewing, representing).	• Encourage students to represent their thinking even at the emergent stage of L2 acquisition using L1 writing, drawing, etc.). • Design instruction incorporating multiple language modes.
7.5: Recognize the role of L1 in L2 development.	• Utilize academic and cultural background knowledge from first language to support students learning in the L2 language. • Scaffold students from social to academic language use (oral and written). • Use L1 to build L2, encourage parallel growth. • Use multilingual texts.
7.6: Languages are learned within purposeful contexts that are culturally relevant, interesting, and inspiring.	• Incorporate appropriate strategies to help students acquire L2. • Know students and their interests to develop curriculum. • Use multilingual children's literature.
7.7: Understanding of assessments and assessment practices for language learners.	• Develop, implement, and interpret a variety of culturally and linguistically non-biased assessments that include the use of authentic and dynamic assessment data points during lessons, at the end of lessons and at the end of units. • Provide substantive and dynamic feedback to students, families, and vested others.
7.8: Understanding of contextual influences on language and literacy development (community, home, SES, language, parent education level).	• Include families and the community in classroom life. • Use culturally-based funds of knowledge, home literacies. And home surveys or questionnaires. • Plan home visits, design communication systems and offer parent workshops so parents are aware of how they can support their child.

Standard 8: Home School Connections
Teachers understand and value home school connections.

Elements	Competencies: The teacher will be able to…
8.1: A child's first teacher is the family and they provide home literacy support.	• Establish relationships with families to support the child in the classroom. • Use families' "funds of knowledge" as a way of making validating students' home culture.
8.2: It is important to connect parents, students and teachers all together.	• Plan home visits, design communication systems and offer parent workshops so that parents are aware of how they can support their student as a reader. • Invite families into the classroom to share their expertise. • Use language that is comprehensible and respectful of the family.
8.3: Know that parents have different levels of participation in the school setting based on cultural norms, available time, etc.	• Identify personal attitudes toward parental involvement. • Acquire knowledge of why parents may or may not participate in school activities. • Develop strategies to involve parents in a way that is comfortable for them to be involved.