Virtual PLC Collaborative High-Quality ILA Checklist

Part 1, Activity Plan: Review these items when planning the activity and reviewing the activity plan.

Criteria	Evaluation
The ILA is integrated with the CCRS chosen for the parent education lessons.	**Yes** **No** – Examine the ILA and make revisions to ensure alignment to the CCRS.
The ILA addresses the NELP Predictors of Later Success in activities.	**Yes** **No** – Review the NELP Predictors of Later Success and incorporate the skills into the activities.
The ILA is an extension of the parent education lesson and provides the opportunity for parents to build knowledge and practice the skills with their child(ren).	**Yes** **No** – Adapt the ILA so it provides the opportunity for parents to practice the skills they learned in parent education.
The ILA lesson framework provides guidance for introducing, modeling, and facilitating the activity.	**Yes** **No** – When adapting or developing ILA, include notes for the instructor for introducing, modeling, and facilitating the activity.
The ILA lesson framework includes strategies for differentiation for various levels of learners and age groups.	**Yes** **No** – When adapting or developing ILA, include activities and notes for differentiation based on levels and age groups.
The ILA lesson framework indicates how to close the activity and provide opportunities for parent reflection.	**Yes** **No** – When adapting or developing ILA, include a plan to close the activity and offer parents the opportunity for reflection.
The parameters of the ILA correspond with multiple age groups.	**Yes** **No** – When adapting or developing ILA, be sure to include appropriate activities for varied age groups. The NCFL Parent and ILA Lesson Plans provide ideas for doing this.
The ILA provides opportunities for parents to practice skills in English as well as their home languages.	**Yes** **No** – When adapting or developing ILA, include opportunities and supports for parents to practice the skills in English and their home language.

The ILA supports parents in their role as their child(ren)'s teacher by modeling strategies in one or more of the following topics: • Digital literacy skills • Empathy and respect • Reflection and interpretation • Learning through play • Exploring topics, ideas, stories, and texts • Processing information • Problem solving • Numeracy in literacy • Constructing and gathering knowledge • Organizing and understanding • Using literacy activities to build knowledge • Participating in community life • Participating in everyday literacy activities	**Yes** **No** – In addition to the NELP Predictors of Later Success, you can draw from the [Pennsylvania Early Learning Standards](#).
The ILA lesson framework indicates the mode of delivery for the activity—face-to-face, distance, or hybrid—and provides suggestions for alternate delivery methods when appropriate.	**Yes** **No** – When adapting and developing ILA, consider how the activity will be delivered and how learner-content, learner-instructor, and learner-learner interaction can be maintained using alternate delivery methods.
The activity is something that can be replicated at home, using readily available materials.	**Yes** **No** – When adapting or developing ILA, consider the resources and materials parents can use at home to implement and repeat the activity with their children.

Part 2, Implementation: Review these items when reflecting on your own implementation of the activity or when observing another instructor teach the activity.

Criteria	Evaluation
Instructor models or demonstrates skills and strategies parents will use with their children.	**Yes** **No** – When introducing the activity, do not just explain, but model the skills parents will use with their children.
Instructor provides guidance, but allows parents to interact and practice the skills independently with their children.	**Yes** **No** – Provide support for the activity, but allow parents to develop and practice the skills as they interact with their children.
Instructor sets a tone that allows parents to feel comfortable practicing the skills and to enjoy the interaction with their children.	**Yes** **No** – Use language with parents that is non-evaluative and supports their role as their children's first teacher. Allow parents time to bond and interact with their children.
Instructor provides positive and meaningful feedback to parents.	**Yes** **No** – When providing feedback, encourage and reinforce the parents' implementation of the target skills.
Instructor emphasizes that the strategies parents use with their children in the ILA can be used to support their children's learning at home.	**Yes** **No** – Connect how parents can use the target skills and strategies to support their children's learning. Ask parents how they plan to continue to use the skills after the ILA ends.
Instructor demonstrates respect for the participants' autonomy in their role as parents and teachers of their children.	**Yes** **No** – Approach your role as a facilitator of learning, rather than the expert; ask for parents' input and suggestions. Demonstrate respect for familial and cultural differences.
Instructor provides the opportunity for parents to provide feedback on the activity, whether it was relevant and useful to their family and how it could be improved.	**Yes** **No** – Build in the opportunity to collect feedback from parents in the form of an exit ticket, survey, or discussion, and use that feedback to improve the ILA.

Part 3, Participants' Response: Review these items after teaching the activity and reflecting on the participants' response.

Criteria	Evaluation
The parents were able to access and use required resources and/or technology and follow the steps needed to complete the activity.	**Yes** **No** – Consider revising the activity to include clearer directions, fewer steps, different tools/resources, or more demonstration.
The parents and children showed evidence of a high degree of engagement with the materials and content of the activity.	**Yes** **No** – Ensure the materials and content are well-aligned with the levels and interests of the parents and children.
The parents and children showed evidence of meaningful verbal and social interaction with one another during the activity.	**Yes** **No** – Consider building in more prompts and opportunities for parent-child interaction when revising or reteaching the activity.
The parents demonstrated an understanding of the objective of the activity; they were able describe the point of the ILA and how it related to the PE lesson.	**Yes** **No** – Consider how you introduce the activity; revise the introduction to better communicate the objectives of the ILA and how they relate to the PE lesson.
During the ILA, parents demonstrated proficiency with the skills targeted in the PE lesson.	**Yes** **No** – Consider how you can better prepare parents to implement the target skills both in the PE lesson and in the introduction to the ILA. Use this information to develop additional PE lessons and ILAs to help parents strengthen the target skills.