

RUNNING HEAD: Family Involvement in Education




Book-bag Rubric

| Book-bag – Game | Exemplary 5 | Acceptable 4-3.5 | Unacceptable 3-0 |
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| Game is age appropriate for a kindergarten or second grade student. The activity supports one NCTM Standard. Directions should be included. All materials needed for the activity should be provided. | Game is creative and well designed. It is age appropriate for a kindergarten or second grade student. The activity clearly supports one NCTM Standard. The directions are clear. All of the materials for the game are included and are of high quality. | Game is acceptable for a kindergarten or second grade student. The activity is related to one NCTM Standard. The directions are sufficient. All of the materials for the game are included and of acceptable quality. | Game is not appropriate for a kindergarten or second grade student. The activity is not clearly related to one NCTM Standard. The directions are unclear. The materials are not provided or are not appropriate for the game. |
| Book-bag – Instructions and Journals | Exemplary 5 | Acceptable 4-3.5 | Unacceptable 3-0 |
| Chosen piece of literature. | The chosen piece of literature is of high quality and appropriate to the NCTM Standard and grade level. | The chosen piece of literature is acceptable for the grade level and related to the NCTM Standard. | The chosen piece of literature is of poor quality or unacceptable for the grade level. It does not clearly relate to a NCTM Standard. |
| Student journal with a sign-in page and instructions. Student journal should incorporate writing. | Exemplary 5 The student journal is of high quality and has clear directions for use; and includes a sign-in page. The student journal incorporates student writing in an appropriate manner. | Acceptable 4-3.5 The student journal has clear directions for use and includes a sign-in page. The student journal incorporates student writing. | Unacceptable 3-0 The student journal is has unclear directions and/or does not include a sign-in page. The student journal does not appropriately incorporate student writing. |
| Family journal with a welcome letter that includes research re: family involvement, instructions, and an explanation of how the activity supports one NCTM Standard. | Exemplary 5 The family journal is of high quality includes clearly written welcome letter, which incorporates research about the importance of family involvement; and states the directions. A clear explanation of how the activity supports one NCTM Standard is included. | Acceptable 4-3.5 The family journal is acceptable and has a welcome letter that addresses research about family involvement; and clear directions. An explanation of how the activity supports one NCTM Standard is included. | Unacceptable 3-0 The family journal is poor and/or does not have a welcome letter, or does not adequately provide research about family involvement, or clear directions. The explanation of how the activity supports one NCTM Standard is not included or is poorly written. |
| Bag or other appropriate container to house all of the materials. Bag content list | Exemplary 5 The bag or container is creative and of high quality. A bag content list is included. | Acceptable 4-3.5 The bag or container is creative and of high quality. A bag content list is included. | Unacceptable 3-0 The bag or container is of poor quality or is inappropriate for use. A content list is not included. |
| Research Content/Bibliography NAEYC Std 2 | Exemplary 10 | Acceptable 9-7 | Unacceptable 6-0 |
| The research paper should explore the | The research is well written demonstrating | The research paper is well written and | The research paper does not adequately explore |



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|---|--|---|--|
| importance of family involvement in teaching and learning. The paper should explore the complexities of family characteristics and provide information regarding opportunities to partner with families in their child's development and learning (2a). | thorough research and understanding of family theory and family engagement in education. A thorough explanation of appropriate opportunities for family engagement is provided. | demonstrates research and an understanding of family theory and engagement in education. An explanation of appropriate opportunities for family engagement is provided. | family theory and engagement in education. The paper does not or provides a poor explanation of appropriate opportunities for family engagement. |
| | Exemplary 5 | Acceptable 4-3.5 | Unacceptable 3-0 |
| The family letter should be appropriate for the family characteristics of the school community (2a). | The family letter is clearly written and takes into consideration the family characteristics of the school community. | The family letter demonstrates an awareness of the family characteristics of the school community and attempts to take this into consideration. | The family letter is poorly written, demonstrating a poor or inadequate awareness of the family characteristics of the school community. |
| | Exemplary 5 | Acceptable 4-3.5 | Unacceptable 3-0 |
| The letter should invite families to partner in their child's mathematical development by inviting them to participate in the provided experience as well as respond in the family journal (2b, c). | The letter is welcoming and invites families to share their thoughts about their child's mathematical development and/or experiences with the provided activity in the family journal. | The letter is welcoming and invites families to respond in the family journal. | The letter is not very welcoming and does not invite families to respond in the family journal. |
| Research Paper – Mechanics | Exemplary 5 | Acceptable 4-3.5 | Unacceptable 3-0 |
| The research paper and family letter should be well written in terms of clarity and mechanics. A bibliography should be included with 3-5 sources (no more than one internet sources). The reference page should use correct APA format. | The family letter is well written. It is clear and uses appropriate sources to support the ideas. The paper has less than three mechanical errors. A reference page is provided that uses a variety of sources (no more than 1 internet sources). The reference page contains 4-5 sources and uses correct APA format. | The family letter is clearly written. The ideas are supported by sources. The paper has no more than 5 mechanical errors. A reference page is provided with at least 3 sources (no more than 1 internet sources) and uses correct APA format. | The family letter is poorly written. The ideas are not clearly supported by sources. The paper has more than 5 mechanical errors. A reference page is not included or does not use at least 3 sources (or has more than 1 internet sources). The reference page does not use correct APA format. |

include in paper

Candidate Name  Semester Fall 2010

Grade 47 Exemplary Revision _____

Instructor _____

Comments:

well done. You did need to include specifics about the school.

Family Involvement in Education

Rhode Island College

Family involvement in education is an issue that has been proven through multiple studies to have a positive impact in student success. Family involvement can be exercised in many different ways and is important in all levels of education. President

Obama is also an advocate for parental involvement in schools. According to him, “parents are the bridge to success” (Duncan & Cunningham, p. 1).

The vision created by the U.S. Department of Education and the Office of Communities and Outreach provides parents and caregivers with principles and suggestions to follow when striving to create a connection with their child’s school. The principles emphasize responsibility, commitment, patience, precision, innovation, diligence and attentiveness. Meeting these criteria would mean that parents must make education a priority, be clear and follow through with their instructions, provide children with encouragement and show them that they are committed to and serious about the work they are doing (Duncan & Cunningham, p. 2-4). Another important aspect to involvement that is reiterated throughout the principles is for parents to stay updated on their child’s performance and keep track of their progress at home as well as in school. This will help parents to see what their child is struggling with as well as what great strides they have made over the course of the school year. This behavior demonstrates to the child the desire and dedication the parent has to his/her education (Duncan & Cunningham, p. 9).

Aside from the principles established by the Department of Education, the National PTA (Parent and Teacher Association) has created National Standards for Parent/Family Involvement Programs. These standards are in effect not only to guide parents’ participation but also the programs that are in place in the schools. The National PTA also wants to inform the public about the elements needed in order for such a program to be successful (National Standards, Goals and Indicators for Parent/Family

Involvement Programs, p. 1). There are six standards, each with several indicators of its own, which can be summarized by the one or two goals for each standard.

The first standard is Welcoming All Families Into the School Community. This standard focuses on ensuring that families feel included in the school and are “active participants”. Goals of this standard include “creating a welcoming climate” and “building a respectful, inclusive school community” (National Standards, Goals, and Indicators for Family-School Partnerships, p. 1). This important because it creates an atmosphere that is supportive of parental participation and creates a feeling of belonging for the families. Some families may be hesitant of involving themselves in the education process, which is why this step is so crucial. Standard 2 is Communicating Effectively, so that the families are kept up-to-date on various pieces of information. This also involves providing families with methods of communication to the school and teachers (National Standards, Goals and Indicators for Parent/Family Involvement Programs, p. 1). Standard 3, Supporting Student Success, expands on the communication goals in the second standard by reiterating the importance of keeping the parents informed about their child(ren)’s progress, but goes further to say that parents should be informed about school wide progress. Standard 3 also advocates for nurturing students’ education at home (National Standards, Goals and Indicators for Parent/Family Involvement Programs, p. 2).

The fourth standard encourages schools to provide families with the tools to “understand how the school system works” (National Standards, Goals and Indicators for Parent/Family Involvement Programs, p. 2). Being that Standard 4 is called “Speaking up for Every Child”, it is included in this standard that parents are aware of the performance

and progress of all of the students in the district throughout the different levels of education (National Standards, Goals and Indicators for Parent/Family Involvement Programs, p. 2). Standard 5, “Sharing Power”, deals with the family’s say in decisions within the school, as well as dealing with community members or policymakers when advocating for their children. “Collaborating with the Community” is the sixth and last standard. This standard involves tying the three crucial elements together: community, school and families. These three systems should be woven together and working towards a common goal of success and interconnectedness (National Standards, Goals and Indicators for Parent/Family Involvement Programs, p. 3).

With these standards in place, that means there must also be a method of assessing each standard. The National PTA has a guide for assessing the National Parental/Family Involvement Standards that can be found online. Each component of the family involvement programs set in place in a particular school can be evaluated at one of three levels: emerging, progressing and excelling (National Standards Assessment Guide, p. 1).

The Department of Education’s Parent Power booklet gives suggestions of how parents can be actively involved in their child’s education. There are five categories of involvement for elementary school, much similar to the standards that the PTA instated. Educating yourself, communicating, conferencing and reading are stressed in the booklet. The opportunities involve visiting the school, becoming a volunteer, coordinating times to contact the teachers, using the school resources such as counseling, as well as nurturing and modeling reading habits. It is recommended that parents “review what the teacher has told you [at conferences] and follow up by talking with your child” (Duncan

& Cunningham, p. 10). This will further solidify the home-school connection, as the child knows that you are on the same page as the teacher.

By how do parents and schools know what the “best” way to get involved is? Studies have shown that although volunteering, fundraising and homework help are all effective methods of participation, the work that parents do with their child at home has the most impact on academic success (Carter, p. 2). When caregivers work with their children on homework, it fosters positive “attitudes about homework, perceptions of personal competence and self-regulatory skills” (Carter, p. 26). It is due to this conclusion, as well as the emphasis that has been placed on literacy, that book bags are excellent tools to use in a family involvement program. The home-school connection is strengthened when the student brings the bag from the classroom to their home and back. Self-competence, self-regulatory skills and attitudes about homework are strengthened when the family and the child complete the activity. Students enjoy taking book bags home and are excited to share their experience with their teacher and peers. Lastly, they give the parents a sense of participation and importance by giving them the opportunity to respond to the activity and provide feedback.

Creating an effective program of active family involvement requires effort from both the families and the school system. Parents should be willing to participate, but the schools must guide these family members with encouragement and knowledge. Family members who are hesitant to become involved for various reasons must be aware of the opportunities available to them. Schools must stress the importance of family involvement because “parents become involved when ‘they believe they have a role to play, believe their involvement will make a difference, and perceive that their children

and teachers want their involvement”” (Carter, p. 26). Work schedules or home life situations may put a strain on a parent’s availability to participate. There are many ways for families to get involved if they are unable to attend events or volunteer. This is why it is important to maintain open communication and for the teacher to stress that any degree of involvement is accepted and embraced.

References

Duncan, A., & Cunningham, P. (2010). Parent power: Build the bridge to success. *U.S. Department of Education & Office of Communities and Outreach*. (1-4, 9-11).

Carter, S. (2002). The Impact of Parent/Family Involvement on Student Outcomes: An Annotated Bibliography of Research from the Past Decade. *CADRE*. (2, 26).

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http://www.pta.org/National_Standards_Assessment_Guide-IntroTEST.pdf

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