

How Closely Is your School’s Parent Involvement Program Linked to Student Learning?

This checklist is taken from *Beyond the Bake Sale—The Essential Guide to Family-School Partnerships* (2006) by Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, and Don Davies (pages 108-111).

Directions: As a team, review and rate the following items, then complete the reflection questions at the end of the survey to help you design a plan for improving the linking parent involvement with student learning.

Learning What Students are Doing in Class		Check one for each question			
1. Student work is posted in school hallways and in public places in the community and is rotated often.	<input type="checkbox"/> Already doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard	
2. Exhibits of student work show how to recognize high-level work at different grade levels. The assignments are challenging and the student work is not all the same.	<input type="checkbox"/> Already doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard	
3. Families can regularly observe in the classroom and/or see teaching demonstrations.	<input type="checkbox"/> Already doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard	
4. At parent-teacher conferences, students are present and discuss the quality of their work.	<input type="checkbox"/> Already doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard	
Informative School Communications		Check one for each question			
5. Articles in the school newsletter and on the Web site discuss what students are doing in class and include tips on helping at home.	<input type="checkbox"/> Already doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard	
6. A regular feature describes interesting approaches that teachers are using in class.	<input type="checkbox"/> Already doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard	
7. The articles use data about the school, such as attendance rates and test results, and describe how the school is working to make improvements.	<input type="checkbox"/> Already doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard	
8. The school offers regular workshops and other information sessions that help families understand how children learn and are being taught. The topics are suggested by families.	<input type="checkbox"/> Already doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard	
9. Families regularly receive information and materials to help their children at home.	<input type="checkbox"/> Already doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard	
Using Student Achievement Data to Design Programs		Check one for each question			
10. Programs and activities for families are focused on skills and subjects that students need to strengthen.	<input type="checkbox"/> Already doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard	
11. Student achievement data are shared with families in ways that solicit their ideas about how to improve achievement.	<input type="checkbox"/> Already doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard	
12. School staff and parents collaborate to collect other data about learning opportunities for students, such as community programs and resources.	<input type="checkbox"/> Already doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard	
Collaborating with Community Learning Programs		Check one for each question			
13. School staff collaborate with community-based after-school programs and exchange ideas and information with program staff.	<input type="checkbox"/> Already doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard	
14. School shares curriculum, textbooks, assignments, and learning materials with community after-school programs.	<input type="checkbox"/> Already doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard	
15. After-school program staff can attend professional development at school. Staff development is also open to parents.	<input type="checkbox"/> Already doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard	



Use the following questions to reflect on the answers from your checklist

In which areas are you doing well?

Which areas need more work?

How are parents and the parent organization involved in linking family involvement activities and programs to improving student achievement?

What are your concerns?

What steps could you take to help your programs be better linked to learning?

Right now?

Over the long term?

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