



## **Family-School Partnering Research to Practice: Doing What Works!**

### **Supporting Student Achievement at Home and in the Community**

- Specific home, community, and “out-of-school, coordinated” actions which improve student achievement are as follows: (1) frequent family discussions about school; (2) families encouraging their children regarding schoolwork; (3) providing resources to help with schoolwork; (4) supervision of homework, TV viewing, after-school activities. (Marzano, 2003)

### **Reaching Out to Every Family for Every Student**

- The more parents perceive teachers as valuing their contributions, keeping them informed, and providing them with suggestions, the higher parental engagement in their children’s learning. (Patrikakou & Weissberg, 2000)
- School-initiated, specific parental involvement programs - such as shared reading, homework checking, and teamed two-way communication - are significantly and positively related to academic achievement for students at all levels. (Jeynes, 2012)

### **Finding Solutions**

- Educator and family challenges in partnering together for student success are similar; they need explicit role expectations for sharing responsibility, self-confidence, skills, workable logistics, authentic invitations, and mutually respectful relationships. (Hoover-Dempsey, Whitaker & Ice, 2010)
- When students struggle in school, the most effective interventions are those where families and school personnel work together to implement plans and strategies, utilizing ongoing two-way information exchanges. (Cox, 2005).



## National Standards for Family-School Partnerships

### **Standard 1 – Welcoming All Families into the School Community**

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

### **Standard 2 – Communicating Effectively**

Families and school staff engage in regular, two-way, meaningful communication about student learning.

### **Standard 3 – Supporting Student Success**

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

### **Standard 4 – Speaking Up for Every Child**

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

### **Standard 5 – Sharing Power**

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

### **Standard 6 – Collaborating with the Community**

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. (PTA, 2008)

### **Additional SACPIE 7<sup>th</sup> Standard**

#### **Providing Professional Development and Pre-Service Training in Partnering with Families for Administrators and Teachers**

Educators have knowledge and skills in reaching out to every family, creating meaningful partnerships focused on student success.

The State Advisory Council on Parent Involvement in Education (SACPIE) was created in 2009. The Council's legislated responsibilities include *reviewing best practices and recommending strategies to increase parent involvement in education and raise the level of students' academic achievement*. SACPIE's work aligns with National Standards. 3.20.13