**Parent-Teacher Partnerships for Student Success**



**Module 4: Competence, Parenting, and Learning at Home**

**Learning at Home Activities**

\*GENERAL

* <http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Family-Learning-Tips-and-Tools>
* Encourage family reading time - read independently / choice, together, etc. . .
* Create goal-setting activities for improving or maintaining good report card grades in all subjects
* Provide ample time and/or notice for home project / interactive activity
* Connect with community groups that offer tutoring and homework programs at the school
* Use student data to design home activities
* Enable parents and teachers to frequently communicate about children’s work, progress, and problems
* Set up agreements about rewards for homework completion and consequences for incomplete assignments

\*SCHOOL TO HOME

* Create access to materials in language of family
* Homework / Needs Assessment Survey (Beyond the Bake Sale pp 304-307)
* Review Epstein pp 277-306 - **Teachers Involve Parents in Schoolwork (TIPS) Processes**
* Share student work and test results regularly with family
* Assign interactive homework
* Assign task that allows for students to practice skills with family
* Post homework information on website / voicemail / email / newsletter
* Make "extra work" for struggling students enriching, fun, and not seem "extra"
* Be available via text or email if parent has questions regarding homework
* Give families idea of how long task should take
* Send home learning "kits" at beginning of year
* Send home learning packets, educational games, videos, suggested apps / websites
* Video opportunities for families to view instruction
* Hold a parent learning session to share instructional strategies and tips for homework completion
* Provide assignments as far in advance as possible and timelines for completion
* Make a home visit and help parents set up "learning center" or structure for homework
* Allow classroom visits for families to see instruction and child's learning style
* Link end of week newsletters to what students worked on over week, and what is coming up - focus on standards / skills, not just topics
* Lend learning materials or keep schools open for families to access library / computer lab to do schoolwork with student
* Link schoolwork with real-life situations
* Encourage parents and children to talk regularly about schoolwork and progress
* Enable students to lead positive and productive conversations about their work
* Provide information to parents and students about the skills needed to pass each course and about each teacher’s homework policy.
* Implement activities that use student-teacher-family contracts for long-term projects
* Implement student-led conferences with parents at home on portfolios of students’ writing or work in other subjects
* Provide guidelines on use of technology, assistive technology
* Discuss homework expectations, accommodations, and modifications at student's IEP meeting - make sure ALL staff have information
* Distribute summer home-learning packets

\*HOME TO SCHOOL

* Let teachers know what supports homework completion at home
* "Map" your evening schedule from end of school day to bedtime to get perspective of balance and let teachers know what are difficult nights for large projects
* Complete Homework / Needs Assessment Survey
* Talk regularly with children about their work
* Request summer learning packets
* Ask for guidelines on use of technology / assistive technology

**RESOURCES:**

*Beyond the Bake Sale*, by A.T. Henderson et al., 2007 by The New Press.

*Families, Professionals, and Exceptionality, Seventh Edition*, by A. Turnbull et al, 2015 by Pearson Education, Inc.

S*chool, Family, and Community Partnerships*, *Third Edition*, by J. L. Epstein et al., 2009 by Corwin Press.

*What Successful Schools Do To Involve Families: 55 Partnership Strategies*, by N.A. Glasgow & P.J. Whitney, 2009 by Corwin Press.

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