

**North Dakota Department of Public Instruction
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Six Types of Parental Involvement

Learning at Home

Learning at Home: Providing information and ideas to families about how to help children at home with homework and other curriculum related activities.

Learning at Home – Type 4

The fourth type of parental involvement is learning at home. These activities provide families with:

- Information and ideas about the academic work their children do in class.
- Coordinated links between what is happening in the classroom and activities at home.
- Academic goal setting.
- Ideas on how to help their child with homework.
- Increased communications with the teacher.
- Better communication between the parents and child through reviewing student work, practicing skills, monitoring and discussing homework, reviewing courses available, etc.

Students are the primary participants in learning at home activities, as their homework is essentially their responsibility. Families and parents can enhance the impact of learning at home through their involvement.

Sample Activities

Examples of activities schools could conduct to promote learning at home include, but are not limited to:

- Having specific goals and activities that keep parents informed about and supportive of their children's homework.
- Offering learning activities and events for the entire family.
- Inviting parents to borrow resources from school libraries for themselves and their families.
- Linking parents with resources and activities in the community that promote learning.
- Giving parents materials they can use to evaluate their child's progress and provide feedback to teachers.
- Helping parents understand student assessments, including report cards and testing, and how to help students improve.
- Utilizing school staff and school communications to help parents link home learning activities to learning in the classroom.
- Including parents and other community members in developing children's learning outside of school activities.

Problems and Solutions

Schools must make diligent attempts to design and implement homework in which students are able to take the responsibility of discussing this important information they are learning, concepts, and ideas with their family. Parents should not be expected to be the teacher; rather they should be a resource for

their child. Having parents involved with junior high and high school students is particularly difficult. Often at these ages, parents feel they are not able to help with homework anymore. However, learning at home at these age levels is particularly important. Schools should be cognizant of their efforts in creating a schedule of activities that regularly involve families. These activities could be for long term or short term goal setting for attendance, achievement, behavior, talent development, etc.

Documentation and Evaluation

No matter the number or type of activities a school is implementing to assist with learning at home, it is crucial that these activities are adequately documented and evaluated. Documenting activities may include retaining copies of homework assignments, keeping a log of family involvement activities at-home, or compiling materials used for at home activities. Every learning at home activity conducted should be evaluated by the school, student, and parents. Evaluation is crucial as this is often the determining factor of whether or not the activity should continue, be revised, or be dismissed all together.

Resources

Resources used to develop this document include:

- ❑ Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., and Voorhis, F. (2002). *School, Family, and Community Partnerships: Your Handbook for Action* (2nd ed.). California: Corwin Press, Inc.
- ❑ National Network of Partnership Schools. (n.d.). *Epstein's Six Types of Parent Involvement*. Retrieved August 21, 2007 from www.csos.jhu.edu/p2000/sixtypes.htm.