

One Sided M

# Survey: Parent Involvement in Our Schools

For the purposes of this survey, I am responding as a(n):

- parent   
  teacher   
  administrator   
  other: \_\_\_\_\_

Some of these questions are deliberately intended to expose differences of opinions between parents and school professionals. The survey is not intended to be an end in itself, but rather to serve as a means for opening up a dialogue between the two groups.

## Section 1: Respond to the following statements by checking "Yes" or "No."

1. There should be many school activities that involve students, parents, and teachers, such as reading enrichment programs, sports events, and recognition ceremonies to honor student achievement.  Yes  No
2. Parents should be encouraged to work in the school as volunteers.  Yes  No
3. Parents should supervise children with homework.  Yes  No
4. Parents should be able to schedule visits to the school during the day to understand the kinds of experiences their child is having in school.  Yes  No
5. There should be parent education classes run by the PTA, in cooperation with resource personnel provided by the school, to teach parents how to help their children benefit from school.  Yes  No
6. Parents' primary connection with the school should be to sponsor activities such as potluck suppers, fund-raising activities, open houses, and the like.  Yes  No
7. Parents should initiate personal conferences with teachers when they feel it is necessary (outside of regularly scheduled parent-teacher conferences).  Yes  No
8. Parents should attend school board meetings.  Yes  No

## Section 2: Please respond to each statement by circling the number that comes closest to your thoughts about the appropriate level of parent involvement

- Ratings:
- 3= Parents should be actively involved throughout this process.
  - 2= Parents should be asked for input before education professionals plan programs or set policies.
  - 1= Parents should be asked to review revised programs and policies.
  - 0= Not an appropriate role for parents—should be left solely to education professionals.

1. Developing written school district policies (such as attendance, homework, and graduation requirements) 0 1 2 3
2. Developing written goals for increasing parent involvement 0 1 2 3
3. Planning written goals for increasing parent involvement 0 1 2 3
4. Deciding/evaluating how well teachers and principals do their job and how to reward and retain good teachers 0 1 2 3
5. Determining policy on when students should be held back rather than promoted to the next grade 0 1 2 3
6. Setting up a school advisory group to bring suggestions for changes to the principal and school board 0 1 2 3
7. Establishing the discipline code in the school 0 1 2 3
8. Selecting textbooks and other learning materials 0 1 2 3
9. Developing the school budget 0 1 2 3
10. Serving on the team that revises report cards 0 1 2 3
11. Participating in school events such as parties, field trips, sports events, plays, etc. 0 1 2 3
12. Establishing a policy for recognizing outstanding teacher performance 0 1 2 3

Continued on other side

## Survey: Parent Involvement in Our Schools, continued

### Section 3: Please answer the following question.

The PTA program in our school should be (check one):

expanded     maintained     reduced

Comments:

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## What Answers and Scores Mean

### Section 1: Answers

#### If you responded as a parent:

The more "yes" answers you circled (with the exception of question 6), the more you value parent involvement in education and believe that parents have an important role in the school environment.

#### If you responded as a teacher or as an administrator:

The more "yes" answers you circled (with the exception of number 6), the more open you are to including parents in the education process and having them play a visible role at the school.

### Section 2: Scores

#### If you responded as a parent:

The lower the number circled in Section 2 the more you believe the schools should handle education decisions. You are unsure of the appropriateness of parents becoming involved as cooperative partners with school professionals. The higher your score, the more you want to help make school decisions on behalf of your own and all children in the community. You are highly motivated and want to empower other parents to be meaningfully involved.

#### If you responded as a teacher or as an administrator:

The lower the number circled in Section 2, the more you question the value of parent involvement in education. The higher your score, the more open you are to including parents in education planning. You are receptive to trying new ideas because the ultimate beneficiaries are the children. You have an easy relationship with parents in your community, and they ask your opinions and trust your judgment.

This survey was taken in part from the National School Public Relations Association publication *Helping Parents Help Their Kids*, "Model Survey: Assessing your Parents' Needs," 1988. Reprinted with permission.

# Parent Survey

The PTA needs your help to plan parent involvement programs at our school. Parent involvement is fun, informative, and most important of all, it helps our children perform better in school. Please take a few minutes to fill out this survey and return it to:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. What specifically would you like to know about the school?

\_\_\_\_\_

2. From what sources do you get most of your information about school? (Check one)

- Newsletter       Friends  
 Children           Newspaper  
 Teachers           TV  
 Principal           Other \_\_\_\_\_

Would you be interested in attending a class or session on how parents can help their children learn at home?

- Yes     No

4. If you checked "yes" for question 3, please indicate below the types of workshops you would like to participate in to help you help your children learn:

- Helping with homework  
 Improving reading skills  
 Improving math skills  
 Testing programs and what they mean  
 English as a second language  
 Improving your child's self-image  
 Building your own parenting skills  
 Helping your child explore career choices  
 Saying NO to drugs  
 Explaining AIDS and steps to protect your child  
 Recognizing gang symbols and activities  
 Other \_\_\_\_\_

5. Where would you like these parenting programs to be held?

- In the school       In a community/public facility  
 In the home of a parent in your neighborhood or area

Would you be willing to host such a session?

- Yes     No

6. When would you like to have these meetings scheduled?

- On a week night  
 In the early morning before school starts  
 Some time during a weekday  
      Morning     Afternoon  
 On a Saturday  
      Morning     Afternoon     Evening  
 On a Sunday  
      Morning     Afternoon     Evening

7. Would you be interested in participating in a small group coffee discussion hour at the school?

- Yes     No  
 Best time:  Morning     Afternoon     Evening

8. Do you agree with the following statements:

- I can talk openly with my child's teacher(s).  
 Yes     No     To some degree
- I can talk openly with my child's principal.  
 Yes     No     To some degree
- I am well-informed by the school or teachers about what my child is doing at school.  
 Yes     No     To some degree
- I feel that teachers need to be aware of home problems that may affect my child's work.  
 Yes     No     To some degree

9. How effective are the following toward improving communications between your family and the school?

	Good	Fair	Poor
Open houses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade-level orientation sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent-teacher Conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PTA meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School/PTA newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. As a parent, do you have trouble with any of the following?

	Yes	No	To some degree
Your child's homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending school functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spending enough time with your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting in to see child's teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with your child's problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing school policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivating your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued on other side

## Parent Survey, continued

**11. Would you like to volunteer in the following areas?**

	Yes	No
Clerical or administrative duties for school or PTA	<input type="checkbox"/>	<input type="checkbox"/>
Helping in your child's classroom (e.g., reading aloud, working with individual students)	<input type="checkbox"/>	<input type="checkbox"/>
Organizing a PTA or school event (e.g., open house, holiday program, cultural arts fair)	<input type="checkbox"/>	<input type="checkbox"/>
Supervising student events or field trips	<input type="checkbox"/>	<input type="checkbox"/>
Participating on an advisory committee (on curriculum and textbooks, for example)	<input type="checkbox"/>	<input type="checkbox"/>
Talking to students about careers or hobbies	<input type="checkbox"/>	<input type="checkbox"/>
Other _____		

**12. Check the kinds of resources and services you would like to see made available at the school.**

- Homework hotline
- Before- or after-school child care
- Parent resource center
- Parent support group
- Family use of gym, pool, or school library
- Other \_\_\_\_\_

**13. I have the following hobbies and work experience that I would be willing to share with the students, school, or PTA:**

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**14. Parent and family involvement at school should be strengthened in the following ways:**

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**Optional (please complete if you answered questions 11 or 13):**

Name \_\_\_\_\_

Address \_\_\_\_\_

Best time to contact \_\_\_\_\_ Phone \_\_\_\_\_

# Faculty Survey

Dear Faculty Member:

The PTA is developing ways to encourage family and community support of our schools. The information you provide will help us better serve the entire school community. Please take a few minutes to fill out this survey and return it to:

PTA contact: \_\_\_\_\_

1. Do you currently have parents or other family members volunteering in your classroom or for other activities?

Yes  No

2. Would you consider using parents/community volunteers in your classroom?

Yes  No

If no why not? \_\_\_\_\_

3. What are your current needs for assistance?

Materials

Books and magazines

Visual aids

Art supplies

Other \_\_\_\_\_

Volunteers to help with the following:

Support tasks, e.g., gather resources; set up learning centers, displays, or experiments; arrange for speakers or field trips; record tapes for learning centers

One-on-one teaching tasks

Listen to a child read

Coach in spelling or math facts

Practice vocabulary with non-English-speaking students

Other \_\_\_\_\_

Small group or class teaching tasks

Perform or help with music

Supervise parties or field trips

Talk to students about careers or hobbies

Other \_\_\_\_\_

4. What areas do you feel the PTA needs to address?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What methods have you found effective for improving home-school communications (e.g., phone calls, newsletters, notes)?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Optional:

Your Name \_\_\_\_\_

Best time to contact \_\_\_\_\_

Grade(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

# Community Survey

Dear Community Member:

The PTA is developing ways to encourage family and community support of our schools. The information you provide will help us better serve the entire school community. Please take a few minutes to fill out this survey and return it to:

PTA contact: \_\_\_\_\_

1. Describe your type of business or community group \_\_\_\_\_  
\_\_\_\_\_

2. Do you currently have parents or students volunteering in your community projects or for other activities?

Yes  No

3. Would you consider using parent/student volunteers in your projects?

Yes  No

If no why not? \_\_\_\_\_  
\_\_\_\_\_

4. What are your current needs for volunteers?

Clerical/administrative  Annual events  Speakers  Phonathon work  Mailings  
 Computer/technical assistance  Other \_\_\_\_\_

5. What type of support could your business or group provide to a school?

Materials/supplies  Volunteers  Administrative help  Management skills  
 Other \_\_\_\_\_

6. In what areas would your business or group be most interested in assisting?

Participating on an advisory committee  Organizing a PTA or school event  Family support group  
 Parent/community resource center  Before- or after-school child care  Supervising parties or field trips  
 Community use of gym, pool, or school library  Talking to students about careers, life skills, or hobbies  
 Performing or helping with music, theater, arts  Other skills you could contribute:  
\_\_\_\_\_

7. What community issues or areas do you feel the PTA needs to address?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. What methods have you found effective for improving community-school communications (e.g., phone calls, newsletters, meetings)?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Optional:

Name \_\_\_\_\_ Title \_\_\_\_\_

Business/community group \_\_\_\_\_

Best time to contact \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

**STARTING POINTS:**

# An Inventory of Present Practices of School-Family-Community Partnerships

Karen Clark Salinas, Joyce L. Epstein, and Mavis G. Sanders  
National Network of Partnership-2000 Schools, Johns Hopkins University

This inventory will help you identify your school's present practices for each of the six types of involvement that create a comprehensive program of school, family, and community partnerships. At this time, your school may conduct all, some, or none of the activities listed. Not every activity is appropriate for every school or grade level. You may write in other activities that you conduct for each type of involvement.

The Action Team for School, Family, and Community Partnerships should complete this inventory, with input from the teachers, parents, the school improvement team, and others, as appropriate. These groups have different knowledge about all of the present practices of partnership in your school.

After you complete the inventory, you will be ready to write a Three-Year Outline and One-Year Action Plan to show how you will increase, improve, or maintain activities for each of the six types of involvement in your school. These forms are included in Chapter 5 of this handbook.

Directions: Check the activities that you conduct and circle all of the grade levels presently involved. Write in other activities for each type of involvement that your school conducts.

To assess how well each activity is implemented, add these symbols next to the check-box:  
\* (for very well implemented with all families), + (a good start with many families), - (needs improvement).

## **TYPE I - PARENTING: BASIC RESPONSIBILITIES OF FAMILIES**

**Assist families with parenting skills and setting home conditions to support children as students, and assist schools to understand families**

**At Which Grades?**

- |  |                              |
|--|------------------------------|
| <input type="checkbox"/> We sponsor parent education workshops and other courses or training for parents.  | K I 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We provide families with information on child or adolescent development.  | K I 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We provide families with information on developing home conditions that support learning.   | K I 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We lend families books or tapes on parenting or videotapes of parent workshops.   | K I 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We ask families for information about children's goals, strengths, and talents.   | K I 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We sponsor home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families. | K I 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____   | K I 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____   | K I 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____   | K I 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____   | K I 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____   | K I 2 3 4 5 6 7 8 9 10 11 12 |

**TYPE 2 – COMMUNICATING: BASIC RESPONSIBILITIES OF SCHOOLS**  
**Conduct effective communications from school to home and from home to school about school programs and children's progress**

**At Which Grades?**

- We have formal conferences with every parent at least once a year. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide language translators to assist families as needed. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide clear information about report cards and how grades are earned. K 1 2 3 4 5 6 7 8 9 10 11 12
- Parents pick up report cards. K 1 2 3 4 5 6 7 8 9 10 11 12
- Our school newsletter includes:
  - a calendar of school events K 1 2 3 4 5 6 7 8 9 10 11 12
  - student activity information K 1 2 3 4 5 6 7 8 9 10 11 12
  - curriculum and program information K 1 2 3 4 5 6 7 8 9 10 11 12
  - school volunteer information K 1 2 3 4 5 6 7 8 9 10 11 12
  - school governance information K 1 2 3 4 5 6 7 8 9 10 11 12
  - samples of student writing and artwork K 1 2 3 4 5 6 7 8 9 10 11 12
  - a column to address parents' questions K 1 2 3 4 5 6 7 8 9 10 11 12
  - recognition of students, families, and community members K 1 2 3 4 5 6 7 8 9 10 11 12
  - other \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide clear information about selecting courses, programs, and activities in this school. K 1 2 3 4 5 6 7 8 9 10 11 12
- We send home folders of student work weekly or monthly for parent review and comments. K 1 2 3 4 5 6 7 8 9 10 11 12
- Staff members send home positive messages about students on a regular basis. K 1 2 3 4 5 6 7 8 9 10 11 12
- We notify families about student awards and recognition. K 1 2 3 4 5 6 7 8 9 10 11 12
- We contact the families of students having academic or behavior problems. K 1 2 3 4 5 6 7 8 9 10 11 12
- Teachers have easy access to telephones to communicate with parents during or after school. K 1 2 3 4 5 6 7 8 9 10 11 12
- Parents have the telephone numbers of the school, principal, teachers and counselors. K 1 2 3 4 5 6 7 8 9 10 11 12
- We have a homework hotline for students and families to hear daily assignments and messages. K 1 2 3 4 5 6 7 8 9 10 11 12
- We conduct an annual survey for families to share information and concerns about students' needs and reactions to school programs. K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12



**TYPE 3 – VOLUNTEERING: INVOLVEMENT AT AND FOR THE SCHOOL**  
**Organize volunteers and audiences to support the school and students**

**At Which Grades?**

- We conduct an annual survey to identify interests, talents, and availability of volunteers. K 1 2 3 4 5 6 7 8 9 10 11 12
- We have a parent room or family center for volunteer work, meetings, and resources for families. K 1 2 3 4 5 6 7 8 9 10 11 12
- We encourage families and the community to be involved at school by:
  - assisting in the classroom (e.g., tutoring, grading papers, etc.) K 1 2 3 4 5 6 7 8 9 10 11 12
  - helping on trips or at parties K 1 2 3 4 5 6 7 8 9 10 11 12
  - giving talks (e.g., careers, hobbies, etc.) K 1 2 3 4 5 6 7 8 9 10 11 12
  - checking attendance K 1 2 3 4 5 6 7 8 9 10 11 12
  - monitoring halls, or working in the library, cafeteria, or other areas K 1 2 3 4 5 6 7 8 9 10 11 12
  - leading clubs or activities K 1 2 3 4 5 6 7 8 9 10 11 12
  - other \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide ways for families to be involved at home or in the community if they cannot volunteer at school. K 1 2 3 4 5 6 7 8 9 10 11 12
- We have a program to recognize our volunteers. K 1 2 3 4 5 6 7 8 9 10 11 12
- We schedule plays, concerts, games, and other events at different times of the day or evening so that all parents can attend some activities. K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12

**TYPE 4 – LEARNING AT HOME: INVOLVEMENT IN ACADEMIC ACTIVITIES**  
**Involve families with their children in homework and other curriculum-related activities and decisions**

**At Which Grades?**

- We provide information to families on required skills in all subjects. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide information to families on how to monitor and discuss schoolwork at home. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide information on how to assist students with skills that they need to improve. K 1 2 3 4 5 6 7 8 9 10 11 12
- We have a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member. K 1 2 3 4 5 6 7 8 9 10 11 12
- We ask parents to listen to their child read or to read aloud with their child. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide calendars with daily or weekly activities for families to do at home and in the community. K 1 2 3 4 5 6 7 8 9 10 11 12
- We help families help students set academic goals, select courses and programs, and plan for college or work. K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12

**TYPE 5 – DECISION MAKING: PARTICIPATION AND LEADERSHIP**  
**Include families as participants in school decisions, and develop parent leaders and representatives**

**At Which Grades?**

- We have an active PTA, PTO, or other parent organization. K 1 2 3 4 5 6 7 8 9 10 11 12
- Parents are represented on the school's advisory council, improvement team, or other committees. K 1 2 3 4 5 6 7 8 9 10 11 12
- We have an Action Team for School, Family, and Community Partnerships to develop a program with practices for all six types of involvement. K 1 2 3 4 5 6 7 8 9 10 11 12
- Parents are represented on district-level advisory councils and committees. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide information on school or local elections for school representatives. K 1 2 3 4 5 6 7 8 9 10 11 12
- We develop formal networks to link all families with their parent representatives. K 1 2 3 4 5 6 7 8 9 10 11 12
- We involve parents in selecting school staff. K 1 2 3 4 5 6 7 8 9 10 11 12
- We involve parents in revising school/district curricula. K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12

**TYPE 6 – COLLABORATING WITH THE COMMUNITY**  
**Coordinate resources and services from the community for families, students, and the school, and provide services to the community.**

**At Which Grades?**

- We provide a community resource directory for parents and students with information on community agencies, programs, and services. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide information on community activities that link to learning skills and talents, including summer programs for students. K 1 2 3 4 5 6 7 8 9 10 11 12
- We work with local businesses, industries, and community organizations on programs to enhance student skills. K 1 2 3 4 5 6 7 8 9 10 11 12
- We offer after-school programs for students, with support from community businesses, agencies, or volunteers. K 1 2 3 4 5 6 7 8 9 10 11 12
- We sponsor intergenerational programs with local senior citizen groups. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide "one-stop" shopping for family services through partnerships of school, counseling, health, recreation, job training, and other agencies. K 1 2 3 4 5 6 7 8 9 10 11 12
- We organize service to the community by students, families, and schools. K 1 2 3 4 5 6 7 8 9 10 11 12
- We include alumni in school programs for students. K 1 2 3 4 5 6 7 8 9 10 11 12
- Our school building is open for use by the community after school hours. K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12
- \_\_\_\_\_ K 1 2 3 4 5 6 7 8 9 10 11 12

**HIGH SCHOOL AND FAMILY PARTNERSHIPS:  
QUESTIONNAIRES FOR TEACHERS, PARENTS,  
AND STUDENTS**

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# **HIGH SCHOOL AND FAMILY PARTNERSHIPS: SURVEYS AND SUMMARIES**

- **Section 1 -- Questionnaires for Teachers, Parents, and Students**
- **Section 2 -- How to Summarize Your High School's Survey Data**

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We also thank the hundreds of teachers and parents, and thousands of students who completed the surveys to begin the process of developing stronger school and family partnerships in their own schools.

These surveys and summary forms may be reproduced with permission from the authors by writing to the Dissemination Office, Center on Families, Communities, Schools and Children's Learning, 3505 North Charles Street, Baltimore, MD 21218. Appropriate references must be included on the surveys and on reports of survey results.

Publications based on data from these surveys are available from the authors.

# HIGH SCHOOL AND FAMILY PARTNERSHIPS Teacher Survey

Date: \_\_\_\_\_

Dear Educator:

Our high school is working to learn more about how to develop better school and family partnerships. How should high schools try to involve families in their teen's education? What are the most useful practices?

The questions in this survey were developed by teachers and administrators working with researchers at Johns Hopkins University. The group also designed questions for parents and students to learn about their ideas and needs. Many teachers, families, and students at other schools have completed the surveys as a first step toward improving their schools' practices of partnership.

The results of the surveys of teachers, parents, and students will be tabulated and shared with you. We will use the results to plan school and family partnership projects for the future. You will be able to obtain your own summary of the results.

All information you provide is completely confidential. Responses will be grouped to give this school a "portrait" of present practices and opinions. No one is ever individually identified. Of course, your participation is voluntary and you may leave any question unanswered. To make the results useful for our school, it is very important to have every teacher's ideas and experiences. We are counting on you to help.

Please complete the survey and return it to: \_\_\_\_\_  
You may seal the survey in an envelope if you wish.

Thank you very much for your help.

Sincerely,

\_\_\_\_\_  
\_\_\_\_\_

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NOTE: In all questions in this survey "parent" means the adult in the family who has the most contact with the school about the student.

Feel free to expand your answers in the margins or back page of the survey.

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**Q-1. This question asks for your professional judgment about parent involvement. Please circle one choice for each item that best represents your opinion and experience.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Parent involvement is important for a good high school.	SD	D	A	SA
b. Most parents of high school students do not know how to talk with their teens about schoolwork at home.	SD	D	A	SA
c. High schools should have an active parent organization (e.g., PTA or PTO).	SD	D	A	SA
d. Every family has some strengths that could be tapped to increase their teen's success in high school.	SD	D	A	SA
e. All parents could learn ways to assist their teens on schoolwork at home, if shown how.	SD	D	A	SA
f. Parent involvement can increase teacher effectiveness.	SD	D	A	SA
g. Parents of students at this school want to be involved more than they are now.	SD	D	A	SA
h. High school teachers do not have the time to involve parents in very useful ways.	SD	D	A	SA
i. High school teachers need in-service education to implement effective parent involvement practices.	SD	D	A	SA
j. Parent involvement is important for student success in high school.	SD	D	A	SA
k. This school views parents as important partners.	SD	D	A	SA
l. The community values education for all students.	SD	D	A	SA
m. The community supports this high school.	SD	D	A	SA
n. Involving families is a responsibility of teachers.	SD	D	A	SA
o. It is not necessary for parents of high school students to be involved in their teen's education.	SD	D	A	SA
p. High school students are important members of school and family partnerships.	SD	D	A	SA
q. This high school is known for trying new things to improve the school.	SD	D	A	SA
r. In this school, teachers play a large part in most decisions.	SD	D	A	SA
s. This high school is one of the best for teachers, students, and parents.	SD	D	A	SA

**Q-2. High schools serve diverse populations of families with different needs and skills. The next questions ask for your judgment about specific ways of involving families of your ninth grade students. Circle one choice to tell whether you think each type of involvement is:**

NOT IMPORTANT	=> NOT IMP	(Means this is not part of your program for parents OF NINTH GRADERS at your high school now, and SHOULD NOT BE.)
NEEDS TO BE DEVELOPED	=> DEV	(Means this is not part of your high school now, but SHOULD BE.)
NEEDS TO BE IMPROVED	=> IMPRV	(Means this is part of your high school, but NEEDS TO BE STRENGTHENED.)
A STRONG PROGRAM NOW	=> STRONG	(Means this is a STRONG program for most parents OF NINTH GRADERS at your high school.)

a. Information to parents on parenting skills and adolescent development.	NOT IMP	DEV	IMPRV	STRONG
b. Surveys of parents each year on their ideas about the school.	NOT IMP	DEV	IMPRV	STRONG
c. Communications from the school to the home that all families can understand and use.	NOT IMP	DEV	IMPRV	STRONG
d. Communications about report cards so that parents understand their teen's progress and needs.	NOT IMP	DEV	IMPRV	STRONG
e. Parent-teacher conferences with all families.	NOT IMP	DEV	IMPRV	STRONG
f. Parent and other volunteers at the school.	NOT IMP	DEV	IMPRV	STRONG
g. Information to assist parents to monitor their teen's homework.	NOT IMP	DEV	IMPRV	STRONG
h. Information to assist parents to talk with their teen about classwork, skills, and subjects.	NOT IMP	DEV	IMPRV	STRONG
i. Homework for students that requires them to talk with someone at home about their classwork.	NOT IMP	DEV	IMPRV	STRONG
j. Information to parents on how to help their teen plan for education or employment beyond high school.	NOT IMP	DEV	IMPRV	STRONG
k. Participation by families in PTA/PTO, other committees, and decision-making roles.	NOT IMP	DEV	IMPRV	STRONG
l. Committees involving parents to review the high school curriculum.	NOT IMP	DEV	IMPRV	STRONG
m. Committees involving parents to review school policies.	NOT IMP	DEV	IMPRV	STRONG
n. Business and community partnerships to enrich school programs.	NOT IMP	DEV	IMPRV	STRONG



**Q-3. Teachers choose among many activities to assist their students. Please circle one choice of how important it is for you to conduct each of the following activities with your ninth grade students.**

	NOT IMPORTANT	A LITTLE IMPORTANT	PRETTY IMPORTANT	VERY IMPORTANT
a. Have at least one conference with a parent of each of my students.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
b. Include students in conferences with parents.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
c. Attend evening meetings and performances of my students at school.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
d. Contact parents when their teen has problems or failures.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
e. Inform parents when their teen does something well or improves.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
f. Involve parents as volunteers.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
g. Inform parents of the skills required to pass my class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
h. Inform parents how students earn report card grades in my class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
i. Provide ideas to help parents talk with their teen about what they learn in my class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
j. Provide specific activities that parents can do to help students improve their grades.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
k. Assign homework that requires students to talk with someone at home.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
l. Work with other teachers to develop parent involvement activities and materials.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
m. Work on school policy committees with parents.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
n. Request information from parents about their teen's talents, interests, or needs.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
o. Work with businesses for volunteers, donations, or other resources to improve programs for my students.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP

**Q-4. Teachers contact their students' families in different ways. Please estimate the percent of your ninth grade students' families you contacted or met in these ways this year.**

a. Letter or memo	NA	0%	5%	10%	25%	50%	75%	90%	All
b. Telephone	NA	0%	5%	10%	25%	50%	75%	90%	All
c. Meeting at school	NA	0%	5%	10%	25%	50%	75%	90%	All
d. Scheduled parent-teacher conference	NA	0%	5%	10%	25%	50%	75%	90%	All
e. Home visit	NA	0%	5%	10%	25%	50%	75%	90%	All
f. Meeting in the community	NA	0%	5%	10%	25%	50%	75%	90%	All
g. Report card pick-up	NA	0%	5%	10%	25%	50%	75%	90%	All
h. Performances, sports, or other events	NA	0%	5%	10%	25%	50%	75%	90%	All

**Q-5. This question asks for your professional opinions about activities that you think should be conducted by the parents of the ninth graders you teach. Circle the choice that best describes the importance of these activities for your ninth graders.**

PARENTS' RESPONSIBILITIES	NOT IMPORTANT	A LITTLE IMPORTANT	PRETTY IMPORTANT	VERY IMPORTANT
a. Set up a quiet place and time for studying at home.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
b. Know what their teen is expected to learn each year.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
c. Check regularly that homework is done.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
d. Talk with their teen at home about what they are learning in class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
e. Encourage teen to participate in class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
f. Ask teachers for specific ideas on how to talk with their teen about homework.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
g. Talk to teachers about problems their teen is facing at home.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
h. Attend assemblies and other special events at the school.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
i. Talk to their teen about the importance of school.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
j. Monitor their teen's progress and needs in each subject.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
k. Help their teen balance homework, home chores, and outside activities.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
l. Volunteer to help the school.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
m. Join a parent organization or school committee.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
n. Encourage their teen to participate in community activities.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
o. Help their teen plan for future work or schooling.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP

**Q-6. Estimate the percent of your ninth graders' families who did the following this year.**

a. Supervise their teen's behavior	0%	5%	10%	25%	50%	75%	90%	100%
b. Attend parent-teacher conferences with you	0%	5%	10%	25%	50%	75%	90%	100%
c. Attend sports or music events or other assemblies	0%	5%	10%	25%	50%	75%	90%	100%
d. Talk to their teen regularly about classwork in your subject	0%	5%	10%	25%	50%	75%	90%	100%
e. Joined the PTA/PTO/PTSA and attend meetings regularly	0%	5%	10%	25%	50%	75%	90%	100%
f. Know and use services in the community to assist their families	0%	5%	10%	25%	50%	75%	90%	100%

**Q-7. The next question asks how you perceive others' support of parent involvement in your school. Please circle one choice for each.**

How much support does each give now to parent involvement?	STRONG SUPPORT	SOME SUPPORT	WEAK SUPPORT	NO SUPPORT
a. You, personally	STRONG	SOME	WEAK	NO
b. Other teachers in my department	STRONG	SOME	WEAK	NO
c. Other teachers in the school	STRONG	SOME	WEAK	NO
d. The principal	STRONG	SOME	WEAK	NO
e. Other administrators	STRONG	SOME	WEAK	NO
f. Counselors	STRONG	SOME	WEAK	NO
g. Parents	STRONG	SOME	WEAK	NO
h. The community	STRONG	SOME	WEAK	NO
i. School board members	STRONG	SOME	WEAK	NO
j. Superintendent	STRONG	SOME	WEAK	NO

**Q-8. How would you describe this high school's community on these issues? Circle one on each line.**

a. Unemployment	major problem	minor problem	not a problem
b. Crime	major problem	minor problem	not a problem
c. Drug use	major problem	minor problem	not a problem
d. Teen gangs	major problem	minor problem	not a problem
e. Homelessness	major problem	minor problem	not a problem
f. Teen parenthood	major problem	minor problem	not a problem
g. Mobility of families	major problem	minor problem	not a problem

The last questions ask for general information about you, your students, and the subjects you teach. This will help identify how new practices can be developed to meet the diverse needs of schools, teachers, students, and families.

**Q-9. YOUR STUDENTS AND TEACHING**

A. Position:  teacher  counselor  administrator  other \_\_\_\_\_

B. What grade(s) do you teach this year? (Circle all that apply.) 9 10 11 12 other

C. Number of **ninth grade students** you teach each day, on average: \_\_\_\_\_ Ninth graders

D. **Total number of students** in all grades that you teach each day: \_\_\_\_\_ Total students

E. Check the subject(s) you teach to **ninth graders**. (Please check all that apply.)

- |                                      |  |   |
|--------------------------------------|--|---|
| <input type="checkbox"/> (a) English | <input type="checkbox"/> (e) Health                  | <input type="checkbox"/> (i) Geography              |
| <input type="checkbox"/> (b) Math    | <input type="checkbox"/> (f) Art or Music            | <input type="checkbox"/> (j) Foreign Language       |
| <input type="checkbox"/> (c) Science | <input type="checkbox"/> (g) Vocational or Technical | <input type="checkbox"/> (k) Physical Education     |
| <input type="checkbox"/> (d) History | <input type="checkbox"/> (h) Business                | <input type="checkbox"/> (l) Other (describe) _____ |

F. (a) Do you work with other teachers on a formal, interdisciplinary team?  No  Yes

(b) If YES, do you have a common planning time with all of the teachers on your team?  No  Yes

G. On average, how many minutes of homework do you assign on most school days?

none 5-10 25-30 35-45 50-60 over 1 hour

H. Do you typically assign homework on weekends?

yes \_\_\_\_\_ no \_\_\_\_\_

I. Do you supervise any extra-curricular activities?

No

Yes (which ones) \_\_\_\_\_

J. About how many hours each week, on average, do you spend contacting parents:

- (1) None
- (2) Less than one hour
- (3) One hour
- (4) Two hours
- (5) Three hours or more

K. About what percent of your ninth graders are:

- % (a) African American
  - % (b) Asian American
  - % (c) Hispanic American
  - % (d) White
  - % (e) Other \_\_\_\_\_
- 100%

L. **About** how many of your ninth graders are in (circle the estimate that comes closest):

- |                                  |    |     |     |        |        |         |
|----------------------------------|----|-----|-----|--------|--------|---------|
| a. Special education             | 0% | 10% | 20% | 30-50% | 60-80% | 90-100% |
| b. Bilingual/ ESL                | 0% | 10% | 20% | 30-50% | 60-80% | 90-100% |
| c. Honors, AP, or Gifted Classes | 0% | 10% | 20% | 30-50% | 60-80% | 90-100% |
| d. At-risk of failing 9th grade  | 0% | 10% | 20% | 30-50% | 60-80% | 90-100% |
| e. Free or reduced lunch         | 0% | 10% | 20% | 30-50% | 60-80% | 90-100% |

- M. About what percent of your ninth graders are:
- \_\_\_\_ % (a) **Above average** in achievement
- \_\_\_\_ % (b) **Average** in achievement
- \_\_\_\_ % (c) **Below average** in achievement
- 100%

- N. About what percent of your ninth graders:
- \_\_\_\_ % (a) Promptly deliver memos or notices home from the school
- \_\_\_\_ % (b) Complete all of their homework on time

### Q-10. YOUR EXPERIENCE AND BACKGROUND

A. What is your experience?

- \_\_\_\_ (a) Years in teaching or administration
- \_\_\_\_ (b) Years at **this high school**

B. What is your gender?

- \_\_\_ (a) Male
- \_\_\_ (b) Female

C. What is your highest education?

- \_\_\_ (a) Bachelor's
- \_\_\_ (b) Bachelor's + credits
- \_\_\_ (c) Master's
- \_\_\_ (d) Master's + credits
- \_\_\_ (e) Doctorate
- \_\_\_ (f) Other (describe) \_\_\_\_\_

D. How do you describe yourself?

- \_\_\_ (a) African American
- \_\_\_ (b) Asian American
- \_\_\_ (c) Hispanic American
- \_\_\_ (d) White
- \_\_\_ (e) Other (describe) \_\_\_\_\_

We would value your ideas on the following questions, if you can take a few more minutes to help.

a. What is the most successful practice to involve parents of ninth graders that you have used or that you have heard about?

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b. In what ways could better partnerships with families help you as a teacher?

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c. In what ways could better partnerships with the community help you as a teacher?

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d. To strengthen home-school partnerships, what do you need to know about your students' families that you do not know now?

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e. What obstacles do you see in building stronger links between families and schools at your school?

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f. Do you have any other ideas or suggestions that you would like to add? (Feel free to add other pages with your comments.)

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PLEASE RETURN THE SURVEY TO: \_\_\_\_\_  
 You may seal it in an envelope if you wish.  
 THANK YOU VERY MUCH FOR YOUR HELP!

**HIGH SCHOOL AND FAMILY PARTNERSHIPS**  
**Parent Survey**

Date: \_\_\_\_\_

Dear Parent or Guardian:

Our high school is working to learn more about how schools and families work together to help each other and to assist all students through the high school years. **We would like your ideas about this.**

As you complete the survey, think about your experiences with the school and **your NINTH GRADE student**. Your responses will help us plan projects for the next few years. To do the best job, **we need ideas from EVERY FAMILY.**

We also are gathering ideas from teachers and ninth grade students. Your ninth grader addressed this envelope to you so that you could take part in the work that is planned. Everyone is important in our partnership -- students, families, and schools.

**We are counting on you** to give your ideas so that our plans and projects will be useful to all families.

Please return this survey tomorrow or as soon as possible by mailing it back in the envelope provided. Your responses are completely confidential. They will be grouped together with those of many other families. No individual will ever be identified. Of course, you may skip any question, but we hope that you will answer them all. We will share the results with you in a summary report.

**Thank you very much for your help!**

Sincerely,

\_\_\_\_\_  
\_\_\_\_\_

---

**NOTE:**

This survey should be answered by the **PARENT** or **GUARDIAN** who has the **most contact with the high school about your teen.**

A. Who is filling in the survey? Please **CHECK** (✓) if you are...

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> (a) mother      | <input type="checkbox"/> (e) father      | <input type="checkbox"/> (i) guardian         |
| <input type="checkbox"/> (b) aunt        | <input type="checkbox"/> (f) uncle       | <input type="checkbox"/> (j) other relative   |
| <input type="checkbox"/> (c) stepmother  | <input type="checkbox"/> (g) stepfather  | <input type="checkbox"/> (k) other (describe) |
| <input type="checkbox"/> (d) grandmother | <input type="checkbox"/> (h) grandfather | _____   |

**Q-1.** We would like to know how you feel about this high school right now. Your ideas will help us plan for the future. Please circle **one choice** for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. This is a very good high school.	SA	A	D	SD
b. The teachers here care about my teenager.	SA	A	D	SD
c. I need more information from the school to talk with my teen about schoolwork.	SA	A	D	SD
d. I feel welcome at this high school.	SA	A	D	SD
e. My teen should get more homework.	SA	A	D	SD
f. My teen is learning as much as he/she can this year.	SA	A	D	SD
g. This school works hard to get parents involved.	SA	A	D	SD
h. My teen got off to a good start as a ninth grader in this school.	SA	A	D	SD
i. Parents do not need to be involved much in their ninth grader's education.	SA	A	D	SD
j. I only hear from the high school when there are problems.	SA	A	D	SD
k. I often talk with other parents about our teenagers and the high school.	SA	A	D	SD
l. My teen talks about school at home.	SA	A	D	SD
m. This school and I have different goals for my teen.	SA	A	D	SD
n. This school gave me good information about its programs when my child was in the <u>eighth</u> grade.	SA	A	D	SD
o. I want to be more involved than I am now in my teen's education.	SA	A	D	SD
p. This school wants to learn what I know about my teen.	SA	A	D	SD
q. This high school is a good place for students and for parents.	SA	A	D	SD
r. I almost always know where my teen is, day or night.	SA	A	D	SD
s. Most days I do not have enough time to talk with my ninth grader about school.	SA	A	D	SD
t. This is a safe community for my children.	SA	A	D	SD
u. The community has many good activities for teens.	SA	A	D	SD
v. The community supports this high school.	SA	A	D	SD

**Q-2. Parents get involved in different ways with their high school students at home. About how often have you done the following with your ninth grader this year?**

	Never	1-2 times	Monthly	Weekly	Every Day
a. Talk to my ninth grader about school.	Never	1-2 Times	Monthly	Weekly	Every Day
b. Listen to my teen read something that he/she wrote.	Never	1-2 Times	Monthly	Weekly	Every Day
c. Talk about a homework assignment.	Never	1-2 Times	Monthly	Weekly	Every Day
d. Help my teen with homework.	Never	1-2 Times	Monthly	Weekly	Every Day
e. Discuss grades on tests and schoolwork.	Never	1-2 Times	Monthly	Weekly	Every Day
f. Check that my teen goes to school.	Never	1-2 Times	Monthly	Weekly	Every Day
g. Talk about a TV show with my teen.	Never	1-2 Times	Monthly	Weekly	Every Day
h. Help my teen solve a personal problem.	Never	1-2 Times	Monthly	Weekly	Every Day
i. Help my teen plan time for homework, chores, and other responsibilities.	Never	1-2 Times	Monthly	Weekly	Every Day
j. Talk with my teen about next year's courses.	Never	1-2 Times	Monthly	Weekly	Every Day
k. Talk with my teen about future plans for college or work.	Never	1-2 Times	Monthly	Weekly	Every Day
l. Tell my teen how important school is.	Never	1-2 Times	Monthly	Weekly	Every Day
m. Attend a community event with my teen.	Never	1-2 Times	Monthly	Weekly	Every Day

**Q-3. Parents participate at high schools in different ways. How often have you done the following at your teen's high school this year?**

This year how often did you . . .	Never	1-2 times	A few times	Many times
a. Go to a high school PTA/PTO meeting	Never	1-2 times	A few times	Many times
b. Help with fund raising for the high school	Never	1-2 times	A few times	Many times
c. Attend open house or back-to-school night	Never	1-2 times	A few times	Many times
d. Attend a parent-teacher conference	Never	1-2 times	A few times	Many times
e. Work as a volunteer at the high school	Never	1-2 times	A few times	Many times
f. Attend a committee meeting at this school	Never	1-2 times	A few times	Many times
g. Give the school information about special circumstances at home	Never	1-2 times	A few times	Many times
h. Thank someone at school for something he/she did for my teen	Never	1-2 times	A few times	Many times
i. Attend a high school sports event, play, concert, or other student performance	Never	1-2 times	A few times	Many times



**Q-4. High schools have different ways to involve families. Circle one choice on each line to tell how you think your high school does the following:**

	<b>Not Important To Me</b>	<b>School Should Start</b>	<b>School Could Do Better</b>	<b>School Does Very Well Now</b>
a. Help me understand teen problems and development.	Not Imp	Should Start	Could Do Better	Does Well
b. Help me help my teen become independent and self confident.	Not Imp	Should Start	Could Do Better	Does Well
c. Give me information on how my teen may qualify for scholarships or loans for college.	Not Imp	Should Start	Could Do Better	Does Well
d. Provide me with information about school programs my teen can choose (college prep, vocational, etc.).	Not Imp	Should Start	Could Do Better	Does Well
e. Give me information about how report card grades are earned.	Not Imp	Should Start	Could Do Better	Does Well
f. Include my teen in a parent-teacher-student conference each year.	Not Imp	Should Start	Could Do Better	Does Well
g. Contact me if my teen is having problems.	Not Imp	Should Start	Could Do Better	Does Well
h. Contact me if my teen does something well or improves.	Not Imp	Should Start	Could Do Better	Does Well
i. Give information on courses required for graduation from high school.	Not Imp	Should Start	Could Do Better	Does Well
j. Provide information on how to help my teen plan for college or for work.	Not Imp	Should Start	Could Do Better	Does Well
k. Ask me to volunteer at the school.	Not Imp	Should Start	Could Do Better	Does Well
l. Provide ideas on how I could keep track of my teen's homework.	Not Imp	Should Start	Could Do Better	Does Well
m. Provide ideas on how to help my teen at home on skills in specific subjects.	Not Imp	Should Start	Could Do Better	Does Well
n. Give information on what my teen is required to learn to pass each subject.	Not Imp	Should Start	Could Do Better	Does Well
o. Assign homework that requires my teen to share ideas and talk with me.	Not Imp	Should Start	Could Do Better	Does Well
p. Invite me to PTA/PTO meetings.	Not Imp	Should Start	Could Do Better	Does Well
q. Include parents on school committees such as budgets, curriculum, and school improvement.	Not Imp	Should Start	Could Do Better	Does Well
r. Provide information about community services to assist my teen and family.	Not Imp	Should Start	Could Do Better	Does Well

**Q-5.** Since the start of school last September, how often has the **SCHOOL** contacted **YOU** about the following? Circle one choice on each line.

This year the high school contacted me about . . .	Never	1 time	2-3 times	4 or more times
a. My teen's grades	0	1	2-3	4 or more
b. The courses my teen can choose next year	0	1	2-3	4 or more
c. How I could help with fund raising	0	1	2-3	4 or more
d. How I could volunteer at the school	0	1	2-3	4 or more
e. Asking me to come to a sports event, show, concert, or other event	0	1	2-3	4 or more
f. Asking me for information about my teen	0	1	2-3	4 or more
g. The school's homework policies	0	1	2-3	4 or more

**Q-6. HOW OFTEN** did your ninth grader's teacher contact **YOU** in these ways?

	HOW OFTEN?			
	Never	1 time	2-3 times	4 or more times
a. Memos or notices	0	1	2-3	4 or more
b. Phone calls	0	1	2-3	4 or more
c. Open house or back-to-school nights	0	1	2-3	4 or more
d. Informal meetings with teachers	0	1	2-3	4 or more
e. Formal parent-teacher conferences				
with <u>one</u> teacher	0	1	2-3	4 or more
f.    with <u>all</u> of my teen's teachers	0	1	2-3	4 or more
g. Meetings in the community (not at school)	0	1	2-3	4 or more
h. Report card pick-ups by parent	0	1	2-3	4 or more
i. Visits at home by teachers or school staff	0	1	2-3	4 or more

**Q-7.** Schools give information in different ways. CHECK (✓) the ways that **YOU**, personally, received information from the high school this year.

- \_\_\_ (a) School newspaper (edited and written by students)
- \_\_\_ (b) Newsletters for parents (from the principal)
- \_\_\_ (c) Calendar of events, holidays, tests
- \_\_\_ (d) Advance notice of special deadlines (e.g., for fees, trips, tests)
- \_\_\_ (e) Interim reports about your teen's grades
- \_\_\_ (f) Handbook on high school rules and programs
- \_\_\_ (g) Directory of addresses and phone numbers of families in the school

**Q-8.** Now that your child is a teenager, what topics would you like more information about?  
**CHECK (√)** all that you are interested in.

- |  |  |
|--|--|
| <input type="checkbox"/> (a) How teenagers grow and develop                                | <input type="checkbox"/> (l) Preventing failure and dropping out                                       |
| <input type="checkbox"/> (b) Peer pressure in adolescence                                  | <input type="checkbox"/> (m) How to deal with stress   |
| <input type="checkbox"/> (c) How to discipline teenagers                                   | <input type="checkbox"/> (n) Adult education (such as GED) for parents                                 |
| <input type="checkbox"/> (d) How to talk about teen health and sexual behavior             | <input type="checkbox"/> (o) Job training for parents  |
| <input type="checkbox"/> (e) Preventing drug and alcohol use                               | <input type="checkbox"/> (p) Learning more about using computers                                       |
| <input type="checkbox"/> (f) Preventing teen suicide, runaways, and other serious problems | <input type="checkbox"/> (q) Raising a teen as a single parent   |
| <input type="checkbox"/> (g) Helping teens study for tests                                 | <input type="checkbox"/> (r) Workshops that parents and students attend together on topics they choose |
| <input type="checkbox"/> (h) Improving report card grades                                  | <input type="checkbox"/> (s) Other topics you want (write in)  |
| <input type="checkbox"/> (i) Doing better on homework                                      | _____  |
| <input type="checkbox"/> (j) How to help my teen develop his/her talents                   |  |
| <input type="checkbox"/> (k) Planning for the future -- college or work                    |  |

**Q-9.** When can you attend conferences, workshops, meetings, or other events at school? (**CHECK (√)** all that apply.)

- (a) Early morning
- (b) Mid morning
- (c) Lunch time
- (d) Afternoon
- (e) Early evening
- (f) After dinner
- (g) Weekends
- (h) Cannot attend ever

**Q-10.** Do you need transportation or child care in order to attend meetings or conferences at the high school? (**CHECK (√)** all that apply.)

- (a) No special needs
- (b) Transportation to and from school
- (c) Child care for young children at the school
- (d) Other needs (describe) \_\_\_\_\_

**Q-11.** All communities have information that would help families. Which services in your community would you like to know more about? (CHECK (✓) the information you want.)

- |   |   |
|---|---|
| <input type="checkbox"/> (a) Health care for teens and for families | <input type="checkbox"/> (k) After-school sports activities                             |
| <input type="checkbox"/> (b) Social services                        | <input type="checkbox"/> (l) Other after-school clubs or lessons to develop talents     |
| <input type="checkbox"/> (c) Job training for teens                 | <input type="checkbox"/> (m) Community service that teens do                            |
| <input type="checkbox"/> (d) Family counseling                      | <input type="checkbox"/> (n) Part-time jobs for teens                                   |
| <input type="checkbox"/> (e) English language skills                |   |
| <input type="checkbox"/> (f) Job training for parents/adults        | <input type="checkbox"/> (o) Summer jobs for teens                                      |
| <input type="checkbox"/> (g) Adult education                        | <input type="checkbox"/> (p) Summer programs for teens                                  |
| <input type="checkbox"/> (h) Parenting classes                      | <input type="checkbox"/> (q) Information on museums, shows, and events in the community |
| <input type="checkbox"/> (i) Child care                             | <input type="checkbox"/> (r) Other (describe the community information you need)        |
| <input type="checkbox"/> (j) After-school tutoring                  | _____   |

The last few questions will help us plan new programs to better serve your family and families like yours at this high school.

**Q-12. ABOUT YOUR TEEN**

- A. Is your ninth grader a boy or girl?                       boy                       girl
- B. How old is your ninth grader? Date of birth:    month                       day                       year
- C. About how much time does your teen spend on homework on an average night?
- My ninth grader usually does:
- |   |   |
|---|---|
| <input type="checkbox"/> (1) No homework                | <input type="checkbox"/> (1) College prep           |
| <input type="checkbox"/> (2) Less than one hour a night | <input type="checkbox"/> (2) Vocational or business |
| <input type="checkbox"/> (3) One hour                   | <input type="checkbox"/> (3) General                |
| <input type="checkbox"/> (4) Two hours                  | <input type="checkbox"/> (4) Other _____            |
| <input type="checkbox"/> (5) Three hours                | <input type="checkbox"/> (5) Don't know or not sure |
| <input type="checkbox"/> (6) Four or more hours a night |   |
- E. How is your teen doing in school this year?
- |   |  |
|---|--|
| <input type="checkbox"/> (1) mostly As -- Excellent student | F. How satisfied are you with your teen's progress in high school this year? |
| <input type="checkbox"/> (2) mostly Bs -- Good student      | <input type="checkbox"/> (1) Very satisfied -- great year at school          |
| <input type="checkbox"/> (3) mostly Cs -- Average student   | <input type="checkbox"/> (2) Mostly satisfied -- good year                   |
| <input type="checkbox"/> (4) mostly Ds -- Fair student      | <input type="checkbox"/> (3) Pretty satisfied -- OK year                     |
| <input type="checkbox"/> (5) mostly Fs -- Poor student      | <input type="checkbox"/> (4) Mostly dissatisfied -- disappointing year       |
|   | <input type="checkbox"/> (5) Very dissatisfied -- bad year at school         |

G. How much does your ninth grader like school this year?

- \_\_\_ (1) Likes it a lot
- \_\_\_ (2) Likes it some
- \_\_\_ (3) Likes it a little
- \_\_\_ (4) Does not like it much
- \_\_\_ (5) Does not like it at all

H. How do you and your teen make most decisions?

- \_\_\_ (1) As a parent I decide most rules for my teen.
- \_\_\_ (2) We decide most rules together.
- \_\_\_ (3) I leave most rules up to my teen to decide alone.

I. How much time could you spend working with your teen on homework on an average night?

Minutes I could spend: none 5-10 15-20 25-30 35-45 50-60 over 1 hour

J. Do you have time on the weekends to talk with your teen about schoolwork?

yes \_\_\_ no \_\_\_

K. How would you describe your ninth grader? (Check (√) one on each line.)

My ninth grader . . .	NOT like my teen	A LITTLE like my teen	JUST LIKE my teen
a. Promptly delivers notices home from school.	___	___	___
b. Usually needs someone to tell him/her what to do.	___	___	___
c. Likes to make her/his own decisions.	___	___	___
d. Has many original ideas.	___	___	___
e. Does not like to be different from his/her friends.	___	___	___
f. Cannot get started on things without getting ideas from someone else.	___	___	___
g. Will find it hard to face the "real world" later on.	___	___	___
h. Makes good decisions without a parent's help.	___	___	___
i. Can be trusted on most things.	___	___	___
j. Acts more like a child than an adult.	___	___	___
k. Gives many suggestions and ideas at home.	___	___	___

L. Right now, how far do you think your ninth grader will go in school? My teen probably will:

- \_\_\_ (1) Not graduate from high school
- \_\_\_ (2) Graduate from high school
- \_\_\_ (3) Get some college, other training, or enter the military
- \_\_\_ (4) Complete 2-year college degree
- \_\_\_ (5) Complete 4-year college degree
- \_\_\_ (6) Go past college for an advanced degree

**Q-13. ABOUT YOUR FAMILY**

- a. How many adults live at home? \_\_\_ (include yourself)
- b. How many children live at home? \_\_\_ (include your ninth grader)

c. What is your education?

- (1) Did not complete high school
- (2) High school diploma
- (3) Other training or education
- (4) Some college
- (5) College degree
- (6) Advanced degree

d. How did you like high school when you were a teen? (Check one.)

- (1) **Did not go** to high school
- (2) Liked it a lot
- (3) Liked it some
- (4) Liked it a little
- (5) Did not like it much
- (6) Did not like it at all

e. Are you employed now?

- (1) Employed full-time
- (2) Employed part-time
- (3) Not employed now

f. How do you describe yourself?

- (1) African American
- (2) Asian American
- (3) Hispanic American
- (4) White
- (5) Other \_\_\_\_\_

---

To conclude, we would very much like your opinions on a few questions.

a. What are your two greatest concerns as a parent of a teenager?

1. \_\_\_\_\_
2. \_\_\_\_\_

b. What school activity to involve parents has helped you most, and why?

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c. Looking back on **THIS YEAR**, what could the school have done to help you and your ninth grader?

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d. Looking ahead to **NEXT YEAR**, what is the best thing this high school could do to help you become more involved in your tenth grader's education?

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e. What is one thing your family could do to help this school next year?

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f. Any other ideas or suggestions you would like to add?

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PLEASE MAIL THIS BOOKLET BACK TODAY IN THE ENVELOPE PROVIDED.

THANK YOU VERY MUCH FOR YOUR HELP!

## HIGH SCHOOL AND FAMILY PARTNERSHIPS Student Survey

Date: \_\_\_\_\_

Dear Student:

Our high school is working to learn more about how to help students, families, and teachers work together. We would like your ideas about this. The questions in this survey will help us plan projects for the next few years. To do the best job, we need ideas from **EVERY ninth grade student**.

**Your answers are completely confidential.** They will be grouped with those of other students to give a summary report for our school.

**We will share the results with you.** Students will play an important part in helping to develop better school-student-family partnerships at this high school.

Of course, there are **NO right or wrong answers** to the questions in this survey. We hope you will answer every question, but you are free to skip any that you do not wish to answer. Your ideas are very important, so please do this on your own. **We want to know what YOU really think.**

**We are counting on you** to give your ideas so that our work will be useful to all students and all families.

**Thank you very much for your help!**

Sincerely,

\_\_\_\_\_  
\_\_\_\_\_

-----  
NOTE: In this survey the word "parent" means the adult at home who has the most contact with you about school. Please answer the questions with this adult in mind.  
-----

**Q-1.** The first question asks for your opinions about your school, and about how families and high schools work together right now. Please **CIRCLE one choice** for each item to tell how you feel about the following.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. This is a very good high school.	SA	A	D	SD
b. Parents feel welcome at this school.	SA	A	D	SD
c. This school teaches me the things that my family wants me to learn.	SA	A	D	SD
d. The teachers here care about me.	SA	A	D	SD
e. This school only calls home if there are problems.	SA	A	D	SD
f. This school should assign more homework to me.	SA	A	D	SD
g. I am learning as much as I can this year.	SA	A	D	SD
h. Parents do not need to be involved in high school students' education.	SA	A	D	SD
i. My parent keeps close watch on how I am doing in school.	SA	A	D	SD
j. The teachers here challenge me to do my best work.	SA	A	D	SD
k. On most days, I <u>do not</u> have enough time to talk with my parent about school or homework.	SA	A	D	SD
l. This school is a good place for students, teachers, and parents.	SA	A	D	SD
m. My parent almost always knows where I am, day or night.	SA	A	D	SD
n. I trust this school to do the best for me.	SA	A	D	SD
o. I know at least one adult in this school who I could go to for help on almost anything.	SA	A	D	SD
p. Students should be included in all parent-teacher conferences.	SA	A	D	SD
q. I like homework that asks me to interview or talk with someone at home.	SA	A	D	SD
r. My teachers <u>do not</u> want me to talk about school at home.	SA	A	D	SD
s. Most of my teachers know my parent.	SA	A	D	SD
t. The community supports this high school.	SA	A	D	SD
u. The community has many good activities for teens.	SA	A	D	SD
v. Students have a lot of say in decisions at this school.	SA	A	D	SD
w. I want my parent to be more involved in my education.	SA	A	D	SD



**Q-2.** The next few items ask you to think back to when you were in eighth grade. **CIRCLE** whether these are TRUE or FALSE for you.

- |   |      |       |                        |
|---|------|-------|------------------------|
| a. I visited this high school <u>and</u> went to some classes when I was in eighth grade. | TRUE | FALSE | Did not live here then |
| b. My family visited this school to learn about it when I was in eighth grade.            | TRUE | FALSE | Did not live here then |
| c. My family helped me get used to high school when I entered ninth grade.                | TRUE | FALSE |                        |
| d. I got off to a good start in this school.  | TRUE | FALSE |                        |

... and these items ask you to look ahead ...

- |  |      |       |
|--|------|-------|
| e. I have talked with my family about the courses I want to take in tenth grade.           | TRUE | FALSE |
| f. I have talked with my family about what I want to do after I graduate from high school. | TRUE | FALSE |

**Q-3.** Some families get involved at school or at home on some things more than others. **CIRCLE** one choice on each line that comes closest to how often these happened for you this year.

How often does a parent . . .	How often this school year?				
	never	once	a few times	weekly	daily
a. Ask me about school.	never	once	a few times	weekly	daily
b. Ask if I did my homework.	never	once	a few times	weekly	daily
c. Help me with my homework.	never	once	a few times	weekly	daily
d. Give me praise and encouragement about school.	never	once	a few times	weekly	daily
e. Ask me about my grades.	never	once	a few times	weekly	daily
f. Talk about a TV show with me.	never	once	a few times	weekly	daily
g. Take a trip or go to a special event with me.	never	once	a few times	weekly	daily
h. Help me plan my time for homework, chores, and other responsibilities.	never	once	a few times	weekly	daily
i. Talk with my teachers on the phone.	never	once	a few times	weekly	daily
j. Pick up my report card at school.	never	once	a few times	weekly	daily
k. Have a parent-teacher conference with <u>one</u> of my teachers.	never	once	a few times	weekly	daily
l. Talk with <u>all</u> of my teachers.	never	once	a few times	weekly	daily
m. Talk with my counselor about my future.	never	once	a few times	weekly	daily
n. Attend activities that I am in at school (sports, music, drama, etc.).	never	once	a few times	weekly	daily
o. Go to a meeting for parents at the school.	never	once	a few times	weekly	daily
p. Come to my school as a volunteer.	never	once	a few times	weekly	daily
q. Talk with the parents of my friends or classmates.	never	once	a few times	weekly	daily
r. Tell me how important school is for my future.	never	once	a few times	weekly	daily

**Q-4. High schools involve families in different ways. CIRCLE one choice on each line to tell how YOU THINK your high school does the following:**

	<b>Not Important At This School</b>	<b>School Should Start</b>	<b>School Could Do Better</b>	<b>Does Very Well Now</b>
a. Help my parent understand teenagers better.	NOT IMP	START	DO BETTER	DOES WELL
b. Tell my parent about courses I can choose each year.	NOT IMP	START	DO BETTER	DOES WELL
c. Have a homework center to help students with their schoolwork.	NOT IMP	START	DO BETTER	DOES WELL
d. Include me in a parent-teacher-student conference.	NOT IMP	START	DO BETTER	DOES WELL
e. Tell my parent what I need to know to pass each course.	NOT IMP	START	DO BETTER	DOES WELL
f. Tell my parent the requirements for me to graduate from high school.	NOT IMP	START	DO BETTER	DOES WELL
g. Have a student newspaper that families can read to learn what is happening at the school.	NOT IMP	START	DO BETTER	DOES WELL
h. Tell my parent how report card grades are earned.	NOT IMP	START	DO BETTER	DOES WELL
i. Tell my parent when I am having problems.	NOT IMP	START	DO BETTER	DOES WELL
j. Tell my parent when I do well or improve.	NOT IMP	START	DO BETTER	DOES WELL
k. Give my parent information on homework policies.	NOT IMP	START	DO BETTER	DOES WELL
l. Inform my parent about how to help me plan for college or work.	NOT IMP	START	DO BETTER	DOES WELL
m. Invite my parent to become a volunteer.	NOT IMP	START	DO BETTER	DOES WELL
n. Invite my parent to school programs or events.	NOT IMP	START	DO BETTER	DOES WELL
o. Give my parent ideas about how to help me with homework.	NOT IMP	START	DO BETTER	DOES WELL
p. Assign homework that asks me to talk to someone at home about my classwork.	NOT IMP	START	DO BETTER	DOES WELL
q. Include <u>parents</u> on committees to make decisions about the school.	NOT IMP	START	DO BETTER	DOES WELL
r. Include <u>students</u> on committees to make decisions about the school.	NOT IMP	START	DO BETTER	DOES WELL
s. Ask people from the community to come to my class to talk about their work or interests.	NOT IMP	START	DO BETTER	DOES WELL

**Q-5.** Different teachers involve families in different ways. Think of each of your major subjects (math, English, science, and social studies). How would you feel about the following types of activities? **CIRCLE** whether these would be OK or NOT OK with you.

Would it be OK if a teacher asked <u>you</u> to do these things?	OK with me	NOT OK with me
a. Have my parent listen to me read something I wrote.	OK	NOT OK
b. Ask my parent to give me some ideas for a story or project.	OK	NOT OK
c. Have my parent tell me about when he/she was a teenager.	OK	NOT OK
d. Ask my parent to help me study or practice for a test.	OK	NOT OK
e. Show my parent something I learned or did well.	OK	NOT OK
f. Talk with my parent about current events.	OK	NOT OK
g. Talk with my parent about a TV show.	OK	NOT OK
h. Interview my parent for some information or opinions.	OK	NOT OK
i. Invite my parent to visit my classes.	OK	NOT OK
j. Invite my parent to come with my class on a trip.	OK	NOT OK
k. Work with my parent to improve or keep up my grades.	OK	NOT OK
l. Bring home notes, notices, or a newsletter from school.	OK	NOT OK

**Q-6.** Teens have different ways of doing things. How much are you like this?  
(CHECK (✓) one on each line.)

Does this sound like you or not?	NOT like me	A LITTLE like me	JUST LIKE me
a. Promptly delivers notices home from school.	_____	_____	_____
b. Usually needs someone to tell him/her what to do.	_____	_____	_____
c. Likes to make her/his own decisions.	_____	_____	_____
d. Cannot say "no" when friends call to do something.	_____	_____	_____
e. Has many original ideas.	_____	_____	_____
f. Feels lost keeping busy on her/his own.	_____	_____	_____
g. Does not like to be different from his/her friends.	_____	_____	_____
h. Cannot get started on things without getting ideas from someone else.	_____	_____	_____
i. Will find it hard to face the "real world" later on.	_____	_____	_____
j. Makes good decisions without a parent's help.	_____	_____	_____
k. Gives many suggestions and ideas in class.	_____	_____	_____
l. Gives many suggestions and ideas at home.	_____	_____	_____

**Q-7. Families make rules and decisions in different ways. How are these decided for you? Does a parent decide, do you decide together, or is it up to you? (CHECK (✓) one on each line.)**

	Parent decides	We decide together	I decide
a. Time to be home at night on weekends	_____	_____	_____
b. Time to be home on school nights	_____	_____	_____
c. Time you can watch TV	_____	_____	_____
d. Time spent on homework	_____	_____	_____
e. Friends you can go out with	_____	_____	_____
f. Use of telephone	_____	_____	_____
g. Clothes you may wear	_____	_____	_____
h. How you wear your hair	_____	_____	_____
i. Going to church or temple	_____	_____	_____
j. Doing chores or jobs around the house	_____	_____	_____
k. If you can smoke	_____	_____	_____
l. Age you may start to date	_____	_____	_____
m. Age you can go steady with one person	_____	_____	_____
n. If you can drink wine or beer	_____	_____	_____
o. If you can use drugs	_____	_____	_____
p. When you will learn to drive	_____	_____	_____
q. If you can go to college	_____	_____	_____
r. Courses you take in high school	_____	_____	_____
s. How you spend your money	_____	_____	_____

**The last few questions will help us plan new programs to better serve you, other students like you, and families like your own.**

**Q-8. ABOUT SCHOOL**

**A. About how much homework do you do on an average night?**

- \_\_\_\_\_ (1) None -- no homework is ever assigned
- \_\_\_\_\_ (2) None -- it is assigned but I never do it
- \_\_\_\_\_ (3) Less than one hour on average night
- \_\_\_\_\_ (4) One hour
- \_\_\_\_\_ (5) Two hours
- \_\_\_\_\_ (6) Three hours
- \_\_\_\_\_ (7) Four or more hours on average night

**B. Which program are you in at school?**

- \_\_\_\_\_ (1) College prep
- \_\_\_\_\_ (2) Vocational or business
- \_\_\_\_\_ (3) General
- \_\_\_\_\_ (4) Other (which one?)
- \_\_\_\_\_ (5) Don't know or not sure

C. How happy are you in high school this year? (Check (✓) one on each line.)

	VERY HAPPY	HAPPY	UNHAPPY	VERY UNHAPPY
a. ...with courses	_____	_____	_____	_____
b. ...with teachers	_____	_____	_____	_____
c. ...with friends	_____	_____	_____	_____
d. ...with activities and sports	_____	_____	_____	_____
e. ...with your work and progress	_____	_____	_____	_____

D. As things look now, how far do you think you will go in school? I probably will:

- \_\_\_ (1) Not graduate from high school
- \_\_\_ (2) Graduate from high school
- \_\_\_ (3) Get some college, other training, or enter the military
- \_\_\_ (4) Complete 2-year college degree
- \_\_\_ (5) Complete 4-year college degree
- \_\_\_ (6) Go past college for an advanced degree

E. How far in school does your parent want you to go? My parent wants me to:

- \_\_\_ (1) Don't know, haven't talked about it yet
- \_\_\_ (2) Quit school and not graduate
- \_\_\_ (3) Graduate from high school
- \_\_\_ (4) Get some college, other training, or enter the military
- \_\_\_ (5) Complete 2-year college degree
- \_\_\_ (6) Complete 4-year college degree
- \_\_\_ (7) Go past college for an advanced degree

F. How are you doing in school THIS YEAR?

- \_\_\_ (1) mostly As -- Excellent student
- \_\_\_ (2) mostly Bs -- Good student
- \_\_\_ (3) mostly Cs -- Average student
- \_\_\_ (4) mostly Ds -- Fair student
- \_\_\_ (5) mostly Fs -- Poor student

### Q-9. ABOUT OTHER ACTIVITIES

A. What extra-curricular activities do you do THIS YEAR in school?

---

B. In your community, what lessons do you take or clubs do you participate in THIS YEAR (outside of school)?

---

C. Do you do any volunteer work in the community THIS YEAR?

- \_\_\_ NO, not this year
- \_\_\_ YES,  
for what organization or group?

---

D. Are you, personally, participating in a business-school partnership program THIS YEAR?

- \_\_\_ NO, not this year
- \_\_\_ YES,  
which one?

---

E. Do you work for pay in a part-time job after school or on weekends?

- \_\_\_ (1) No, not now, and I don't want to
- \_\_\_ (2) No, not now, but I would like to
- \_\_\_ (3) YES

F. If YES, do you like your job?

- \_\_\_ (1) Love my job
- \_\_\_ (2) Like it
- \_\_\_ (3) It's ok
- \_\_\_ (4) Don't like it much
- \_\_\_ (5) Hate my job

G. If YES, how do you use the pay from your part-time job?

(Check all that apply for you.)

- \_\_\_ (1) To have a little extra spending money
- \_\_\_ (2) To save for my future
- \_\_\_ (3) To fully support myself
- \_\_\_ (4) To help support my family
- \_\_\_ (5) No need, just like to work
- \_\_\_ (6) Other (describe) \_\_\_\_\_

H. This high school and community could help me and my family by providing:

(Check (√) all that you want.)

- \_\_\_ (a) Child care
- \_\_\_ (b) After-school sports and recreation
- \_\_\_ (c) Tutoring
- \_\_\_ (d) Homework study center or hotline
- \_\_\_ (e) Workshops to attend with my parent to understand what it is like for teens
- \_\_\_ (f) Counseling for family problems
- \_\_\_ (g) Lessons in music, art, dance, theater, and other talents
- \_\_\_ (h) Health services
- \_\_\_ (i) Job training for me
- \_\_\_ (j) After-school jobs
- \_\_\_ (k) Community service activities for teens
- \_\_\_ (l) Computer labs and classes
- \_\_\_ (m) Parenting skills classes for teens
- \_\_\_ (n) Parenting skills classes for parents of adolescents
- \_\_\_ (o) Helping parents find jobs
- \_\_\_ (p) Any other? \_\_\_\_\_

### Q-10. ABOUT YOUR FAMILY

A. Are you: \_\_\_ male \_\_\_ female

B. What is your birthday? Date of birth: Month \_\_\_ Day \_\_\_ Year \_\_\_

C. How many adults live at home with you? \_\_\_

D. How many children live at home in all? \_\_\_ (include yourself)

E. (a) Did any of your older brothers or sisters go to this high school?

\_\_\_ No \_\_\_ Yes

(b) If yes, how many went here? \_\_\_

F. Which of these items do you have at home that could help you in your studying?

(Check (√) all that you have.)

- |                         |  |
|-------------------------|--|
| ___ (a) Telephone       | ___ (g) Computer                                     |
| ___ (b) Television      | ___ (h) VCR  |
| ___ (c) Cable TV        | ___ (i) 50 books or more                             |
| ___ (d) Daily newspaper | ___ (j) A quiet place where you study or do homework |
| ___ (e) Encyclopedia    | ___ (k) Calculator                                   |
| ___ (f) Typewriter      |  |

G. How do you describe yourself?

- (1) African American
- (2) Asian American
- (3) Hispanic American
- (4) White
- (5) Other (please specify) \_\_\_\_\_

H. How far in school did your mother go?

- (1) Less than high school
- (2) High school diploma
- (3) Some college or other training
- (4) College degree
- (5) Advanced degree
- (6) Don't know

**To conclude, we would very much like your opinions on a few questions.**

a. What school activity to involve parents has worked best for you and your family? Why was it useful or enjoyable?

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b. Looking back on THIS YEAR, what could this school have done to help your family understand you, your school, and your schoolwork?

---

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c. Looking ahead to NEXT YEAR, what is the best thing this high school could do to help your family become more involved in your education?

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d. What is one thing that you or your family could do to help this school next year?

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e. Any other ideas or suggestions hat you would like to add?

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**THANK YOU VERY MUCH FOR YOUR HELP!**

# **HOW TO SUMMARIZE YOUR HIGH SCHOOL'S SURVEY DATA**

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**(FOR USE WITH)  
HIGH SCHOOL AND FAMILY PARTNERSHIPS:  
QUESTIONNAIRES FOR TEACHERS, PARENTS, AND STUDENTS**

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## INTRODUCTION

This report summarizes your school's data from the surveys: High School and Family Partnerships: Questionnaires for Teachers, Parents, and Students. The surveys produce a "profile" of where a school is starting from in its connections with families from the perspectives of teachers, parents, and students. By putting the results from educators, families, and students side by side and considering them simultaneously, your planning team can begin to identify and discuss the common themes and common goals of teachers, parents, and students. The survey results should help your school develop a comprehensive program with practices that are important to all members of the partnership.

This summary includes most, but not all, of the questions in the teacher, parent, and student surveys. Space is provided for other information that your team may want to add to the summary of data from your school.

In this summary, "parent" means the adult in the family who has the most contact with the school about the student. This is the person who is asked to complete the parent survey. "Parent involvement" is a short form for the better, more inclusive term -- "school and family partnerships."

## STEPS IN THE SURVEY PROCESS

If you are thinking about surveying teachers, parents, and students in your school, please consider the following issues as you make your decision.

### **Review the questionnaires.**

The surveys -- High School and Family Partnerships: Questionnaires for Teachers, Parents, and Students -- are designed for research and for improving practice. Teacher questionnaires ask for professional judgments about parent involvement, the practices teachers are currently using, and the partnership programs teachers would like to see developed or improved in their school and in their own classrooms. Parent questionnaires ask for general attitudes about the school, how parents are currently involved, how the school asks for or guides their involvement, and the partnership programs parents would like to see developed or improved. Student questionnaires ask for general attitudes about the school, how students interact with their families on school matters, how the school helps their families to become involved, and what types of partnership programs they would like to see developed or improved. All forms request basic demographic information to help interpret the survey responses, and all include open-ended questions that allow respondents to express personal opinions and suggestions.

Some items in the surveys clarify where teachers, parents, and students think they are -- the starting point -- in their practices of six major types of involvement that create a comprehensive program of school and family partnerships. Other items indicate where teachers, parents, and students want to be in three to five years in their practices of partnership. Their reports of present practices and goals for partnership help to create an agenda for action to improve how families and the school work together to guide students' education.

Because the surveys ask about patterns and frequencies of involvement, they are best administered in the second half of a school year after practices and attitudes have been established.

### **Consider the demands of surveys.**

Surveys provide information from many respondents in an organized form, but they take time, produce piles of data, and must be processed. If these features of survey research are not suited to the schedules and personnel at your school, consider alternatives to surveys before going further in your plans. Some alternative forms have been used to reach the same goal as surveys -- to obtain information simultaneously from parents, students, and teachers about their ideas for better connections between home and school. Panels of parents and teachers at PTA meetings, focus groups, principal's breakfasts

with teachers from various grade levels and with parents and students who represent all groups in the community, can, if well organized, produce in chart form the same kinds of information about present strengths and goals for the future that are obtained from the surveys. These methods will not reach as many families as surveys, nor produce the same type of data that can be analyzed systematically. For many schools, however, well-planned forums may be more timely and may better fit the resources and talents available.

#### **Add local option questions.**

If you select surveys as the method for gathering data, you may want to add a few questions of your own to cover issues that are particularly important locally. The questionnaires on High School and Family Partnerships are not very long. They were designed to be completed in about 20 minutes. Respondents decide how much time they spend on open-ended questions.

Within reason, other questions can be added to address particular interests, issues, and needs of your school. Similarly, local conditions may lead users to shorten the surveys. The format and content of this summary show the information that can be obtained from each question. This may help you decide whether to add or remove questions to tailor the surveys to local concerns.

It also is important to note that the high school surveys are targeted particularly for teachers, families, and students in grade 9 to help schools begin to improve their practices of partnership. Starting with the year of transition, high schools can plan to improve school and family partnerships each year through grade 12. Though most of the survey questions are appropriate for any high school grade, some items name the ninth grade or refer back to the eighth grade. For use in other grades, these questions should be replaced by others that are pertinent to the needs of older students and their families. For example, more questions about information that families need to plan for college or work might be added in grades 10, 11, and 12.

#### **Tailor the cover letters.**

The letter on the front of each survey is a *sample* that should be changed to meet the needs and conditions of your school. First, insert the date at the top of the letter and the appropriate name or names (or positions, such as Principal, or Teacher Representative, or School and Family Partnership Team) at the bottom of the letter. The content of the letter should be checked for wording and procedures that will work in your school. For example, users should check the wording about where, when, and how surveys should be returned, or whether summaries of results will be made available to participants. Also, you must tailor the message at the bottom of the last page of the survey to thank the respondent and to tell how to return the survey.

The cover letters of the surveys of parents and students refer to the ninth grade. If the surveys are used in other grade levels, these references should be changed.

Note that the cover letters to teachers, parents, and students state that the information provided is confidential. The surveys are not signed. Procedures to administer and collect the surveys must maintain that confidentiality.

#### **Administer the surveys.**

Procedures must be designed to assure that teacher surveys are distributed and collected. Teachers can check a list to show that they returned a survey without compromising their anonymity. Follow-up procedures should be planned to provide new forms to teachers who misplace the first questionnaire that they receive. If the focus is on grade 9, then teachers of ninth graders may be surveyed, or, if resources permit, all teachers could be surveyed.

At the high school level, many schools mail parent surveys home and ask for their return by mail. Or, students may be assigned the task of delivering and returning the surveys as homework, with extra credit points to encourage high return rates. All parents of ninth graders may be surveyed if funds permit, or a sizable random sample may be surveyed. Reminders, check lists, raffles, small prizes, phone calls, and other incentives can help assure high rates of return.

**Student surveys** (e.g., for ninth grade students) can be administered in class, particularly in English or social studies classes that typically involve all students over one school day. For example, English teachers might administer and collect the student survey in the first 20 minutes of each scheduled class on a given school day, thereby reaching all students in attendance. Follow-ups for absent students could be arranged. Students should be informed about the survey of their parents. They can address an envelope to mail the survey home, if that method is selected for reaching parents. All ninth graders or a sizable random sample of students may be surveyed, depending on available funds.

If you use surveys, it is important to work very hard to obtain high rates of return from all participants. Surveys are expensive to print, distribute, mail, and process. Therefore, they must yield information that is worth the procedural costs. Of course, you will aim for 100% returns, but it is respectable to obtain returns from over 90% of students, over 80% of teachers, and over 50% of parents. Returns that are too low or that do not adequately represent the diversity of populations of teachers, families, or students will not give very useful information for understanding present programs or for planning new policies or practices.

#### **Process the data.**

Survey data must be processed or prepared for analysis. If your school or district has the personnel, computers, and programs to code, edit, and enter data you will want to schedule their work immediately after data collection. Data processing should include entering, verifying, and cleaning the data. For example, you may decide to recode responses to make it easier to interpret and report the analyses. You may want to establish a partnership with researchers in a local college or university or in the school district office to help process and analyze survey data so that it is useful for your school.

#### **Analyze and report the data.**

The "raw" data will be shown on computer print-outs that list percents in each response category for each question. Other statistics, such as the average (or mean) score and the standard deviation of scores also will be given. This summary asks you to report percents for most questions, but you may choose other descriptive statistics such as mean scores, if you prefer. Patterns in the data show where teachers and parents agree or disagree, where they share interests and goals for their children, or where parents and students have similar or different views. The basic descriptive statistics produce "profiles" of teacher, parent, and student perspectives in your school that can help guide discussions and plans for new and improved practices.

In addition to basic descriptive statistics, you can gain deeper understanding of your present programs and needs by analyzing patterns in responses from various subgroups of teachers, families, or students. For example, responses may differ for parents with different levels of formal education, or for students in different racial or ethnic groups. Responses may differ for teachers at different grade levels, or with different educational backgrounds or teaching experiences.

Other statistics extend an understanding of factors that influence practices of partnership, or that explain patterns of needs and interests. Although frequencies or average scores are important, so is the variation in scores within the school. Reports of correlations and tests of more complex equations to determine the independent contributions of different variables also can be informative. Schools can plan more sophisticated analyses if they have school personnel, district researchers, or research partners in local colleges and universities with skills in data analysis and interpretation. Teachers or administrators who are taking courses toward advanced degrees may be interested in analyzing their school's data for course projects or papers.

#### **Interpret the data.**

This form, *How to Summarize Your High School's Survey Data*, should help you organize, report, interpret, and discuss the results of the surveys of teachers, parents, and students from your school. The first three sections focus on the Survey of Teachers, the Survey of Parents, and the Survey of Students, respectively. The final section helps you compare and synthesize the results from all three surveys. A School and Family Partnership Team might review, report, and interpret the data together, or

subcommittees might work on the three surveys separately, and then come together to complete the full summary of all of the data from teachers, parents, and students.

This form is a guide; it is alterable. You may adapt or change it to fit your data and interests. If the information and statistics selected for each question are not useful for your school, you may change the summary to make it useful. For example, we suggest in some places to report only items for which 30% or 40% of the respondents answer one way or another. If these guidelines do not identify important differences among respondents in your school, you may want to change the reporting criteria to 25% or 75% who answer in a particular way. The goal is to find and report helpful patterns in the responses of teachers, parents, and students so that you can begin to understand what practices of school and family partnership are presently working well and what practices need to be added or improved in your school.

You may want to summarize selected questions from each survey to shorten the task. Or, you may want to add pages to more fully summarize the results for certain questions. This form is a "working paper" to help you review the survey data, think about it, and plan next steps to improve your practices of school and family partnership.

#### **Discuss the results with the respondents.**

When this summary is complete, the survey results should be discussed by members of the School and Family Partnership team, and with groups of teachers, parents, and students. It also is helpful to share the results in a short summary form with those who took the time to give their ideas. You may be able to base your written report on the summary of the three surveys at the end of this form.

#### **Begin the process of building a comprehensive program of school and family partnerships.**

The next step is creating an active team of teachers, administrators, parents, and students to take leadership roles in improving school and family partnerships. Most likely, this team was working together to prepare, administer, and summarize the surveys. Based on the common agenda derived from the responses to the surveys, a three-year plan should be drawn including sequenced goals for each year of more and better connections between the school and its families. The school team may form subcommittees (including additional participants) to design, implement, test, and share the results of the new or improved practices of partnership. We suggest that six subcommittees be formed to take responsibility to work on the six major types of involvement.

#### **For more information.**

The surveys on High School and Family Partnerships are designed to provide your school with information and ideas about where it is starting from and how it will develop a comprehensive program that includes six major types of partnership activities:

- Type 1: Basic obligations of families including parenting skills and home conditions for learning at each age and grade level;
- Type 2: Basic obligations of schools including school-to-home and home-to-school communications about school programs and students' progress;
- Type 3: Volunteers and audiences at the school or in other locations to support the school and students;
- Type 4: Involvement of families with students in learning activities at home;
- Type 5: Participation of families in school decision making, governance, and advocacy; and
- Type 6: Collaborations with community groups and agencies to strengthen school programs, family practices, and student learning and development.

There are hundreds of practices that could help a school conduct each type of involvement. The surveys include examples of the practices for each type. You may think of other practices that will work in your school, or specific and innovative ways to design and implement practices so that they work well for you.

This form helps you group and summarize the responses to the questions to draw a picture or "profile" of your school's starting points on practices of the six types. The survey results provide rough estimates of how many teachers are conducting various practices, or how many parents feel informed and involved in their children's education, or how many students see their families involved in helpful ways in each of the major types of partnership.

The sections that follow in this summary should enable your school to understand and talk about how to maintain, strengthen, change, or add practices of partnership. The subcommittees in charge of each type of involvement should view their work as a three-to-five year process of program development.

**For a general overview of the field you may want to read:**

Joyce L. Epstein. School and family partnerships. In Encyclopedia of Educational Research, 6th Edition. New York: Macmillan, 1992, 1139-1151.

For more examples of the framework of six major types of involvement, examples of practices for each type, and more information about the next steps to improve school and family partnerships in your school, you may want to read:

Ron Brandt. On improving school and family connections: A conversation with Joyce Epstein. Educational Leadership, 1989, 47(2): 24-27.

Joyce L. Epstein and Susan L. Dauber. School programs and teacher practices of parent involvement in inner-city elementary and middle schools. The Elementary School Journal, 1991, 91(3): 289-305.

Joyce L. Epstein and Lori J. Connors. School and family partnerships. NASSP Practitioner, 18 (4) June 1992. (Includes examples for middle and high school grades.)

A full list of publications and materials on school and family partnerships is available on request from the Center's Publications Office.

## HIGH SCHOOL AND FAMILY PARTNERSHIPS SUMMARY: SURVEY OF TEACHERS

SCHOOL: \_\_\_\_\_

This section summarizes the results of the survey of teachers at this high school about their ideas and practices of parent involvement or school and family partnerships. For each question of the survey, selected results are highlighted. Based on data for each question, you are asked to write a summary statement about the data, discuss some related issues, and draft some ideas about next steps and possible practices to improve school and family partnerships. Later, you will compare the data from teachers with those from parents and students in a final summary and plan for action. (NOTE. Be cautious about interpreting scores or percentages that are based on responses from fewer than 20 respondents.)

In this school, \_\_\_\_\_ teachers were given questionnaires, and \_\_\_\_\_ teachers returned the surveys for a response rate of \_\_\_\_\_ %.

### QUESTION 1. Teachers' Attitudes About Parent Involvement

Fill in the % of respondents who **STRONGLY AGREE**.

#### STRONGLY AGREE

Teachers were asked whether parent involvement is important for . . .

- |                                       |         |
|---------------------------------------|---------|
| (1a) a good high school               | _____ % |
| (1f) increasing teacher effectiveness | _____ % |
| (1j) student success                  | _____ % |

Teachers gave their opinions about whether . . .

- |  |         |
|--|---------|
| (1h) high school teachers do not have time to involve parents                | _____ % |
| (1i) high school teachers need inservice training to involve parents         | _____ % |
| (1n) involving parents is a responsibility of teachers                       | _____ % |
| (1o) parent involvement is not necessary in high school                      | _____ % |
| (1p) <u>students</u> are important members of school and family partnerships | _____ % |

and their ideas on whether . . .

- |  |         |
|--|---------|
| (1e) all parents could learn ways to assist their teens if shown how to help | _____ % |
| (1g) parents at this school want to be more involved than they are now       | _____ % |

Teachers reported whether . . .

- |   |         |
|---|---------|
| (1m) the community supports this school | _____ % |
|---|---------|

Teachers judged whether . . .

- |   |         |
|---|---------|
| (1s) this school is "one of the best" for teachers, students, and parents | _____ % |
|---|---------|

Other items from Teacher Survey Question 1 that are of interest at this high school and their %s are:

ITEM	TOPIC	% Strongly Agree
_____	_____	_____ %
_____	_____	_____ %
_____	_____	_____ %
_____	_____	_____ %
_____	_____	_____ %

**SUMMARY STATEMENT.**

The percent agreeing with items from Question 1 suggests that teachers at this school:

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**DISCUSSION TOPICS.**

Question 1 reports teachers' present attitudes about the school and about parent involvement. Use the data you reported to discuss: Do most teachers think that it is worth working to improve their connections with families and with the community? How do teachers' attitudes contribute to a climate of "partnership?" What other topics or questions would you raise from these data?

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**POSSIBLE NEXT STEPS.**

The results from Teacher Survey Question 1 suggest that this high school might develop these specific practices or projects to improve teachers' understanding and attitudes about school and family partnerships:

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## QUESTION 2. Types of Parent Involvement that the School Should Develop or Strengthen

This table provides a "profile" of where teachers think this school is starting from in its practices of partnership in major types of involvement. The items cover only a few of the possible practices that are used for each type, but the data should give some ideas about where teachers think school programs are already strong or need improvement. Fill in the percents and then examine the patterns of responses.

TYPE OF INVOLVEMENT	TEACHERS WHO SAY:		
	NEED TO DEVELOP	NEED TO IMPROVE	ALREADY STRONG
a. Information to parents on parenting skills and adolescent development. (Type 1)	_____ %	_____ %	_____ %
b. SURVEYS of parents each year on their ideas about the school. (Type 2)	_____ %	_____ %	_____ %
c. COMMUNICATIONS from the school to the home that all families can understand and use. (Type 2)	_____ %	_____ %	_____ %
d. COMMUNICATIONS about report cards so that parents understand their teen's progress and needs. (Type 2)	_____ %	_____ %	_____ %
e. Parent-teacher CONFERENCES with all families. (Type 2)	_____ %	_____ %	_____ %
f. Parent and other VOLUNTEERS at the school. (Type 3)	_____ %	_____ %	_____ %
g. INFORMATION to assist PARENTS to monitor their teen's homework. (Type 4)	_____ %	_____ %	_____ %
h. INFORMATION to assist PARENTS to talk with their teen about classwork, skills, and subjects. (Type 4)	_____ %	_____ %	_____ %
i. HOMEWORK for students that requires them to talk to someone at home about their classwork. (Type 4)	_____ %	_____ %	_____ %
j. INFORMATION to parents on how to help their teen plan for education or employment beyond high school. (Type 4)	_____ %	_____ %	_____ %
k. Participation by families in PTA/PTO, other COMMITTEES, or other decision-making roles. (Type 5)	_____ %	_____ %	_____ %
l. COMMITTEES involving parents to review the high school curriculum. (Type 5)	_____ %	_____ %	_____ %
m. COMMITTEES involving parents to review school policies. (Type 5)	_____ %	_____ %	_____ %
n. Business and COMMUNITY partnerships to enrich school programs. (Type 6)	_____ %	_____ %	_____ %

List the practices that 30% or more of teachers reported were "NOT IMPORTANT" for this high school:

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**SUMMARY AND DISCUSSION.**

In the table for Question 2, **CIRCLE** all of the practices that **OVER 40% of the teachers** say the school **NEEDS TO DEVELOP** or **NEEDS TO IMPROVE** or are **ALREADY STRONG**. This gives you a quick "profile" of teachers' perspectives of strong, weak, and needed practices for a comprehensive program of partnership.

Discuss: Of the items you **CIRCLED** in the table, which practices do teachers agree are strong now? need to be developed or improved? List one or two practices for each type of involvement that most teachers think may be very important for your school to add to your program or to improve. Also list practices that most teachers think are already strong. (The types are noted in the table with each practice.)

**PRESENT PROFILE OF PRACTICES TO INVOLVE FAMILIES**  
Over 40% of the Teachers Say:

	<b>NEED TO DEVELOP or IMPROVE</b>	<b>ALREADY STRONG</b>
Type 1:	_____	_____
Type 2:	_____	_____
Type 3:	_____	_____
Type 4:	_____	_____
Type 5:	_____	_____
Type 6:	_____	_____

**POSSIBLE NEXT STEPS.**

There are many practices that may be selected to build partnerships on the six major types of involvement. Brainstorm and then list some specific ideas for practices that might work at your school to follow up on teachers' suggestions.

	<b>THIS SCHOOL MIGHT TRY:</b>	<b>at which grade levels?</b>
Type 1:	_____	_____
	_____	_____
Type 2:	_____	_____
	_____	_____
Type 3:	_____	_____
	_____	_____
Type 4:	_____	_____
	_____	_____
Type 5:	_____	_____
	_____	_____
Type 6:	_____	_____
	_____	_____

Later, you will compare the "profiles" of the six major types of involvement from the reports of teachers, parents, and students to identify practices that all three groups believe are important to add, strengthen, or keep strong in your program of partnership.

**QUESTION 3. What Practices of Involvement Do Teachers Think Are Important for Their Own Practice?**

Teachers reported whether they think practices of the major types of involvement are not important, a little, pretty, or very important for them to conduct with their own ninth grade students. Responses to this question also provide a "portrait" of teachers' views of practices that they believe they should implement.

List the practices that 30% or more of teachers think are not important and those that are very important for their own practice with the ninth grade students they teach.

**Teachers' Ratings of Practices to Involve Parents of the Students They Teach**

PRACTICE	30% or More Say <u>Not</u> Important	PRACTICE	30% or More Say <u>Very</u> Important
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Put an \* next to the top 3 practices that teachers say are very important to them.

**SUMMARY STATEMENT.**

Overall, the information in Teacher Survey Question 3 suggests that in this school:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DISCUSSION TOPICS.**

Are practices that teachers believe are "Very Important" occurring regularly at this high school? Which practices should be used at all grade levels and which are only appropriate for some grades? Which should be used with all families to create a sense of community and shared responsibilities, and which should be used only with some families to meet special needs? You also may want to examine the practices that 40% or more say are "Pretty Important" to conduct at their grade level.

**POSSIBLE NEXT STEPS.**

The results from Teacher Survey Question 3 suggest that this school might develop these specific practices or projects to help teachers involve families in the ways that they think are important:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_