

## DOCUMENT RESUME

ED 437 210

PS 028 206

AUTHOR Brady, Marian L.  
TITLE Parents' Reported Involvement in Their Children's Literacy Development and Teachers' Reported Perceptions of That Involvement.  
PUB DATE 1999-00-00  
NOTE 27p.  
PUB TYPE Reports - Research (143)  
EDRS PRICE MF01/PC02 Plus Postage.  
DESCRIPTORS Elementary Education; Elementary School Students; \*Emergent Literacy; Literacy Education; \*Parent Participation; Parent Role; Parent School Relationship; \*Parent Student Relationship; Parent Teacher Cooperation; \*Parents; Parents as Teachers; \*Teacher Attitudes; \*Teachers

## ABSTRACT

Noting the need for increased teacher knowledge of parent involvement activities in order for school-home partnerships to improve, this study examined parent involvement in their children's literacy development and the knowledge of parent involvement among their children's teachers. Participating in this study were 102 parents of children in kindergarten through fifth grade from one dual language (Spanish/English) elementary school. Parents rated their involvement in their children's literacy development on a 50-item scale that included items measuring involvement in literacy promotion activities such as taking their child to the library and working on projects with their child, participation at school such as helping in the classroom, and specific literacy engagement such as reading in the child's presence. Eight teachers of these children also rated the parents' literacy involvement on the same scale. The findings revealed that parents reported being more involved in their children's literacy development than the teachers reported for these same parents. The majority of dissimilar responses between parents and teachers were on items teachers could not observe firsthand. Contains 31 references. (KB)

Reproductions supplied by EDRS are the best that can be made  
from the original document.

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 437 210

# Parents' Reported Involvement in Their Children's Literacy Development and Teachers' Reported Perceptions of that Involvement

Marian L. Brady

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL  
HAS BEEN GRANTED BY

Marian L.  
Brady

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

## Abstract

In one dual language (English & Spanish) elementary school, grades K through five, 102 parents rated their involvement in their children's literacy development on a 50 item scale. Teachers of these children also rated the parents' literacy involvement on the same scale. Results revealed that parents reported being more involved in their children's literacy development than the teachers reported for these same parents. This result is consistent with similar findings that report that more frequent opportunities are needed for parents and teachers to interact. This study indicates the need for additional research towards developing effective parent/teacher-involvement programs that encompass a careful examination of how parents support their children's literacy development, especially those families which are culturally diverse.

028206

**Abstract**

In one dual language (English & Spanish) elementary school, grades K through five, 102 parents rated their involvement in their children's literacy development on a 50 item scale. Teachers of these children also rated the parents' literacy involvement on the same scale. Results revealed that parents reported being more involved in their children's literacy development than the teachers reported for these same parents. This result is consistent with similar findings that report that more frequent opportunities are needed for parents and teachers to interact. This study indicates the need for additional research towards developing effective parent/teacher-involvement programs that encompass a careful examination of how parents support their children's literacy development, especially those families which are culturally diverse.

### *Historical Overview*

In 1994, Congress required that all schools receiving federal Title 1 money develop a plan "that outline how parents, the entire school staff, and students will share responsibility for improved student achievement, and the means by which the school and parents will build and develop a partnership to help children achieve the state's standards". The same year Congress amended the National Goals 2000: Educate America Act and the Reauthorized Elementary and Secondary School Act, to stipulate that "every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children".

### *Student Achievement*

Coleman, Campbell, Holson, McPartland, Mood & Weinfeld's (1966) research concluded that a student's home environment has more impact on a student's achievement than any other factor. As a result of this study, (*Equality of Educational Opportunity* ) researchers began to take a closer look at parent involvement. It became well established that the extent of home involvement is directly associated with achievement in school (Baker & Soden, 1998; Mason, 1992; Muller, 1993; Purcell-Gates & Dahl, 1991; Reynolds, 1992; D. Stevenson & Baker, 1987).

### *Role of Parents*

Evidence has been accumulating to substantiate that what occurs in the home is as important as learning that occurs at school (Lesman & De Jong, 1998; Henderson & Berla, 1994; Epstein, 1984, 1988). Parent involvement entails more than parents helping in the school. Zillman & Waterman (1998) state that their data along with that of Hart & Risley (1995) point to the importance of parenting style in affecting child outcomes, which suggests that how parents interact with their children is more important in predicting child academic outcome than the extent to which parents are involved directly in the school (pp. 370-380). Epstein (1995) identified six types of parental involvement, two of which include learning at home and helping families create home environments that support children's academic achievement. Epstein (1995) acknowledges that parents are their children's primary teacher and that schools need to support parents as educators. Epstein (1984, 1988) has always emphasized the importance of parent involvement within the home environment.

### *Role of Schools*

Rich (1998) itemizes the following items of importance in the development of parent involvement: If teachers are to reach their students, they must be enabled to reach the family and community through policy and practice. In order to enable all families to be positively involved in education, families must be enabled to be positively involved in education. Teachers and schools must build

## Parent Involvement

family involvement in education, recognizing the family as a system- a system for teaching and learning. The mobilization of community support for school and families is also required and finally providing funding for additional research, program evaluation, and the continued support of effective programs (pp. 77-80).

Many educators today are in agreement with a "partnership" model based on the belief that the school-home relationship is "bidirectional" in nature (Epstein, 1996). Contacts between parents and teachers is beneficial for student achievement. Parents get a more complete picture of what their children are learning and teachers expectations are raised about what parents can offer, and are better able to implement ways in which parents can be of further assistance in their children's learning.

### *Model Programs*

Two model school programs were identified as having documented success in bringing the achievement of urban students up to the national average: The School Development Program, developed by James Comer, a psychiatrist at the Yale Child Study Institute (Comer 1980, 1988) and the Accelerated Schools Program developed by Henry Levin from Stanford (Levin 1987). Hampton, Mumford, & Bond (1998) summarized the similarities of these programs as:

1. Both models identify parent involvement as a major component of reform and include parents in every aspect of the school program (e.g., as volunteers, decision makers, learners, partners in home-school learning).

## Parent Involvement

2. Both models have developed new structures for decision making in schools that include parents . In Comer schools, the Schools Planning and Management team meets regularly to identify targets for school improvement and to link staff development and evaluation plans to those targets. In Accelerated Schools, the steering committee involves the community in setting priorities in conjunction with their mission, and three or four task forces work during a year term to implement those priorities.
3. Both models require a comprehensive approach to school reform in which all groups work in a collaborative manner and resources, programs, and staff development serve the identified goals.
4. Both models seek to transform the culture of the school. In Comer Schools, the transformation focuses on the importance of relationships for children and adults. Comer believes that children's learning is based in part on bonding and identification with significant adults and that continuity in goals and values between home and school's is very important, particularly for children at risk for educational failure. Development of program adaptations to serve children's needs is coordinated through the Students Staff Services team, which brings together all relevant personnel (administrators, teachers, parents, specialists, psychologists) to address concerns of individuals and groups

## Parent Involvement

in the school. The creation of nurturing and supportive environment for adults is an essential component of the mode (pp. 412 & 413).

Making use of these models as well as Epstein's (1995) summarization of the theory, framework, and guidelines of successful school/family/community partnerships Hampton, Mumford, & Bond (1998), piloted Project FAST (Families Are Students and Teachers).

### *Role of Teachers*

A key idea presented throughout this project was that of the extended family concept of parent involvement being a process. One of the components of Project FAST is to present parent workshops for one and a half to two hours per month, the objective being to enable parents to spend productive time with their children at home. Project FAST teachers plan and implement parent workshops, emphasizing (1) "knowledge and tools parents need to reinforce instruction, (2) creating a home environment that facilitates achievement, (3) the development of children's self concept, and (4) discussions to enhance basic parenting skills"(p.418).

Regardless of what is known from research about the importance of parent involvement Baker, (1997) noted that teachers reported a perceived lack of time, support, and structure for the creation and maintenance of school-home partnerships. Becker & Epstein (1982) recommended personal contacts between

## Parent Involvement

parent and teacher as being of volatile importance in developing the commitment of parents to participating in a program of learning reinforcement at home. Baker, Kessler-Sklar, Piotrkowski, & Lamb-Parker (1999) found that teachers reported a limited knowledge of parent involvement activities of most parents and that this needs to be addressed if school-home partnerships are to improve.

The purpose of this study is to investigate further on a smaller scale the question raised by Baker, Kessler-Sklar, Piotrkowski, & Lamb-Parker (1999) on what types of parent involvement teachers report they do and do not know about? However the focus of this study will be primarily of parent involvement as it relates to their children's literacy development. This study seeks to find out: How often and to what extent do parents support their children's literacy development? How often and to what extent do teachers perceive parents engaging in the literacy development of their children?

### *Literacy Defined*

The National Literacy Act of 1991, describes literacy as "an individual's ability to read, write, and speak in English and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and to develop one's knowledge and potential." For the purposes of this study the focus of literacy is defined as the ability to read, write and express oneself orally.

## Method

### Sample

One hundred and two parents of children from a dual language (English/Spanish) elementary school, grades K-5, rated their literacy involvement with their children. Eight teachers of these children also rated the literacy involvement of the parents of their students.

Table 1 (See Appendix, p. 1) presents the sample characteristics of the 102 parents who participated in the survey (27.4%) are parents of kindergarten students, (19.6%) first grade, (15.6%) fifth grade, (14.7%) third grade, and the remainder were parents of second and fourth grade students. Gender of children was evenly divided, among parents who attended college (56.8%) and those who did not (45. %). The majority of parents speak Spanish with their child, spouse, family, and friends. The annual household income of parents was evenly divided with those earning less than \$20,000 and those earning \$26,000 or more. An equal number of Spanish and English surveys were completed. (See Appendix, page 1)

### Procedure

Permission was obtained from the school principal to distribute the parent literacy involvement surveys. Each teacher received a letter explaining the purpose of the survey, instructions, a token of appreciation for participation, a set of parent surveys in both English and Spanish, as well as a Teacher Survey, request for participation and an explanation of the survey was also given at a school meeting. Frequent follow-up visits with teachers were made to encourage

completion of surveys within two weeks.

The survey was made available to the parents with printed instructions during parent teacher conferences which took place one evening and one afternoon at the school. Surveys were also sent home with a request to be returned the following day for those parents unable to attend the parent teacher conference on the scheduled school dates.

The parent response rate for participation was 68%. The teacher response rate for participation was 88%.

#### Measures

**Parent involvement.** To assess parents' involvement in their children's literacy development, a fifty item scale was prepared some of which was modeled after the 24-item scale developed by Baker, Kessler-Sklar, Piotrkowski, and Lamb Parker (1993), (Parent Involvement Survey Teacher-Form (PIS-T)), for the National Council of Jewish Women. Thirteen parent activities that parents engage in to directly promote their children's literacy development were included. These activities were the parent (1) takes the child to the library, (2) teaches the child how to print words, (3) calls the school, (4) discusses the child with the teacher, (5) discusses school day with the child, (6) oversees homework, (7) works on projects with the child, (8) write stories with the child, (9) works on projects with the child, (10) takes child to special activities such as birthdays and special events, (11) expresses interest in what happens at school, (12) responds to notes sent home, (13) visits school to monitor the child's progress. A sample item was, "How often have

## Parent Involvement

you discussed your child with his/her teacher?" For each item the parent rated the frequency of their involvement on a four point scale, never (0), seldom (1), sometimes (2), often (3), and very often (4).

Seven items were included to assess parents participation on the school premises using the same four point scale. These were (1) helping on school trips, (2) helping in the classroom, (3) helping in the office, (4) attending workshops or meeting for parents, (5) using school resources, (6) attending school events and (7) attending school meetings.

Seventeen literacy specific items were also included. The first twelve used the same four point scale of never (0), seldom (1), sometimes (2), often (3), and very often (4). These were (1) how often the child asks to be read to, how often the parent: (2) or other family members read to their child, (3) reads in the child's presence, (4) reads instructions on a food package with the child, (5) reads a magazine or newspaper in the child's presence, (6) look through a magazine together, (7) writes in the child's presence, how often does the child: (8) look at magazines a books, (9) writes or attempts to write, (10) estimate the number of children books that are available at home, none (0), 1-20 (1), 21-30 (2), 31-50 (3), 51 or more (4), (11) age of the child when parent started reading to him/her 0-1 (0), 2 (1), 3 (2), 4 (3), 5+ (4), (12) time parent spent reading each day, less than an hour (1), one hour (2), two hours (3), or more than two hours (4). (13) Language used for reading, English (1), Spanish (2), other (3), both (4), or combination (5) and (14) language used when reading do the child. (15) Take child to library , yes (1) or no

## Parent Involvement

(2), (16) to the bookstore, yes (1) or no (2). (17) Kind of reading material available at home (circle all that apply), newspapers (0), magazines (1), novels (2), religious books (3), combination (4), and other (5).

### Results

#### *What Parents & Teachers Reported about Parents' Literacy Involvement*

Results are presented in Table 2, (see Appendix, pp. 2&3) with percentages shown for parent responses rated on a five-point scale of, (0) never, (1) seldom, (2) sometimes, (3) often, (4) very often, (5) other response requested or (6) no response. Also included was the average response chosen by the teachers of the children of those parents who participated in the survey. Teachers gave different responses than those given by a majority of the parents in 11 out of the 17 items addressing literacy involvement. Ten of these items involved literacy activities that take place at home and/or outside of school. These activities involved how often the child asks to be read to, and the number of books available at home, also how often the parent: reads books in the child's presence, reads instructions with their child, read the newspaper in the child's presence, how often the parent and child read magazines together, how often the parent writes in the child's presence, what age the child was when the parent started reading picture books to the child and does the parent take the child to the bookstore.

In reference to these items teachers gave a lower average response than did the parents. A sample item was, "How often do you or other members of your family read to your child?" The majority of parents responded, often (38.2%) or

## Parent Involvement

very often (34.3%), however the teachers' average response was seldom.

In contrast, parent and teacher responses coincide in regards to the amount of time parents themselves read each day, the language read at home, the language read to the child at home, the types of reading material available at home, and whether the parent takes his/her child to the library.

### *What Parents & Teachers Reported about Parents' Literacy Activities*

Results are presented in Table 3, (see Appendix p.4) with percentages shown for parent responses and the average responses chosen by the teachers. Of the thirteen parent activities the parent and teacher responses were dissimilar on eleven of the items. These eleven items addressed parent literacy activities which include how often the parent teaches the child how to print words, calls the school, discusses the child with the teacher, discusses the school day with the child, oversees the child's homework, writes stories with the child, works on projects with the child, takes the child to special activities, monitors the child's television viewing, expresses interest in what happens at the child's school, responds to notes sent home from school, and calls or visits the child's school to monitor the child's progress.

Parent and teacher responses coincide on the items that address how often the child goes to the library and how often the parent oversees the child's homework.

### *What Parents and Teachers Reported about Parent Participation*

Results are presented in Table 4, (see Appendix p.5) with percentages shown

for parent responses and the average response chosen by the teachers.

From the seven items addressing parent participation the responses of parents and teachers were dissimilar on two items which asked, "How often do you attend school meetings?" The teachers' average response was sometimes, whereas the parents' responses indicated often or very often. For the question, "How often do you use school resources?" The majority of parents responded never, seldom, or sometimes. Half of the teachers responded sometimes the other half responded often.

For the remaining five items both parents and teachers responded within the same range of responses. These items asked, "How often do you: help on school trips, help in the classroom, help in the office, attend workshops and meetings for parents, and attend school events.

### **Discussion**

This study was conducted to determine parent's literacy practices pertaining to their children's literacy acquisition during the elementary school years (grades K-5) and the teacher's perception of these practices.

The data gathered indicated that the majority of dissimilar responses between parents and teachers comprised of responses to items which teachers could not observe firsthand, such as, parent reading books in child's presence, parent monitoring child's television viewing, etc. (see Appendix, Table 2, pp.2 & 3, Table 3, p.4). Becker & Epstein (1982) noted how personal contacts between parent and teacher may be essential in the development of committed parents who

## Parent Involvement

actively participate in learning reinforcement activities at home (p.100). Home visits assist teachers towards understanding and finding ways to address parent's concerns. The Hispanic Policy Development Project (HPDP) conducted by Nicolau and Ramos (1990) found that impersonal efforts such as letters, fliers, and announcements were for the most part ineffective, even if these efforts were in Spanish. Personal exchanges that took place with parents in their homes in their dominant language proved to be the most successful approach with low-income Hispanic families.

In this study (see Appendix, Table 1, p.1) half of the population consists of low-income Hispanic families. Further investigation is needed to determine what percent of each income group attends school meetings, parent workshops, and parent teacher conferences. Perhaps low-level literacy skills may attribute to some parent's lack of involvement requiring outreach which provides adult literacy programs, basic adult educational opportunities, along with family support systems in order to obtain long range outcomes (Darling & Paul, 1994, Delgado-Gaitan, 1995, Weiss & Kagen, 1989).

It is interesting to note that, with those items addressing language the parent and teacher responses were similar (see Appendix, Table 1, p.1 and Table 2, p.3). This particular school is a dual language school. The similar responses referring to language seems to indicate that communication regarding language has been successful. Perhaps vested interest or a perceived need for information enables teachers to do the outreach to acquire information. A possible area to examine

## Parent Involvement

would be whether teacher consultation, conferencing, and staff development along with other forms of support such as that from the principal and colleagues, alters the responses between parents and teachers, and if so, in what ways. Lynn (1997) reported on a study by the Harvard Family Research Project which recommended that "professional development must be ongoing so that teachers can maintain and adapt their knowledge and skills. In-service training can help to generate school culture that values strong family involvement" (p.8).

Perhaps the survey used in this study could be designed to require more quantitative responses in an effort to narrow the possibility of misconceptions. For example the question that asks how often the parent expresses interest in what happens at his/her child's school, the choice of responses could have been even more specific, such as, once a day, three times a week, etc. There was a large disparity in the teacher and parents' responses to this question perhaps indicating different perceptions about what was being asked. Another possibility to be considered may be that of differing expectations. Additional research is needed to determine if school practices are in conflict with family expectations. Okagaki and Frensch (1998) state, "Consideration of the greater constellation of parents' beliefs, their goals for their children, and the type of help they can offer their children is necessary for helping parents facilitate their children's school experiences" (p.142). With this in mind additional research is needed to determine how parents, teachers, and students can set explicit and attainable goals together. In setting these goals how can parents, teachers, and students learn more about each other's

## Parent Involvement

cultures in an effort to accommodate culturally different learning styles as pointed out by Bennett (1995), Cohen (1969), Hillard (1989), and Floyd (1998).

The results of this study may be improved by increasing the size of the sample, redesigning the survey to incorporate quantitative responses, and administering the survey through personal interviews may have increased participation especially for those who prefer personal interaction.

In preparation towards developing parent involvement programs this study attempted to discover how parents already support their children's literacy development. Before parents can be involved, they have to be known for who they are.

## Appendix

Table 1. Percent Responses of Family Child Characteristics	p.1
Table 2. Percent Responses of Literacy Involvement	pp.2 & 3
Table 3. Percent Responses of Parent Activities	p.4
Table 4. Percent Responses for Parent Participation	p.5

Table 1. Percent Responses for Family/Child Characteristics

on the Parent Survey Rated by 102 Parents and Average Responses from 8 Teacher Surveys

Items	< 1 yr	1-3 yrs	3+ yrs			no response	avg. teacher response
years in U.S.	0.98%	0.98%	93.14%			3.92%	3+ yrs
age of parent	< 25 yrs	26-30 yrs	31-40 yrs	41+ yrs		no response	avg. teacher response
	7.84%	24.51%	45.10%	18.63%		2.94%	26-40 yrs
employment	housework	professional	office work	factory work	other	no response	avg. teacher response
	18.63%	26.47%	14.71%	4.90%	24.51%	2.94%	housework
annual household income	< \$15,000	\$16-20,000	\$21-25,000	\$26,000+		no response	avg. teacher response
	26.47%	9.80%	12.75%	33.33%		14.71%	\$16-20,000
language spoken with child	English	Spanish	Eng./Span.	other	combination	no response	avg. teacher response
	25.49%	35.29%	23.53%	9.80%	0.98%	4.90%	Spanish
language spoken with spouse							
	12.75%	36.27%	9.80%	10.78%	2.94%	27.45%	Spanish
lang. spoken w/ family/friends							
	17.65%	32.35%	27.45%	4.90%	4.90%	9.80%	Spanish
highest level of education	grades 1-8	high school	some college	college grad.	other	no response	avg. teacher response
	7.84%	30.39%	27.45%	29.41%	3.92%	2.94%	some college
ethnic group	Afro-Amer.	Asian	Caucasian	Hispanic	Other	no response	avg. teacher response
	0.98%	3.92%	5.88%	84.00%	3.92%	2.94%	Hispanic
sex of child	male	female				no response	
	43.14%	45.10%				11.76%	
grade level	K	1	2	3	4	5	
	27.45%	19.61%	9.80%	14.71%	12.75%	15.69%	
language of survey completed	English	Spanish					
	49.02%	50.00%					
survey completed	evening at school	afternoon at school	at home				
	42.16%	21.57%	36.27%				

BEST COPY AVAILABLE

Table 2. Percent Responses for Literacy Involvement  
on the Parent Survey Rated by 102 Parents and Average Responses from 8 Teacher Surveys

items	% never	% seldom	%sometimes	% often	% very often	% no response	avg. teacher response
read to child	0.98%	6.86%	22.55%	38.24%	34.31%	0.00%	seldom
ask to be read to	0.00%	7.84%	22.55%	31.37%	40.20%	0.00%	sometimes
books available	1.96%	20.59%	23.53%	11.76%	34.31%	6.86%	seldom
time to read each day	0.00%	42.16%	31.37%	11.76%	8.82%	0.98%	seldom
read books in child's presence	0.00%	3.82%	18.63%	42.16%	32.35%	4.90%	seldom/sometimes
read instructions with child	2.94%	12.75%	37.25%	32.35%	12.75%	4.90%	seldom
read newspaper near child	2.94%	8.82%	20.59%	32.35%	25.49%	1.96%	sometimes
read magazines with child	3.92%	9.80%	35.29%	28.16%	20.59%	1.96%	seldom
child looks at magazines/books	0.00%	2.94%	16.67%	41.18%	36.27%	1.96%	sometimes
write in child's presence	0.98%	5.88%	30.39%	32.35%	28.41%	0.98%	seldom
child write or attempt to write	0.00%	2.94%	17.65%	39.22%	38.24%	1.96%	sometimes
	0-1 yrs	2	3	4	5+		avg. teacher response
age began reading to child	35.29%	19.61%	8.82%	2.94%	21.57%	11.76%	seldom/very often

Table 2. Percent Responses for Literacy Involvement  
on the Parent Survey Rated by 102 Parents and Average Responses from 8 Teacher Surveys

	newspapers	magazines	novels	religious books	combination	other	
reading material at home	0.98%	4.80%	0.98%	2.94%	79.41%	10.78%	combination
	English	Spanish	Other	Eng./Span.	Combination	no response	avg. teacher response
language read at home	21.57%	22.55%	0.98%	40.20%	6.86%	3.92%	English/Spanish
language read to child at home	25.49%	20.59%	0.00%	44.12%	6.86%	2.94%	English/Spanish
	yes	no				no response	
take child to library	61.76%	34.31%				1.96%	yes
take child to bookstore	70.59%	21.57%				6.86%	no

BEST COPY AVAILABLE

Table 3. Percent Responses for Parent Activities

on the Parent Survey Rated by 102 Parents and Average Responses from 8 Teacher Surveys

Items	% never	% seldom	%sometimes	% often	% very often	no response	avg. teacher response
go to library	6.86%	20.59%	41.18%	25.49%	8.82%	0.00%	sometimes
teach child to write	0.98%	12.75%	27.45%	34.31%	21.57%	2.94%	seldom
called the school	17.65%	24.51%	22.55%	21.57%	5.88%	5.88%	seldom
discuss child with teacher	1.96%	21.57%	28.43%	38.24%	19.61%	1.96%	sometimes
discuss school day with child	0.00%	2.94%	3.92%	27.45%	61.76%	5.88%	sometimes
oversee child's homework	4.90%	1.96%	6.86%	22.55%	57.84%	5.88%	often
write stories with child	4.90%	22.55%	35.29%	29.41%	5.88%	1.96%	seldom
work on project with child	5.00%	15.00%	24.00%	46.00%	13.00%	1.96%	sometimes
take child to special activities	0.00%	6.86%	25.49%	25.49%	38.24%	1.96%	sometimes
monitor child's TV viewing	0.98%	0.98%	5.88%	31.37%	51.96%	1.96%	seldom
express interest in child's school	0.00%	0.00%	3.92%	32.35%	60.78%	1.96%	seldom
respond to notes sent home from school	0.00%	1.96%	1.96%	30.39%	52.94%	0.98%	sometimes
call school to monitor progress	1.96%	16.67%	27.45%	20.59%	31.37%	1.96%	sometimes

BEST COPY AVAILABLE

Table 4. Percent Responses for Parent Participation

on the Parent Survey Rated by 102 Parents and Average Responses from 8 Teacher Surveys

Items	% never	% seldom	%sometimes	% often	% very often	no response	avg. teacher response
help on school trips	9.80%	24.51%	22.55%	25.49%	15.69%	1.96%	often
help in classroom	23.53%	34.31%	26.47%	16.67%	9.80%	0.98%	sometimes
help in school office	58.86%	18.63%	22.55%	4.90%	7.84%	2.94%	never
attend workshops for parents	7.84%	10.78%	23.53%	31.37%	20.59%	1.96%	often
use school resources	24.51%	24.51%	21.57%	10.78%	5.88%	6.86%	sometimes/often
attend school events	1.00%	12.75%	33.33%	29.41%	17.65%	3.92%	sometimes/often
attend school meetings	2.94%	6.86%	20.59%	39.22%	28.43%	1.96%	sometimes

References

Baker, A.J.L. (1997). Improving parent involvement policies and practices: A qualitative study of parent perceptions. *School Community Journal*, 7, 9 - 36.

Baker A.J.L., Kessler-Sklar, S., Piotrkowski, Chaya S., and Lamb-Parker, F. (1993). *Parent Involvement in School- Teacher (PIS-T)*. National Council of Jewish Women, New York.

Baker, A., Kessler-Sklar, S., Piotrkowski, C., Lamb-Parker, F. (1999). Kindergarten and first grade teachers' reported knowledge of parents' environment in their children's education, *The Elementary School Journal*, 99 (4), 367-381.

Baker, A.J.L., & Soden, L. (1998). The challenge of parent involvement research. *ERIC Clearinghouse on Urban Education*, 134.

Coleman, J.S., Campbell, E.Q., Hobson, C.J., McPartland, J., Mood, A.M., Weinfeld, F.D., & York, R. (1966). *Equality of Educational Opportunity*, Washington, D.C.: U.S. Government Printing Office, 1966.

Bennett, C.I. (1995). *Multicultural education: Theory and practice*, Boston: Allyn & Bacon.

Cohen, R.A. (1969). Conceptual styles, culture, conflict, and nonverbal tests of intelligence. *American Anthropologist*, 71, 823 - 855.

Darling, S., & Paull, S. (1994) Implications for family literacy. In D.K. Dickenson (Ed.), *Bridges to literacy* (273 - 284), Cambridge, M.A.: Blackwell.

Delgado-Gaitan, C. (1995). *Protean literacy. Extending the discourse on empowerment*, London: Falmer Press.

Epstein, J. (1984). School policy and parent involvement: Research results. *Educational Horizons*, 51, 70-72.

Epstein, J. (1988). How do we improve programs for parent involvement? *Educational Horizons*, 55, 58 - 59.

Epstein, J.L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappa*, 76 (9), 101 - 712.

## Parent Involvement

Epstein, J. (1996). Perspectives and preview on research and policy for school, family, and community partnerships. In A. Booth & J. Dunn (Eds.), *Family - school links: How do they affect educational outcomes?* (pp. 209 - 246). Mahwah, NJ: Erlbaum.

Epstein, J. & Becker, H. (1982). Teachers' reported practices of parent involvement: Problems and possibilities. *Elementary School Journal*, 83, 103 - 113.

Floyd, L., (1998). Joining Hands: A Parental involvement program. *Urban Education*, 33 (1), 123 - 135.

Hampton, F.M., Mumford, D.A., & Bond, L. (1998). Parent involvement in inner-city schools, The Project Fast extended family approach to success. *Urban Education*, 33 (3), 410 - 427.

Hart, B., & Risley, T. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Brookes.

Henderson, A., & Berla, N. (1994). *The family is critical to student achievement: A new generation of evidence*. Washington, DC: National Center for Citizen in Education.

Hilliard, A.S., III (1989). Teachers and cultural styles in a pluralistic society. *NEA Today*, 7 (6), 65 - 69.

Leseman, P.P.M., & deJong, P.F. (1998). Home literacy: Opportunity, institution, cooperation and social - emotional quality predicting early reading achievement. *Reading Research Quarterly*, 33, 294 - 317.

Lynn, L. (1997). Teaching teachers to work with families. *Harvard Education Letter*, 13 (5), 7 - 8.

Mason, J.M. (1992). Reading stories to preliterate children: A proposed connection to reading. In P.B. Gough, L.C. Ehri, & R. Treiman (Eds.), *Reading acquisition* (pp. 215 - 241). Hillsdale, N.J.: Erlbaum.

Muller, C. (1993) Parent involvement and academic achievement: An analysis of family resources available to the child. B. Schneider & J. Coleman (Eds.), *Children, and schools* (pp. 77 - 113). San Francisco: Westview Press.

Nicolau, S., & Ramos, C.L. (1990). *Together is better: Building strong relationships between school and Hispanic parents*. Washington, D.C.: Hispanic Policy Development Project. (ERIC Abstract)

## Parent Involvement

Okagaki, L., & Frensch, P.A. (1998). Parenting and children's school achievement: A multiethnic perspective. *American Educational Research Journal*, 35 (1), 142.

Purcell-Gates, V., & Dahl, K. (1991). Low-SES children's success and failure at early literacy learning in skill - based classrooms. *Journal of Reading Behavior*, 23, 1 -34.

Reynolds, A. (1992). Comparing measures of potential involvement and their effects on academic achievement. *Early Childhood Research Quarterly*, 7, 441 - 462.

Rich, D., (1998). Reaching the Family: How Teachers Build the Policy Bridge. *Educational Horizons*, 77 -80.

Stevenson, D., & Baber D. (1987). The family - school relation and the child's school performance. *Child Development*, 58, 1348 - 1357.

Weiss, B., & Kagen, S.L. (1989). Family support programs: Catalysts for change. *American Journal of Orthopsychiatry*, 59 (11), 20 - 31.

Zellman, G.L., & Waterman, J.M. (1998). Understanding the impact of parent school involvement on children's educational outcomes. *The Journal of Educational Research*, 91 (6), 370 - 380.



**U.S. Department of Education**  
Office of Educational Research and Improvement (OERI)  
National Library of Education (NLE)  
Educational Resources Information Center (ERIC)



## REPRODUCTION RELEASE

(Specific Document)

### I. DOCUMENT IDENTIFICATION:

Title: <i>Parents' Reported Involvement in Their Children's Literacy Development and Teachers' Reported perceptions of that involvement</i>	
Author(s): <i>MARIAN L. BRADY</i>	
Corporate Source:	Publication Date:

### II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

*Sample*

---

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

**1**

Level 1

↑

The sample sticker shown below will be affixed to all Level 2A documents.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

*Sample*

---

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

**2A**

Level 2A

↑

The sample sticker shown below will be affixed to all Level 2B documents.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

*Sample*

---

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

**2B**

Level 2B

↑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.  
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

*I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.*

Signature: <i>Marian L. Brady</i>	Printed Name/Position/Title: <i>MARIAN L. BRADY/Teacher</i>
Organization/Address: <i>1552 W. 165th St. N.Y., N.Y. 10032</i>	Telephone: <i>(312) 578-2769</i> FAX: <i>(312) 927-5995</i>
	E-Mail Address: _____ Date: <i>1/18/00</i>

Sign here, →

028206



### III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

### IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

### V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:	* Karen E. Smith, Acquisitions Coordinator ERIC/EECE Children's Research Center University of Illinois 51 Gerty Dr. Champaign, Illinois, U.S.A. 61820-7469
---	---

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

**ERIC Processing and Reference Facility**  
1100 West Street, 2<sup>nd</sup> Floor  
Laurel, Maryland 20707-3598

Telephone: 301-497-4080

Toll Free: 800-799-3742

FAX: 301-953-0263

e-mail: [ericfac@inet.ed.gov](mailto:ericfac@inet.ed.gov)

WWW: <http://ericfac.piccard.csc.com>