


*See next page for annotation on research references.*
Annotation on Research References (Excerpts from Wise Ways® 1560):

In a series of meta-analyses, Jeynes found that subtle aspects of parental involvement—such as expectations and parenting style—were actually the most salient to children’s achievement (Jeynes, 2010, 2011)….In one study, migrant parents participated in sessions available throughout their child’s kindergarten year that helped them engage their children in academic activities linked to their children’s curriculum in school; when initially compared to a control group, small differences were found. However, the treatment group scored (statistically) significantly better when measured at the end of first grade and again at the end of fifth or sixth grade (St. Clair & Jackson, 2006; St. Clair, Jackson, & Zweiback, 2012). This suggests that equipping families with “new abilities to nurture their children’s language skills leads to positive and lasting reading outcomes for their children” (St. Clair et al., 2012, p. 9).

Based on his recent meta-analysis (Jeynes, 2012), Jeynes (2013) recommends:

First, school leaders and teachers can enhance the efficacy of parental involvement by offering advice to parents on the most vital components of voluntary expressions of family engagement, such as setting high expectations and adopting parenting styles that are associated with positive student outcomes. This guidance is particularly important because many parents do not realize how powerful and effective these factors are in promoting positive student outcomes. Second, the school can take an active role in encouraging parental engagement in areas such as checking homework and shared reading activities, given that school-based guidance appears to increase the efficacy of those particular behaviors. (para. 9)

Interactive homework, especially when coupled with teacher outreach and invitations for two-way communication, can be especially effective in bridging home and school with powerful, positive outcomes for students. In a randomized experimental study, Kraft and Dougherty (2013) found that frequent teacher phone calls and text/written messages with families increased students’ engagement. Van Voorhis (2003, 2011a, 2011b) has done several studies based on TIPS (Teachers Involve Parents in Schoolwork, developed by Epstein and colleagues); Bennett-Conroy (2012) also used TIPS and teacher phone calls as the basis for a quasi-experimental comparison. In all cases, students’ homework completion and parental involvement increased, and (where measured) grades improved. Reading School–Home Links, available from the U.S. Department of Education, are another example of student assignments that require parent–child interaction, link to school learning, and simultaneously educate parents about school learning (Redding, 2006).