



Parents And Their Childrens Schools

Dana McDermott



Parents And Their Childrens Schools:

Parents, Their Children, And Schools James S. Coleman, 2018-10-08 This book examines the resources available to parents and the actions parents can take to further their childrens education It is the first study of the subject based on major survey data drawing from the National Education Longitudinal Study of 1988a national survey of 26 000 eighth graders their parents teachers and school administrators The authors explore several important debates including the extent to which parental involvement can mitigate the constraints of poverty for minorities and disadvantaged students school choice and equality of educational opportunity and the effects that school sponsored activities involving parents have on educational performance Parental involvement with children at home in school and in the community is one of the most important factors in educational success Yet we know very little about the most effective approaches to parental intervention Moreover not all parents have the same resources or opportunities to act on the educational expectations they have for their children This book examines the resources available to parents and the actions parents can take to further their childrens education It is the first study of the subject based on major survey data drawing from the National Education Longitudinal Study of 1988a national survey of 26 000 eighth graders their parents teachers and school administrators The authors explore several important debates including the extent to which parental involvement can mitigate the constraints of poverty for minorities and disadvantaged students school choice and equality of educational opportunity and the effects that school sponsored activities involving parents have on educational performance Certain to change the thinking of educators and policymakers this book is essential reading for scholars and parents as well

Parents' Satisfaction with Their Children's Schooling. Facts from OSEP's National Longitudinal Studies Lynn Newman, 2005 Background The evidence is persuasive and consistent that families play a critical role in nurturing their children s educational growth Family support for learning is important for all students but it may be particularly important for children with disabilities The Individuals with Disabilities Education Act amended in 2004 IDEA has a long history of supporting parents collaboration with schools and active participation in decision making related to their children s education In addition IDEA provides parents with special procedural safeguards such as mediation and due process hearings if they are not satisfied with their children s education or services Parents assessments of their children s schools inform parents actions and have been associated with differences in levels of family involvement in their children s educational development Purpose This fact sheet examines the satisfaction of parents of students with disabilities with their children s education services teachers and schools as well as with the efforts by schools to keep them informed of their children s performance Study Sample Two national longitudinal studies of children with disabilities the Special Education Elementary Longitudinal Study SEELS and the National Longitudinal Transition Study 2 NLTS2 provide the first nationally representative information about satisfaction of parents of students with disabilities SEELS has a nationally representative sample of more than 11 000 students who were in at least

first grade and receiving special education services in the 1999 2000 school year and were ages 6 through 13 when data first were collected in 2000 The sample for the National Longitudinal Transition Study 2 NLTS2 is similar to that of SEELS but consists of youth who were in at least seventh grade and receiving special education when selected for the study and were ages 13 through 17 when data first were collected in 2001 Information from SEELS and NLTS2 is weighted to represent youth with disabilities nationally as a group as well as youth in each of the federal special education disability categories Research Design Descriptive Correlational Longitudinal Other Quantitative Data Collection and Analysis Data are drawn from telephone interviews with parents conducted in 2000 for SEELS and in 2001 for NLTS2 Findings When asked about their children s schools most parents of students with disabilities report being at least somewhat satisfied Parents tend to report higher levels of satisfaction with specific aspects of their children s schooling such as services received or the schools communication efforts than with their children s education overall Parents of elementary and middle school students consistently report higher levels of satisfaction with all aspects of their children s schooling than parents of secondary school age students Although the majority of parents of students with disabilities are at least somewhat satisfied with all aspects of their children s schooling the percentages who report being dissatisfied are not trivial Parents of students with disabilities tend to be less satisfied with their children s schooling than their peers in the general population The difference is most apparent for those who report being very satisfied with their children s schools Parents satisfaction with their children s schooling differs somewhat by student s disability category Across disability categories parents of students with emotional disturbances express the lowest levels of satisfaction with most aspects of their children s schooling Conclusion NLTS2 and SEELS offer an opportunity to examine parents perceptions of their children s special education services and of the schools and teachers who provide those services From this national perspective a clear majority of parents offer positive reviews of their children s experiences while in school content which shows parents of students with disabilities as generally satisfied with the education and services their children receive Citation Newman L 2006 Parents Satisfaction with Their Children s Schooling Menlo Park CA SRI International Contains 9 endnotes and 3 exhibits **Educating Our Children** ,1989

Parent Attitudes Toward Their Children's Schools Based on Level of Parent Involvement in a Public School System Phyllis Hicks Utterback,1990 **81 Questions for Parents** Kristen J. Amundson,2021-05-17 As a former teacher school board chair and state legislator Kristen J Amundson has spent decades answering parents questions about school 81 Questions for Parents Helping Your Kids Succeed in School highlights the most important of these questions covering a child s school journey from preschool to postsecondary education It includes some of the school secrets parents need to know the often unwritten rules that can make a child s K 12 experience the best it can be Should you redshirt your kindergartener and hold them out for a year How much parent help on homework is too much And why could playing in the band be a secret to getting your child into a good college And for parents who are struggling to teach their child at home there are tips on how to

do that while still keeping your sanity and your own job 81 Questions for Parents combines common sense research and a little humor to help parents support their child to get the best possible education

A Guide to Choosing Your Children's Schools Winifred Chinwendu Nweke, 2014-09-29 A Guide to Choosing Your Children's Schools Charter County or City school Where you buy a home may take these choices out of your hands The book challenges parents to use readily available information in print and on the internet regarding school academic history location resources curriculum and extra curricular offerings to plan ahead It encourages parents to make deliberate choices that would position their children in the neighborhoods that would place them in the best schools The second part of the book argues for and illustrates why parents should closely monitor their children's experiences from pre school through high school even in the best of schools The book concludes with suggestions on various ways parents can forge effective partnerships with the school teacher to facilitate a successful experience for their children ward

The Parent-Centered Early School Michael R. Williams, 2021-12-12 First Published in 1997 This case study of a small independent parent run program in Milwaukee's inner city finds that several factors combine to make the school effective parental involvement at all levels including governance a clear and shared sense of mission and a coherent Montessori curriculum that takes children from preschool through the third grade The study employed data from several surveys of parents teachers interviews with participants and observation over five years Begun twenty seven years ago by parents and community members alienated from dysfunctional public schools and still supported mostly by contributions Highland today is one of only a dozen schools in the United States receiving some of its revenue under a voucher program that provides state funds to independent schools After an overview of Highland's history demographics and measures of success two chapters examine the school's commitment to diversity nonviolence child nurturance and egalitarianism Other chapters focus on how Highland involves its parents and how parents alone govern the school analyze the role of Highland's trustees and details the school's Montessori curriculum The final chapter explores the possibility of applying some of Highland's lessons to public school curriculums

Efforts by Public K-8 Schools to Involve Parents in Children's Education Xianglei Chen, 2001

Developing Caring Relationships Among Parents, Children, Schools, and Communities Dana McDermott, 2008 This book focuses on parents and teachers as adult learners who should be growing and learning along with the children in their care It lays out a theory of what parents and teachers need to care for children and themselves and then it shows how the author has assisted parents and teachers to put these theories into practice McDermott relies on stories and listening to the voices of parents teachers and children to make her case She weaves together the latest theories and research with these stories She uses narratives of actual school meetings workshops parent planning and discussion groups testimonies newsletters and research of others in the field to demonstrate applications of theory and research She fills a gap by focusing on parents from all socioeconomic backgrounds Key Features o Focuses on parents and teachers as adult learners o Focuses on the dynamic process of parenting and teaching o Provides a theory to

practice model to support parents families and teachers o Provides a tool or guide for thinking through problems and finding solutions that take into consideration the needs of all involved *Back to School for Parents* Michael D. Buford BA

MEd,2010-02-03 What can I do as a parent to help my child receive the best education in the public school What proven strategies are available for an ordinary parent to use to help his/her child have greater success in the classroom Does my child have a better chance in receiving a quality education if I am involved in his day to day education The answers to these three questions are crucial for parents today if their child is to have success in the classroom and receive a quality education BACK TO SCHOOL FOR PARENTS addresses each of these questions providing the parent who has limited or advanced education a useful tool to help the school aged child have greater success in the public school **Six Secrets for Parents to Help Their Kids Achieve in School** Meline M. Kevorkian,2005 Research shows that parental involvement can result in higher test scores positive attitudes and good behavior Here is a practical parent guide with clearly expanded strategies for helping every child achieve academic success **Parents as Partners in Education** Eugenia Hepworth Berger,2004 This text uniquely provides comprehensive coverage of the history of parenting and parent school collaboration current issues and immigration trends affecting American schools and communities diverse family structures and many techniques that teaching professionals can use to engage family members of all children more completely as partners in education Chapters on working with families of children with special needs and on child abuse are remarkable aspects of this text BOOK JACKET

Schools and Families Dorothy Rich,National Education Association of the United States,1987 **Parents and Schools** Rebecca Crawford Burns,1993 **You, Your Child, and School** Sir Ken Robinson, PhD,Lou Aronica,2019-03-12 An essential book for parents to help their children get the education they need to live happy productive lives from The New York Times bestselling author of *The Element* and *Creative Schools* Parents everywhere are deeply concerned about the education of their children especially now when education has become a minefield of politics and controversy One of the world's most influential educators Robinson has had countless conversations with parents about the dilemmas they face As a parent what should you look for in your children's education How can you tell if their school is right for them and what can you do if it isn't In this important new book he offers clear principles and practical advice on how to support your child through the K 12 education system or outside it if you choose to homeschool or un school Dispelling many myths and tackling critical schooling options and controversies *You Your Child and School* is a key book for parents to learn about the kind of education their children really need and what they can do to make sure they get it *The School Executive* ,1925 *One Dream, Two Realities* John M. Bridgeland,John J. DiIulio,Ryan T. Streeter,James R. Mason,2008 Regardless of incomes education and performance at the school say the authors parents believe that their involvement is central to their child's academic success What parents need is an access point that many are not finding Selected reported findings include 1 Parents see a more demanding world 2 Parents share high aspirations for their children 3 Parents especially parents of

students in low performing schools understand that their involvement is important 4 Only 15 percent of parents of students at low performing schools feel the school is doing an adequate job of challenging students 5 School performance more than grades drives parent satisfaction 6 While all parents recognize the importance of their engagement with their children s education only parents from high performing schools feel they are regularly and meaningfully engaged in their children s academic success and 7 Most parents who are not engaged enough feel that they need to do better Barriers to and opportunities for parental involvement are discussed Contains 19 endnotes 8 figures and 1 table This report was produced in association with Peter D Hart Research Associates A Cord of Three Strands Soo Hong,2011 Abstract Data reveal that LSNA s Parent Mentor program presents us with a three part model that can be broadly applicable to school The ecology of parent engagement describes parent engagement as a process of Induction Integration and Investment Through their school participation parents can be inducted into previously unfamiliar environments to support their children as well as their own understanding of schools Through a program that focuses on connecting parents to teachers and other parents in the school parents become integrated into schools as key actors and role models Finally by developing parents as leaders rather than as passive participants in school determined initiatives parent engagement is seen as an investment in schools and the broader community Compared to more traditional models of parent involvement LSNA s model for engagement is relational rooted in leadership development and community change and built upon the mutual interests of schools and families *The Fra*
Elbert Hubbard,Felix Shay,1912 School Life ,1921

Parents And Their Childrens Schools Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Parents And Their Childrens Schools**," published by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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