

Connecting Learning at Home and at School

Tool 4 Perception Surveys

Perception Surveys

What?

Following are several surveys school leaders can use to gather perception data from teachers. You can select from among the tools here to provide additional information to your School Council and/or leadership team about how teachers perceive family engagement.

Who?

Surveys included here are designed to gather data from teachers. It is important to gather data from as many teachers in your school as possible.

How much time?

All of these surveys are designed to be easy to complete. The amount of time the surveys will take depends on when and how you choose to collect the data.

How?

These surveys can be distributed to teachers in your school.

What will you be able to do afterwards?

Data from these perception surveys can inform your conversations about family-school partnerships in your school.

What is meant by the term “efficacy”?

Efficacy refers to the power to produce a desired effect (e.g. to have the ability to make a positive difference to children’s learning). Self-efficacy is the belief that you have ability to succeed in specific situations (e.g. help your own children succeed with their learning).

Note:

The term ‘parents’ is used interchangeably throughout this document with ‘families’ to refer to adults who have responsibility for a child/children.

Statement of use

The following surveys have been adapted with permission from Hoover-Dempsey, KV & Sandler, HM, 2005, *Final Performance Report for OERI Grant #R305T010673: The Social Context of Parental Involvement: A Path to Enhanced Achievement*. Presented to Project Monitor, Institute of Education Sciences, US Department of Education, March 22, 2005



Every
child,
every
opportunity



Survey #1: teacher perceptions of parent efficacy for helping children succeed in school

Please indicate how much you agree or disagree with each of the statements.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Disagree just a little</i>	<i>Agree just a little</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. My students' parents help their children learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My students' parents have little influence on their children's motivation to do well in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If my students' parents try really hard, they can help their children learn even when the children are unmotivated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My students' parents feel successful about helping their children learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My students' parents don't know how to help their children make educational progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My students' parents help their children with school work at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My students' parents make a significant, positive educational difference in their children's lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Survey #2: teacher beliefs about family involvement

Please indicate how much you Agree or Disagree with each of the statements.

	Strongly Disagree	Disagree	Disagree just a little	Agree just a little	Agree	Strongly Agree
1. Family involvement is important for a high performing school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Most families know how to help their children with schoolwork at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Every family has some strengths that can be tapped to increase student success in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. All families could learn ways to help their children with schoolwork at home, if shown how	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Family involvement can help teachers be more effective with more students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Families of children at this school want to be involved more than they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Family involvement is important for student success in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. This school views families as important partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Survey #3: teacher report of invitations to parental involvement

Please indicate how often you have done each of the following this year.

	Never	Once this year	Once each semester	Once each term	Once every 2 - 4 weeks	Once a week
1. Have a conference with a parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Contact a parent if the child has problems or experiences failure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Contact a parent if the child does something well or improves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Involve a parent as a volunteer/helper in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Tell a parent about the skills their child must learn in each subject I teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide specific activities for parents to do with their child in order to improve their child's grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Give a parent ideas about discussing specific TV shows with their child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assign homework that requires a parent to interact with their child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Suggest ways to practice spelling or other skills at home before a test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Ask a parent to listen to their child read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Ask a parent to help their child with homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Encourage a parent to ask their child about the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Ask a parent to visit their child's (my) classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Ask a parent to take their child to the library or relevant community events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Give a parent ideas to help him or her become an effective advocate for their child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Send home letters telling parents what the child has been learning and doing in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Survey #4: teacher beliefs about the importance of specific involvement practices

Please indicate how much you Agree or Disagree with each of the statements.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Disagree just a little</i>	<i>Agree just a little</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. Having a conference with each of my students' parents at least once a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Contacting parents about their child's problems or failures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Contacting parents when their child does something well or improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Involving parents as volunteers in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Telling parents about the skills their child must learn in each subject I teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Providing specific activities for parents to do with their child in order to improve their grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Giving parents ideas about discussing specific TV shows with their child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assigning homework that requires parents to interact with their child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Suggesting ways to practice spelling or other skills at home before a test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Asking parents to listen to their child read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Asking my students' parents to help their child with their homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Asking my students' parents to ask their child about the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Inviting my students' parents to visit their child's (my) classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Asking my students' parents to take their child to the library or relevant community events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Giving parents ideas to help them become effective advocates for their child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Sending home 'letters' telling parents what the child has been learning and doing in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What to do with the data

The importance of beliefs

Beliefs – both our own and others' - determine the actions we take. If we believe that families are capable of making a positive difference to their children's learning, we take actions that enable this to happen. Conversely, if we believe families have little or no positive impact on their children's learning, we do not take action to partner with them.

Our beliefs often sit just below the level of our consciousness. These surveys are one means of helping to surface our belief systems.

Guidelines for discussing the data: Surveys #1 - #4

You can reflect on the data either individually, with a 'buddy' or as part or all of a staff group. Some points to consider in your reflection are:

Survey #1: Teacher Perceptions of Parent Efficacy for Helping Children Succeed in School

1. What are your core beliefs about parents' abilities to positively impact their children's learning?
2. What data do you have that supports this view?
3. What would you need to see, if anything, to alter this view?

Survey #2: Teacher Beliefs about Family Involvement

1. What are your core beliefs about family involvement?
2. How is this reflected in your practice?
3. What could you do, if anything, or increase the involvement of families in the school and with their children?

Survey #3: Teacher Report of Invitations to Parental Involvement and

Survey #4: Teacher Beliefs about the Importance of Specific Involvement Practices

1. Do your responses surprise you?
2. Do you believe that involving parents in their children's learning is part of your job?
3. What are you willing to do differently that will enable a parent to become more involved with their child's learning?

Summary reflection:

1. What are the implications of your belief systems for families? For children and young people? For the school? For you?
2. What might you do differently (keep, start or stop doing) that will enhance family-school partnerships?