



PARTNERING WITH PARENTS- SELF EVALUATION

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√ Self Evaluation:

Parenting and School Grades: A 20 – Point Parental Checklist √

With the second semester now upon us, it is a good time to reflect upon the first semester. If you, as parents, do not feel that you sufficiently interacted with your child about grades, goals, and such, consider the last half of the year as a fresh start to do it better – to do it well. Here is a 20 – point checklist to consider.

___ I have discussed grade goals with my child for the next semester, and we mutually agreed on them.

___ I have discussed strategies to reach the grade goals, understanding that small steps to develop new habits and/or behaviors need to be in place. We agreed on those steps.

___ I understand that as an adult, my personal abilities vary with areas of strengths and areas that are weaker. Therefore, I have examined my expectations of my child accordingly, realizing that always expecting the best grade, or only “A”s may be unrealistic given his/her strengths and weaknesses.

___ I have spent as much time (or more) affirming good grades as I have being critical of poorer grades.

___ I don’t take grades personally as a reflection upon me as the parent. I remember that the grades are my child’s and not mine.

___ I don’t project my past school failures and/or my superior achievements onto my child. For example, I never state things such as, “Of course you don’t do well in math. I did not either.” Or, “I did well in the school’s spelling bee, why haven’t you?”

___ I am sufficiently engaged enough with my child’s teachers and the available, current information to understand what I need to know.

___ I am not so overly engaged and so enmeshed in my child’s school work that the grades he/she earns are as much mine as his/hers.

___ I am gradually letting go of the school work process as my child grows developmentally and teaches me that my involvement is not necessary.

___ Grades are not so important to me that my style of reaction to poorer grades is getting in the way or ruining my relationship with my child.

___ I don’t cross ethical guidelines and/or Biblical principles to make sure my child gets a good grade.

___ Although I am my child’s advocate, I don’t pressure teachers to change a grade, nor do I jump to my child’s rescue

of natural consequences of receiving a poor grade when he/she has not done the school work.

___ I celebrate excellence (and improvement) with my child. I am his/her greatest cheerleader.

___ I am current on physical checkups for my child to be sure that hearing, vision, and other essentially needed functions for school success exist.

___ Our home is conducive to learning and completing school work, including the conditions below:

___ My child receives proper rest and nutrition.

___ My child has a quiet environment for study, free of distractions such as television, computers, cell phone texting, etc.

___ Our home is not dominated by overly-emotional, chaotic situations that distract from school work.

___ My child arrives on time for school.

___ We regularly pray for our teacher(s) and over school work and the school in general.

___ My parental example exudes diligence in my own life and work and exemplifies the importance of being a life-long learner.

How did you do? What steps will you take to be able to check more characteristics a year from now?

Speaking of Distractions...

“Americans between the ages of 8 and 18 devote an average of 7 hours, 38 minutes a day -- or 53 hours a week -- to media use, according to a report by the Kaiser Family Foundation. That is up by more than an hour from five years ago, when a similar study was conducted. The study also noted a link between heavy media users and lower grades, showing that 47% of the heaviest users earned C’s or lower, while only 23% of light users earned the same grades. The study could not say if there was a cause-and-effect link between media use and grades.” (Source: January 20, 2010 from ASCD SmartBrief [ascd@smartbrief.com])