

Faculty Research Grant
Final Written Report

For
Jackie Paxton, Ed.D.

Associate Professor of Curriculum and Instruction

Presentation
to

AECI International Conference
April 12-15, 2006
San Antonio, Texas

B. Problem Studied:

It has long been noted that the classroom teacher can have a tremendous effect on students, either in a positive or negative manner. A simple approach which may have great benefit in transforming the overlooked students in a classroom into the mainstream of activity could be a positive communication from the teacher to the child's parent.

C. Review:

It has long been noted that the classroom teacher can have a tremendous effect on students, either in a positive or negative manner. A simple approach which may have great benefit in transforming the overlooked students in a classroom into the mainstream of activity could be a positive communication from the teacher to the child's parent. In order to test this idea a survey was done in a departmentalized sixth grade science class. It was found that over a three week time period eighteen students met the criteria that was desired. In effect, they came to class, drew little attention to themselves, and in that time period did not initiate any interactions with adults. All of the students had what was considered to be average behavior for the classroom.

Once the students were identified the classroom teacher sent an individualized letter to the parents of each student. In the letter, the teacher explained that it was a pleasure to have the child in class and that the class was improved by the fact the child was in the class

D. Summary of Findings:

Student response was immediate when their parents read the letter. All eighteen students initiated conversations with the classroom teacher after the parents had received the letter. This behavior continued for the rest of the school year. There was also an

effect on academic performance. The letter was sent the week a nine week grading period ended. The grades for that nine week period were compared to grades in the grading period immediately after the letter was sent. Seventeen of the eighteen students had an increase in grade point following the positive communication. One student showed a decline in grades.

E. Conclusions and Recommendations:

The findings indicate that a simple procedure can make a major change in the academic and social outcomes of several students in the public schools. It is recommended that continued and expanded use of this idea might make a more positive impact on a larger number of students. To this end the information was also published in: an international education journal:

Paxton, Jackie, Teresa Shoemake. Positive Teacher-Parent Communication and its Effect on Student Performance. *Journal of Early Childhood Education*, Vol. 3, Tribhuvan University, Kathmandu, Nepal. December, 2006.

Attachment:
Handout for ACEI International Conference 2006



**The Effects of Positive Teacher-Parent
Communication and its Importance in
Student Achievement**

By

Teresa Shoemake

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&

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Alma Middle School

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Alma, AR 72921

MEMO

To: Parents of Joseph English
From: Teresa Shoemake
Date: 1/26/2007
Re: Behavior

Dear Mr. and Mrs. English,

I would like to discuss the behavior of your child, Joseph. He will attempt any classroom activity that is presented to him. He always tries, and almost always has all of his classroom supplies. He listens to the teacher and always turns in his homework. He is a wonderful student. It is a pleasure to have him in my classroom. You, as a parent, should be quite proud.

Sincerely,

Teresa Shoemake