

# Preservice Teacher Education and In-Service Professional Development for Family and Community Engagement

## An Annotated Bibliography of Approaches and Key Studies Documented in the Peer-Reviewed *School Community Journal*

Many teachers report receiving little or no preparation for working with parents during their undergraduate teacher education programs (Bartels & Eskow, 2010; Kirmaci, 2019; Patte, 2011; Shumow & Harris, 2000). In contrast, a few isolated programs do offer examples of practical, engaging course and field work that provide a solid foundation for teachers to build on when interacting with students' families (Accardo et al., 2020; Baker & Murray, 2011; Bartels & Eskow, 2010; Collier et al., 2015; de la Piedra et al., 2006; Katz & Bauch, 2001; Murray et al., 2013; Power & Perry, 2001; Sutterby et al., 2006; Sutton et al., 2020; Warren et al., 2011), although the quality of parent contacts and interaction can vary by placement – urban vs. suburban, and general education vs. special education (Hindin, 2010).

Symeou et al. (2012) reported on a professional development course that involved training teachers to use active listening and other communication skills (typically used by counselors) and provided opportunities for practice and reflection, which resulted in teachers reporting increased confidence and better communication with the parents of their students.

Professional development is enhanced by opportunities for teacher practice and reflection. Kyle et al. (2005) describe the reflection process:

It is just this process that enables a teacher, away from the immediacy and demands of the day, to consider decisions made, consequences, purposes, and next steps. In our study, this provided a time for the teachers to consider ways in which they did or could have connected their teaching to what they were learning from their students' families. (p. 33)

To achieve a healthy school learning community, Cavey (1998) recommends "hands-on," interactive professional development, followed by brief refresher trainings throughout the school year and focus group discussions on implementation.

Accardo, A. L., Xin, J. F., & Shuff, M. (2020). Special education teacher preparation and family collaboration. *School Community Journal*, 30(2), 53–72.

<https://www.adi.org/journal/2020fw/AccardoEtAIFW2020.pdf>

"In order to prepare competent teachers for working with families, a Family Collaboration Project was incorporated into a special education teacher education program course taken concurrently with clinical practice in the field. Teacher candidates were assigned to intervention and comparison groups...and their learning outcomes were compared through a pre-post survey and written reflection."

Anderson, E. M., Blitz, L. V., & Saastamoinen, M. (2015). Exploring a school-university model for professional development with classroom staff: Teaching trauma-informed approaches. *School Community Journal*, 25(2), 113–134. <https://www.adi.org/journal/2015fw/AndersonEtAIFall2015.pdf>

This study describes (1) a needs assessment with classroom staff, (2) the development and implementation of a series of professional development workshops for the staff/paraprofessional aides, and (3) post-workshop surveys and focus groups to assess the impact of the workshops and

identify ongoing professional development needs. Implications for building or enhancing a trauma-informed school community are discussed.

Baker, P. H., & Murray, M. M. (2011). Building community partnerships: Learning to serve while learning to teach. *School Community Journal*, 21(1), 113–128.  
<https://www.adi.org/journal/2011ss/BakerMurraySpring2011.pdf>

“This essay describes two special education teacher preparation approaches that successfully linked candidate learning outcomes together with service to the community. One approach attached undergraduate teacher candidates in special education with an elementary school to facilitate the delivery of an afterschool learning program for students in need of additional skill development. The other approach connected graduate candidates with community partners in support of the development and implementation of specific projects of value to the community agency. Each of these collaborative learning opportunities created a win for the community partner and a win for the teacher candidates, as each of these opportunities better prepared these candidates to build a strong sense of community from within their school and also by reaching beyond the walls of their own setting.”

Bartels, S. M., & Eskow, K. G. (2010). Training school professionals to engage families: A pilot university/state department of education partnership. *School Community Journal*, 20(2), 45–72.  
<https://www.adi.org/journal/fw10/BartelsEskowFall2010.pdf>

The project researched for this article “included a sequence of three graduate courses to a cohort of school professionals in a high-need school district. Courses were taught at a school within that district and included projects designed to address the needs of the community in which the participants were employed. Qualitative analysis suggests that following completion of the courses, school professionals enhanced their ability to engage families and experienced positive changes in attitude toward family–professional collaboration. Importantly, participants were able to articulate specific ways in which they planned to utilize new skills in the school setting. A unique aspect of this study was investigation of continued use of new knowledge and skills and implementation of action plans six months post-training.”

Bennett-Conroy, W. (2012). Engaging parents of eighth grade students in parent–teacher bidirectional communication. *School Community Journal*, 22(2), 87–110.  
<https://www.adi.org/journal/2012fw/BennettConroyFall2012.pdf>

This study with a randomized control group demonstrated that a low-cost intervention using teacher-initiated bidirectional communication with families to improve parent involvement at home and at school among 8th grade students’ parents is feasible, acceptable to all stakeholders, and effective in improving homework grades and completion.

Bergman, D. J. (2013). Comparing the effects of suburban and urban field placements on teacher candidates’ experiences and perceptions of family engagement in middle and high schools. *School Community Journal*, 23(2), 87–112. <https://www.adi.org/journal/2013fw/BergmanFall2013.pdf>

Two groups of teacher candidates completed a survey based on the Parent Teacher Association’s National Standards for Family–School Partnerships at the start and end of the semester of a general methods course and corresponding fieldwork (practicum) experience, finding that urban-placed participants had significantly more ideas about communicating with and welcoming families.

Implications are addressed, including the role of family engagement in teacher education and the impact of fieldwork placement location.

Caspe, M. S. (2003). How teachers come to understand families. . *School Community Journal*, 13(1), 115-132. <https://www.adi.org/journal/ss03/Caspe%20115-132.pdf>

“The building of connections between family, school, and community can benefit children from before the time they enter Kindergarten until after they have left our schools. Through an analysis of 13 in-depth teacher interviews, this study explores the role of the teacher in the home-school partnership and how teachers come to understand families in a rural New England community. Findings suggest that two key processes to understanding families include gathering information through communication and observation and making meaning of the information through comparisons to other families, one’s own family, and the particular family over time. Implications for research, practice, and professional development are discussed.”

Cavey, M. L. (1998). Using focus groups to assess staff development: A school learning community benefits. *School Community Journal*, 8(2), 73-79. <https://www.adi.org/journal/fw98/CaveyFall1998.pdf>

This study discusses the use of surveys vs. focus groups as evaluation tools, finding the focus groups to be a valuable follow-up to previous staff development trainings.

Chen, C.-T., Kyle, D. W., & McIntyre, E. (2008). Helping teachers work effectively with English language learners and their families. *School Community Journal*, 18(1), 7-20. <https://www.adi.org/journal/ss08/ChenKyleMcIntyreSpring2008.pdf>

This article describes a professional development project designed to introduce K-12 teachers to effective strategies for enhancing the learning of English language learners and shares the results that occurred as the teachers placed greater emphasis on family involvement practices.

Collier, M., Keefe, E. B., & Hirrel, L. A. (2015b). Preparing special education teachers to collaborate with families. *School Community Journal*, 25(1), 117-136. <https://www.adi.org/journal/2015ss/CollierKeefeHirrelSpring2015.pdf>

“Teacher candidates need opportunities to learn how to develop collaborative relationships with parents of all children, including children with disabilities. This article describes the implementation of the Families as Faculty Program (FAF), jointly developed by a parent center and a special education program at a southwestern university....This program provides teacher candidates with a unique opportunity to learn firsthand from parents who agree to share their experiences and stories about the strengths, differences, and challenges of raising a child with disabilities. This article describes the way in which FAF was integrated into a graduate-level course in a special education master’s degree program. Information is given on how other teacher preparation programs can access materials created through FAF for their own programs.

Collier, M., Keefe, E. B., & Hirrel, L. A. (2015). Listening to parents’ narratives: The value of authentic experiences with children with disabilities and their families. *School Community Journal*, 25(2), 221-242. <http://www.adi.org/journal/2015fw/CollierKeefeHirrelFall2015.pdf>

This article describes the impact on the practices and dispositions of teacher candidates resulting from the implementation of a program called Families as Faculty (FAF). “Data were collected during the course.... Additionally, the teacher candidates were administered a follow-up survey

three years after they completed the course. Teacher candidates reported an increase in their understanding and appreciation of home-school collaboration following their experiences in FAF. Participants in the follow-up survey also indicated that these experiences continued to have long-lasting, positive impacts on their teaching practices and the school-family relationships they have formed with parents of children with disabilities.

Delacruz, S., & Guerra, P. (2019). Building sustainable afterschool literacy programs by partnering with university teacher candidates. *School Community Journal*, 29(2), 81-104.

<https://www.adi.org/journal/2019fw/DelacruzGuerraFW2019.pdf>

"This study involved an afterschool tutoring program...partnering with a university reading class. This partnership, which is in its sixth year of implementation, prepares teacher candidates in the area of literacy while providing additional, free support to students in Grades K-2."

de la Piedra, M. T., Munter, J. H., & Giron, H. (2006). Creating links, "Atando cabitos:" Connecting parents, communities, and future teachers on the U.S./Mexico border. *School Community Journal*, 16(1), 57-80.

<https://www.adi.org/journal/ss06/delaPiedraMunterGironSpring2006.pdf>

"In this article, participants from the University of Texas at El Paso, together with K-12 school partners and parents, as well as supporting evidence from participants in diverse communities in Oklahoma, Florida, and Georgia, describe the impacts of the processes of collaborative planning, implementation, and evaluation of family/community-based projects on schools, families, and the education of future teachers."

Ferrara, M. M. (2017). Understanding family engagement through the focus of the National Standards for Family-School Partnerships: Secondary preservice teachers' perspectives. *School Community Journal*, 27(2), 145-166. <https://www.adi.org/journal/2017fw/FerraraFall2017.pdf>

"The purpose of this study was to provide a summary of outcomes from two sections of a secondary preservice teacher course on family engagement" delivered mostly online, using the National Standards for Family-School Partnerships from National PTA.

Flanagan, C. G. (2007). Preparing preservice teachers to partner with parents and communities: An analysis of college of education faculty focus groups. *School Community Journal*, 17(2), 89-110.

<https://www.adi.org/journal/fw07/FlaniganFall2007.pdf>

Focus groups of College of Education faculty from five Illinois Professional Learner's Partnership universities were conducted. This study report is organized around key themes that emerged from the discussions: "importance of including the topic in teacher preparation programs; difficulties with the topic regarding cultural issues; negative preservice teacher attitudes about parents; differences in parent involvement at elementary and secondary levels; mixed messages given to preservice teachers by experienced teachers; inadequacy of the traditional teacher preparation program and student teaching experience to provide students with enough parent and community partnering opportunities; and the necessity of stressing collaboration and communication in teacher education."

Goldin, S. Khasnabis, D., & Atkins, S. (2018). Mining gems, nurturing relationships, building teacher practice. *School Community Journal*, 28(2), 189-212.

<https://www.adi.org/journal/2018fw/GoldinEtAlFall2018.pdf>

"...collaborative relationships across and among families and teachers can result in 'mining gems' of knowledge that reside in students, families, communities, and schools for the enrichment of

teaching and learning. We elaborate on the design of case-based, simulated parent–teacher conferences that provide teacher candidates with opportunities to learn to enact productive partnerships with families.”

Griego Jones, T. (2003). Contribution of Hispanic parents’ perspectives to teacher preparation. *School Community Journal*, 13(2), 73–98. <https://www.adi.org/journal/fw03/Griego%20Jones.pdf>

“Through focus groups with 34 parent leaders in a predominantly Mexican American school district, this study elicited information about what Hispanic parents thought new teachers need to know about their children to be more effective teachers. Findings fell into three main themes. First, parents believed that preservice teachers need to know about the local context, not about Latino populations in general. Second, they wanted teachers to understand and value their children as individuals with their own personalities and strengths and weaknesses as learners. The third theme was parents’ perception of teachers’ low expectations for minority children. Findings and their implications for curriculum content, field experiences, and structure of teacher preparation programs are discussed.”

Hiatt-Michael, D. B. (2006). Reflections and directions on research related to family–community involvement in schooling. *School Community Journal*, 16(1), 7–30. <https://www.adi.org/journal/ss06/Hiatt-MichaelSpring2006.pdf>

This article presents reflections on past developments providing the background and reasoning for contemporary practice of family-school involvement across America and provides analyses of research and thought in order to present four recommendations. The first two recommendations focus on explicitly incorporating family-community involvement knowledge, skills, and values into preservice teacher and administrator licensing programs and studying the resulting effects on aspects of these programs. These recommendations are crucial to implementation of family and community involvement practices as the teacher and the principal serve as key agents for positive family and community involvement in schools. The third recommendation promotes studying the effects of family involvement in character/civic education on student outcomes. The fourth recommendation encourages research on the effects of tying community organizations, including health and social agencies, with the school. Each of these recommendations should serve to point out areas where family-school-community involvement research would be both timely and fruitful.

Hindin, A. (2010). Linking home and school: Teacher candidates’ beliefs and experiences. *School Community Journal*, 20(2), 73–90. <https://www.adi.org/journal/fw10/HindinFall2010.pdf>

“Despite the important role teachers play in parent involvement, little is known about the ways teachers develop their beliefs and understandings of parent involvement practices. The current study focuses on candidates’ observations, experiences, and perceptions of parent involvement activities during their field placements and student teaching. Findings indicate that teacher candidates observed...parent involvement activities during field experiences and student teaching. Candidates viewed parents as having an essential role in children’s education. However, candidates did not observe ideal interactions with families when placed in urban settings, and there were inconsistencies between candidates’ perceptions of parents’ and teachers’ roles.”

Housel, D. (2020). Supporting the engagement and participation of multicultural, multilingual immigrant families in public education in the United States: Some practical strategies. *School Community Journal*, 30(2), 185–210. <https://www.adi.org/journal/2020fw/HouselFW2020.pdf>

This essay “proposes a variety of collaborative endeavors – from professional development events for school personnel to intergenerational bilingual classes to community fairs in the schools – to build relationships and engage immigrant parents with the public schools. Modifying the proposed activities due to the COVID-19 pandemic and its impact is also addressed.”

Katz, L., & Bauch, J. P. (2001). The Peabody Family Involvement Initiative: Preparing preservice teachers for family/school collaboration. *School Community Journal*, 1(1), 185–204.  
<https://www.adi.org/journal/ss99/KatzBauchSpring1999.pdf>

“Initial findings showed that more teachers engaged in parent involvement activities that are traditionally part of many school policies and programs. Teachers found themselves more prepared to engage in parent/school activities if they had completed a parent involvement course as undergraduates. Teachers who took this course were also more likely to engage in innovative parent/school activities. Both groups of preservice teachers thought all of the parent involvement activities were important. However, perceptions of their feasibility varied. Students considered themselves most prepared in the activities that had been emphasized in the course. In spite of this preparation program, both preservice and practicing teachers called for even more training in family/school involvement.”

Kirmaci, M. (2019). Reporting educators’ experiences regarding family–school interactions with implications for best practices. *School Community Journal*, 29(2), 129–156.  
<https://www.adi.org/journal/2019fw/KirmaciFW2019.pdf>

“I conducted a thematic analysis of 44 empirical articles published from 2007 to 2017 that explored preservice and in-service teachers’ experiences regarding family–school–community interactions....Lessons learned can be applied by teacher educators and educational researchers to better support prospective and practicing teachers in their work with families from diverse backgrounds.”

Kuo, N.-C. (2016). Promoting Family Literacy Through the Five Pillars of Family and Community Engagement (FACE). *School Community Journal*, 26(2), 199–222.  
<https://www.adi.org/journal/2016ss/KuoSpring2016.pdf>

To help preservice teachers develop their understanding of the multiple dimensions of family literacy, this research used the five pillars of family and community engagement (FACE) – early literacy, family involvement, access to books, expanded learning, and mentoring partnerships – to examine how these five elements influenced preservice teachers’ knowledge of and practices in family literacy.

Kyle, D. W. (2011). Families’ goals, school involvement, and children’s academic achievement: A follow-up study thirteen years later. *School Community Journal*, 21(2), 9–24.  
<https://www.adi.org/journal/2011fw/KyleFall2011.pdf>

“The multisite study involved children from mainly poor and working class families and focused on supports and barriers to learning....Family visits throughout the years of the study viewed parents as experts on their children, with teachers seeking to learn from them through informal conversations and formal interviews. The data collected provided an impetus for restructuring classroom instruction and for exploring ways of engaging the families more intentionally and meaningfully with their children’s classrooms. The study reported here is a follow-up with families in one of the sites. Again, family visits included (audio) recorded interviews about the children’s

academic performance at the end of high school, current goals, and parents' perceptions of their child's schooling experience and their own involvement with the schools over time."

Kyle, D. W., McIntyre, E., Miller, K. B., & Moore, G. H. (2005). Family connections: A basis for teacher reflection and instructional improvement. *School Community Journal*, 15(1), 29–50.  
<https://www.adi.org/journal/ss05/Kyle,%20et%20al.pdf>

"As teachers reach out to families in new ways, attempt to learn from them, and connect that knowledge to instruction, what do the teachers reflect on and consider? This article explores this question based on the experiences of two teachers involved in a multi-year study focused, in part, on school-family connections....The teachers' goal was to help students achieve academically by providing effective instruction that linked students' learning in school to their background of knowledge and experiences. The teachers' reflections helped them focus on whether and how they were reaching that goal and on what modifications might be needed."

Lasater, K. (2016). Parent-teacher conflict related to student abilities: The impact on students and the family-school partnership. *School Community Journal*, 26(2), 237–262.  
<https://www.adi.org/journal/2016fw/LasaterFall2016.pdf>

The purpose of this qualitative study was to examine the experiences of parents, teachers, and students when parents and teachers disagreed about a student's abilities; of particular importance was the perceived impact of these divergent accounts on students and the establishment of effective family-school partnerships.

Lasater, K. (2019). Developing authentic family-school partnerships in a rural high school: Results of a longitudinal action research study. *School Community Journal*, 29(2), 157–182.  
<https://www.adi.org/journal/2019fw/LasaterFW2019.pdf>

"The purpose of this study was to use an action research approach to improve family-school partnerships within one rural high school. The action research process occurred over three school years and involved multiple cycles of investigation."

Lewis, K. C. (2004). Instructional aides: Colleagues or cultural brokers? *School Community Journal*, 14(1), 91–112. <https://www.adi.org/journal/ss04/Lewis.pdf>

"Are instructional aides colleagues of teachers, bridges to the school community, both, or neither? This study addresses this question by asking instructional aides about their relationships with teachers and parents and about their status in schools, and suggestions are made to create stronger bonds among these partners in education....The practical knowledge and personal experience of the instructional aides about their relationships with teachers and parents reinforce the need for much better and targeted training of teachers and aides for the work they do together and with the parents and families of students."

Mancenido, Z., & Pello, R. (2020). What do we know about how to effectively prepare teachers to engage with families? *School Community Journal*, 30(2), 9–38.  
<https://www.adi.org/journal/2020fw/MancenidoPelloFW2020.pdf>

"This systematic review quantitatively and qualitatively describes the existing evidence base. We collated and analyzed the quality of peer-reviewed empirical studies that evaluated interventions designed to improve preservice teachers' capacity to work with parents/guardians."

Mistretta, R. M. (2017). Conversations with family members about math. *School Community Journal*, 27(1), 181–200. <http://www.adi.org/journal/2017ss/MistrettaSpring2017.pdf>

"Findings from conversations about math facilitated by 72 teachers with 225 families of public and nonpublic elementary, middle, and high school students are reported to demonstrate how dialogue between teachers and families can support meaningful home–school interactions. Implications for teacher preparation programs and professional development initiatives are discussed, and recommendations for future research paths offered."

Munger, M. H. (2020). Win-wins: Contextualized reading teacher education grows community partnerships. *School Community Journal*, 30(1), 89–106. <https://www.adi.org/journal/2020ss/MungerSS2020.pdf>

"One teacher preparation professor...embedded an emergent literacy course into multiple school community settings....Teacher candidates enrolled in the course participated in traditional classroom activities as well as contextualized learning experiences within school and community settings. The goal was to examine the perceptions of study participants regarding depth of learning and the value of the overall experience."

Murray, M. M., Ackerman-Spain, K., Williams, E. U., & Ryley, A. T. (2011). Knowledge is power: Empowering the autism community through parent–professional training. *School Community Journal*, 21(1), 19–36. <https://www.adi.org/journal/2011ss/MurraySpainWilliamsRyleySpring2011.pdf>

Partnerships for Autism through Collaborative Community Choice and Empowerment (Project PACE) was developed to empower parents and professionals (e.g., general or special education teachers, therapists, social workers, school counselors, psychologists) through training and education. Project PACE was designed to provide participants with basic facts about individuals with autism spectrum disorders (ASD) and strategies for working with these individuals utilizing collaborative partnerships. Once trained, participants themselves became trainers who presented the program to community agencies, schools, and parent support groups. This article describes the project planning phase, the implementation phase, and the evaluation phase (i.e., lessons learned). Results of this study suggest that Project PACE provides a cost-effective training model that allows parents and professionals to collaboratively develop, maintain, and improve services for individuals with ASD.

Murray, M. M., Handyside, L. M., Straka, L. A., & Arton-Titus, T. V. (2013). Parent empowerment: Connecting with preservice special education teachers. *School Community Journal*, 23(1), 145–168. <https://www.adi.org/journal/2013ss/MurrayEtalSpring2013.pdf>

"Parent empowerment includes the ability to meet the needs of one's family while feeling in control. This phenomenological study seeks to understand the experience of 71 parents of children with disabilities who participated with preservice teachers in a 16-week special education course....Analysis of pre-course and post-course parent focus group transcripts resulted in four shifts in perceptions of parent–professional partnerships: (1) from judgmental and impersonal to caring professionals; (2) from intimidation to confidence; (3) from defensiveness to trusting professionals; and, (4) from despair to hope. Results demonstrated parents' perceived increase in



self-efficacy in decision-making, access to resources, group affiliation, positive perception change, feelings of mutual respect, experience as a change agent, and hope (i.e., empowerment).”

Murray, M., Munger, M. H., Colwell, W. B., & Claussen, A. J. (2018). Building capacity in special education: A statewide initiative to improve student outcomes through parent-teacher partnerships. *School Community Journal*, 28(1), 91-106.

<http://www.adi.org/journal/2018ss/MurrayEtAlSpring2018.pdf>

This article describes the implementation efforts of 80 school districts and the teacher preparation programs of seven institutions of higher education regarding statewide school improvement efforts to improve instruction and learning for students with disabilities as well as other at-risk learners through parent-teacher partnerships in a train-the-trainer model and by involving families in teacher training programs.

Patte, M. M. (2011). Examining preservice teacher knowledge and competencies in establishing family-school partnerships. *School Community Journal*, 21(2), 143-160.

<https://www.adi.org/journal/2011fw/PatteFall2011.pdf>

A research study including 200 preservice teacher candidates in their junior and senior years of study at a public state university in Pennsylvania examined their knowledge and competencies in establishing family-school partnerships. The study found that preservice teacher candidates were aware of the many positive outcomes and barriers associated with establishing family-school partnerships, that their knowledge and competencies in establishing family-school partnerships was limited, and that their perceptions of family-school partnerships were traditional in nature.

Power, B., & Perry, C. (2001). Someone's most precious darling: Building the home/school connection with preservice teacher education students. *School Community Journal*, 11(1), 335-344.

<https://www.adi.org/journal/ss01/Chapters/Chapter24-Power&Perry.pdf>

We talk all the time about the importance of building home-school connections as we work with preservice teachers. But if there's one thing we've learned as teacher educators, it's that the things that will endure from our classes are those things our students have tried themselves. Though collectively we have almost 40 years of experience, we realized we had never made a serious attempt to understand the home-school connection with our (university) students. It was one important area of the curriculum where we never modeled activities and behaviors we hoped our students would emulate. What was missing was a family outreach component in the M.A.T. program itself. We wanted to test out the ideas we had shared for years with our interns. Would building a partnership with families and friends outside the classroom lead to greater learning for students and us? Would interactions with families and friends cause any change in our own thinking about the program? Finally, would experience as a student with teachers building home-school connections change the interns' perceptions of their own work with families in the future?

Sanderson, D. R. (2016). Working together to strengthen the school community: The restructuring of a university-school partnership. *School Community Journal*, 26(1), 183-198.

<http://www.adi.org/journal/2016ss/SandersonSpring2016.pdf>

This article explains how a restructured partnership was envisioned and brought to fruition by detailing the goals behind the community partnership, the strengths of the program from both sides of the partnership, the obstacles that were overcome, and testimonials directly from the classroom teachers and the university's teacher candidates.

Shumow, L., & Harris, W. (2000). Teachers' thinking about home-school relations in low-income urban communities. *School Community Journal*, 10(1), 9-24.

<https://www.adi.org/journal/ss00/ShumowHarrisSpring2000.pdf>

This article reports on two studies the first on teachers' beliefs about and experiences with their students' parents. Most reported receiving no preparation for working with families. The second study describes teachers' responses to a summer workshop engaging them in thinking about and planning for parent involvement.

St. Clair, L., Jackson, B., & Zweiback, R. (2012). Six years later: Effect of family involvement training on the language skills of children from migrant families. *School Community Journal*, 22(1), 9-20.

<http://www.adi.org/journal/2012ss/StClairJacksonZweibackSpring2012.pdf>

Children from migrant families participating in the parent involvement training program during the child's kindergarten year scored significantly higher on language measures at the end of first and fifth grades than children in the control group. Families also had use of technology for learning.

Sukhbaatar, B. (2018). Preservice teachers' views on working with diverse families in Mongolia. *School Community Journal*, 28(1), 295-318. <https://www.adi.org/journal/2018ss/SukhbaatarSpring2018.pdf>

"This study used semi-structured interviews to examine 18 primary education preservice teachers' views on working with Mongolian parents across diverse family patterns, including: preservice teachers' understanding of parental involvement; parental involvement practices learned; their awareness of diverse family patterns; and the preservice teachers' feelings about their preparedness for working with parents from diverse family patterns."

Sutterby, J. A., Rubin, R., & Abrego, M. (2007). Amistades: The development of relationships between preservice teachers and Latino families. *School Community Journal*, 17(1), 77-94.

<https://www.adi.org/journal/ss07/SutterbyRubinAbregoSpring2007.pdf>

"Preservice teachers from a Hispanic-serving university and Latino families reflected on their interactions during an after-school children's tutoring program conducted at an elementary school...issues were valuing what families bring to the educational process, congruency in the interpretation of teacher roles, and the importance of language to communication and relationship building."

Sutton, K. K., Lewis, K. D., & Beauchat, K. A. (2020). The role of teacher preparation programs in fostering preservice teachers' ability to effectively engage with families. *School Community Journal*, 30(2), 39-52.

<https://www.adi.org/journal/2020fw/SuttonEtAlFW2020.pdf>

"This report from the field outlines a college-family partnership (CFP) included as required content in a teacher certification program and intended to assist preservice teachers in the development of those skills necessary to build and sustain beneficial family relationships."

Symeou, L., Roussounidou, E., & Michaelides, M. (2012). "I feel much more confident now to talk with parents": An evaluation of in-service training on teacher-parent communication. *School Community Journal*, 22(1), 65-88.

<https://www.adi.org/journal/2012ss/SymeouRoussounidouMichaelidesSpring2012.pdf>

The training sessions introduced teachers to important theoretical frameworks (e.g., factors that influence family-school relationships), helped teachers understand the steps for successfully

preparing for and conducting a conference, and taught active listening-related counseling skills. (Note: a synopsis of this article is also available [here](#).)

Trumbull, E., Greenfield, P. M., Rothstein-Fisch, C., Maynard, A. E., Quiroz, B., & Yuan, Q. (2020). From altered perceptions to altered practice: Teachers bridge cultures in the classroom. *School Community Journal*, 30(1), 243–266. <https://www.adi.org/journal/2020ss/TrumbullEtAlSS2020.pdf>

"The research project...explored whether professional development based on cultural theory and research could support experienced teachers in creating culturally responsive classrooms for their primarily Latino immigrant students." It "led to a more mutual stance toward parents, altered classroom organization, improved classroom management, and stimulated the use of instructional practices that were more harmonious with the values of their students."

Trumbull, E., & Rothstein-Fisch, C. (2011). The intersection of culture and achievement motivation. *School Community Journal*, 21(2), 25–54. <https://www.adi.org/journal/2011fw/TrumbullRothstein-FischFall2011.pdf>

Through a series of professional development workshops, "elementary bilingual teachers used a cultural framework of individualism/collectivism to guide understanding and innovations related to achievement motivation. Examples illustrate cultural differences and how they can be bridged."

Trumbull, E., Rothstein-Fisch, C., & Hernandez, E. (2003). Parent involvement in schooling – According to whose values? *School Community Journal*, 13(2), 45–72. <https://www.adi.org/journal/fw03/Trumbull,%20et%20al.pdf>

Through the Bridging Cultures Project, a longitudinal collaborative action research project, elementary school teachers working with immigrant Latino students and families learned about a framework for understanding culture, as well as how to conduct ethnographic inquiry, in order to learn about the particular families they serve and to help them plan and use culturally appropriate, effective practices with their students and better engage their students' families.

(Note: a synopsis of this article is also available [here](#).)

Warren, S. R., Nofle, J. T., Ganley, D. D., & Quintanar, A. P. (2011). Preparing urban teachers to partner with families and communities. *School Community Journal*, 21(1), 95–112. <https://www.adi.org/journal/2011ss/WarrenNofleGanleyQuintanarSpring2011.pdf>

"This study explored how graduate coursework can impact urban teachers' knowledge, skills, and dispositions regarding family and community involvement. (Note: California requires graduate work for teacher certification.) Specifically, the research investigated how teacher attitudes toward family and community involvement changed after taking a graduate level course taught at two separate universities...Results from the semantic differential ( $p < .05$ ) and qualitative data indicate a significant change in teachers in three global areas: (a) their professional knowledge and skills, (b) their professional dispositions, and (c) their authentic relationships with students, their families, and the community."

Wright, K. B., Shields, S. M., Black, K., & Waxman, H. C. (2018). The effects of teacher home visits on student behavior, student academic achievement, and parent involvement. *School Community Journal*, 28(1), 67–90. <http://www.adi.org/journal/2018ss/WrightEtAlSpring2018.pdf>

"This study's purpose was to determine if a teacher home visit program implemented by a Texas-based charter school system resulted in differences in K–12 students' classroom behavior, academic

achievement, and parent involvement in school. Study findings indicate positive behavioral, academic, and parent involvement outcomes for students who received a home visit (n = 3,681), compared to a similar group of students who did not receive a home visit (n = 3,681).”

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