

## **Teacher Knowledge and Dispositions towards Parents and Families: Rethinking Influences and Education of Early Childhood Pre-service teachers**

Joan Y. Pedro, Regina Miller and Paige Bray

Joan Y. Pedro, Associate Professor, College of Education, Nursing and Health Professions, University of Hartford

Regina Miller, Professor Emeritus, University of Hartford

Paige Bray, Assistant Professor, College of Education, Nursing and Health Professions, University of Hartford

### **Abstract**

Historically teachers' knowledge, attitudes and dispositions towards parental involvement have been considerably non-existent and negative. This trend is well documented in the research on parental involvement in education. In the twenty-first century, early childhood educators must possess the current requisite knowledge and skills to meet existing challenges in their work with diverse students and families. Although the tide has changed in contemporary times and the research now points to achieving parental involvement in the various activities of their children's education, recent research stresses the importance of teaching pre-service teachers with the focus and experiences on working with families (Abrego et al. 2006, Graue, 2005). Moreover, to better prepare future teachers, schools of education need to help teacher candidates develop positive attitudes toward families and encourage teachers to draw upon the knowledge and strengths of families to make the classroom education students receive relevant (Knopf, H., & Swick, K. 2008). The question remains how do teachers develop the knowledge as well as these attitudes and dispositions to work successfully with families? A review of research finds that although practicing teachers believe that working with families is important to positive outcomes for children, teachers reported receiving little formal training and, therefore possess minimal knowledge and skills to work with parents (Hiatt-Michael, 2001). In this paper we explore the various ways that pre-services teachers are exposed to information on parents and families and discusses the important issues related to pre-service teachers' knowledge and dispositions on the importance of working with families as an integral part of the education of children. We examined the pre-service teachers' perceptions of their dispositions towards working with families. The survey data on teacher knowledge and dispositions gathered as part of this study is shared and we provide some strategies for a curricular approach towards working with families.

### **Introduction**

Historically teachers' knowledge, attitudes and dispositions toward parental involvement have been considerably non-existent and negative. This trend is well documented in the research on parental involvement in education (Bernhard, Lefebvre, Kilbride, Chud, & Lange, 1998; Burton, 1992; Horn, 2003). In the 1990 Handbook of Research on Teacher Education the educational goals recognized family involvement in children's education as a priority for program development but there were no index entries about families, parents, or family involvement. In the 1996 edition, the Handbook examined family, community, and school collaboration (Shartrand, Weiss, Kreider, & Lopez, 1997) demonstrating the importance of family involvement in teacher education programs.

In the twenty-first century, educators need new and different knowledge and skills to meet today's challenges, including the understanding and competencies to work with diverse students and families (Caspe, Lopez, Chu & Weiss, 2011). The tide has changed in contemporary times and the research now points to achieving parental involvement in the various activities of their children's education. Recent research stresses the importance of teaching pre-service teachers with the focus and experiences on working with families (Abrego, Rubin, & Sutterby, 2006, Graue, 2005). The question still remains as to whether there is enough done to improve teacher knowledge and dispositions towards parents and families, especially teachers working in early childhood education. Teacher education programs continue to face serious challenges in incorporating family engagement into the curriculum, including inadequate systemic support and limited resources (Shartrand, Weiss, Kreider, & Lopez, 1997).

Early childhood educators must recognize and respond to families in school and community relationships that involve them in the educational process. Moreover, to better prepare future teachers, schools of education need to help teacher candidates develop positive attitudes toward families and encourage teachers to draw upon the knowledge and strengths of families to make the classroom education students receive relevant (Knopf, H., & Swick, K., 2008). There continues to be a serious challenge for teacher preparation to incorporate family engagement into the curriculum (Shartrand, Weiss, Kreider, & Lopez, 1997). It is important then to question if teachers are prepared with knowledge and if they develop appropriate attitudes and dispositions to work successfully with parents and families.

The preparation of pre-service teachers usually focuses on child development, curriculum and instruction, guidance and behavior management. Teacher candidates learn about what students know and are able to do. They learn about how to influence the development of the students they will teach. However, there is still a gap in the development of appropriate knowledge and dispositions to enable teachers to successfully work with families. This study shares the importance of helping teachers to develop appropriate knowledge, attitudes and dispositions towards the parents and families they will work with in the future. In this study we explore the various ways that pre-services teachers are exposed to information on parents and families.

Pre-service teachers are exposed to knowledge of content through reading human development texts which include the role of the parent in the development of the child in the context of parenting children in early childhood. Often there is information on parenting children with disabilities. However, how does the information that pre-service teachers learn about parents and families impact on their attitudes and dispositions towards the children, parents and families who are products of their environments? The study sought to answer the major question, How do pre-service teachers develop knowledge and dispositions to work successfully with parents and families? The survey data collected reveal the extent to which pre-service teachers perceive that they possess the knowledge and dispositions to work with parents and families. We explore the various ways that pre-services teachers are exposed to information on

parents and families and discuss the important issues related to pre-service teachers' knowledge and dispositions on the importance of parents and families as an integral part of the education of young children.

### **Review of the Literature**

A review of research finds that although practicing teachers believe that working with families is important to positive outcomes for children, teachers reported receiving little formal training and, therefore possess minimal knowledge and skills to work with parents (Hiatt-Michael, 2001). Working with families is much more than simply involving them in their children's education, more so, there should be more focused educational experiences working with families and building teacher-family relationships. Professional development experiences that prepare pre-service teachers to deal with a variety of challenges are important for them to build a solid knowledge base, concrete skills, positive dispositions and practical experiences in building reciprocal relationships with families (Ratcliff & Hunt, 2009).

National standards for the quality of early childhood care insist that early childhood programs institute collaborative and supportive partnerships with families (Ritchie & Willer, 2005; Talan & Bloom, 2004). The professional teacher organizations have recognized the need for teachers to develop skills to involve parents in their children's learning (Shartrand et al., 1997). In various documents, apart from stating the important elements that guide teacher preparation in the various age groups, these organizations have clarified the role of parents and families in the education process. In the report, 'Global Guidelines for Early Childhood Education and Care in the 21<sup>st</sup>. Century' (2000), the overall philosophy, goals and policies indicate that

“Every child should have the opportunity to grow up in a setting that values children, that provides conditions for a safe and secure environment, and that respects diversity. Because children are both the present and the future of every nation, they have needs, rights, and intrinsic worth that must be recognized and supported. Children must receive appropriate nurture and education within and outside their families from birth onward if they are to develop optimally. Attention to the health, nutrition, education, and psychosocial development of children during their early years is essential for the future well-being of nations and the global community. Knowledge about human development is more substantial than at any time in history. The new century offers opportunities to consolidate recent gains and respond to new challenges that lie ahead.”

The report further talks about providing a comprehensive network of early childhood services that offer learning and care for children in the next century that includes the partnership with families and communities. The report states that special attention must be directed toward services with equal attention to all children, and calls for the empowerment of communities, families, and children, and for the collaboration reciprocally across nations to advance the interests of young children and families.

Similarly, in the current ACEI position paper on “The Preparation of Early Childhood Education Teachers,” by the Association for Childhood Education it is clearly stated that

The quality of learning that young children experience is of crucial importance for both their future and that of their nation. In guiding young children’s learning and development, early childhood teachers must possess the knowledge, skills and sensitivity to interact successfully with not only the young child, but also parents, guardians, paraprofessionals, community organizations and others whose actions affect children. Moreover, they must accommodate the breadth of young children’s interests and needs in a diverse society.

A number of factors also impact on the education of early childhood pre-service teachers as they navigate through the teacher preparation programs that will equip them with the appropriate knowledge, skills and dispositions to work in the field. Teacher education requirements as well as the curriculum and teaching methods are all integral to providing a well rounded beginning teacher. How well these factors take into account the pre-service teachers’ knowledge on and disposition to work with parents and families need to be reexamined.

### ***Teacher Preparation Requirements***

Teacher education programs need to provide pre-service as well as in-service teachers with the most appropriate information concerning families that reflects the current state of what families look like in society today. There are many teacher preparation programs that offer family engagement course but many focus on early childhood and special education (Shartrand, Weiss, Kreider, & Lopez, 1997). Also, the courses that offer school and family partnership do not fully prepare teachers to communicate or work effectively with parents towards students success (Chavkin, 2005). The faculty has the responsibility of identifying the most current text(s) reflective of current trends, and the most accessible source of information for students is the selected texts chosen by faculty. It is imperative that early childhood education teachers should be well acquainted with the broad spectrum of child development, beginning with the prenatal period and including infant/toddler, preprimary, primary and elementary school age children. The curriculum that includes an early childhood specialty should be well-developed within the broad scope of teacher preparation. The specific preparation program for teachers of young children should include the following areas:

### ***General Education***

To be able to help young children explore and interpret the world around them in a way that makes sense to them, teachers must be broadly and liberally education persons. There is agreement in the field that Teacher preparation experiences should be developed with candidates acquiring a sound Liberal Arts background and usable skills that provide “a comprehension of the variety and complexity of communication patterns as expressed by people of differing

cultural and socioeconomic backgrounds in a global context, and a knowledge and understanding of differences and similarities among societies and cultures, both at home and abroad” (ACEI, 2011).

### ***Foundations of Early Childhood Education and Child Development***

Early childhood teachers should develop a personal philosophy and approach to the learning/teaching process consistent with current research and education theories. Experiences should be designed to clarify the philosophical, historical, psychological, cultural, social and ethical foundations of early childhood education. They should possess a broad synthesis of knowledge of child development principles (Feeney, 2012) derived from studying research in the social and behavioral sciences that influence learning. In addition to knowledge of child development theory and research, teachers should study children in a variety of situations to understand better the meaning and degree of variation and exceptionality among individuals (CEC, 2009). Moreover, techniques for observing and recording such behavior need to be developed in accordance with research and theory.

### ***Learning and Teaching Process***

Learning as a process and the role of the teacher in facilitating that process should be emphasized. All areas of development—cognitive, physical, social, emotional, aesthetic and moral (or ethical) should be included. Examples of topics for study would include how learning takes place, factors that influence learning, climates for learning and accommodation of children’s needs, including special needs, interests, attitudes and motivations. The early childhood professional must be familiar with both curriculum content and instructional strategies that encourage children to become interested in learning in a wide variety of education contexts as well as to facilitate and encourage learning information appropriate to ability and level of the child, recognizing the potential and need to integrate content across the curriculum, where appropriate, in varied education contexts (ACEI Position Paper: Preparation of Early Childhood Education Teachers, 1998).

The teacher preparation program should include techniques for planning that integrates young children’s needs and developmental stages with the teacher’s education philosophy as well as local, state/province and national mandates. As part of selecting and evaluating prepared materials and creating new materials consistent with stated goals and objectives teachers of early childhood students should create learning environments that foster creativity, healthy self-concepts and regard for others. Fostering intellectual and physical growth in balanced proportions by integrating play, a growth process, as an integral part of a child’s intellectual, social/emotional, physical and aesthetic development is essential to early childhood practice (ACEI Position Paper: Preparation of Early Childhood Education Teachers, 1998).

Assessment and evaluation of children's total development (intellectual, social/emotional, aesthetic, physical) using authentic, performance-based assessment is vital pre-requisite to implementing a program of learning for young children that includes all curriculum areas such as language (oral and written, literature, reading), mathematics, use of technology, science (physical, life, earth and space, science and technology), social studies (geographical, political, historical, economical, cultural, anthropological), performing and visual arts (music, dance, theater, art, film) and physical education (ACEI Position Paper: Preparation of Early Childhood Education Teachers, 1998).

The two associations that advocate for teacher education in the United States place teacher- parent relationships as an integral part of teacher education which should be integrated into the curriculum. The ACEI Position Paper (2009), states that teachers should be provided with the opportunity to interact with parents and to develop skills for communicating with parents. NAEYC in a brief on parent-teacher relations emphasizes the importance of family involvement to help students achieve higher grades, better attendance and improve attitudes and behaviors. Reports also indicate that families who receive frequent and positive messages from teachers tend to become more involved in their children's education than do parents who do not receive this kind of communication (NAEYC, 2012).

### ***Attitudes and Dispositions***

Along with knowledge of child development, curriculum and instruction, and guidance and behavior management, pre-service teachers should develop positive attitudes and dispositions towards family involvement. Knowing about and understanding the traditions, practices and parameters of family life for children who are growing and developing in families who do not fit the traditional family structure would assist the developing teacher with concepts and expectations prior to entering the classroom.

### ***Teacher Dispositions towards working with Families***

The literature on teacher preparation programs clearly indicate that pre-service teachers are taught the skills and strategies for working with families, but little else (Baum & Swick, 2007). There is a huge emphasis on theoretical models of family involvement with little application to authentic, real-life experiences (DeCosta, 1996). It is important to integrate into teacher education programs the critical dispositions that pre-service teachers should nurture to empower them to work with families. There has been emphasis on the importance of teacher education programs to prepare pre-service teachers to have high quality relationships with families, which is especially vital in early childhood education (NAEYC, 2001).

Dispositions as defined by Katz (1993), is a tendency to exhibit frequently consciously and voluntarily a pattern of behavior that is directed to a broad goal. Shaping dispositions have

become an integral part of teacher education programs. Conceptual frameworks have been developed by teacher educators as to the appropriate dispositions they want pre-service teachers to develop. However, very little has been written about pre-service teachers' disposition to work with families (Baum & Swick, 2007). Graue (2005) emphasized that an essential disposition for teachers to possess is a positive attitude towards families and the family school relationship process. This can bring about a more successful interaction with families as they look for the potential, strengths and resilience of the family rather than deficits (Blasi, 2002).

### ***Developing Dispositions to working with families***

A major challenge to working with families involves the negative attitude that teachers hold on this subject. It is important to develop a positive disposition towards families if teachers are to develop that reciprocal working relationship. It is well documented that pre-service teachers come into teacher preparation programs with a set of beliefs, values and experiences that will affect the way they teach (Ratcliff & Hunt, 2009). Dispositions are seen as developmental and deals with the moral, ethical, and attitudinal aspects of teaching; the development of a set of positive dispositions is an integral part of being a professional (Baum & Swick, 2007).

### **Methods and Data Collection**

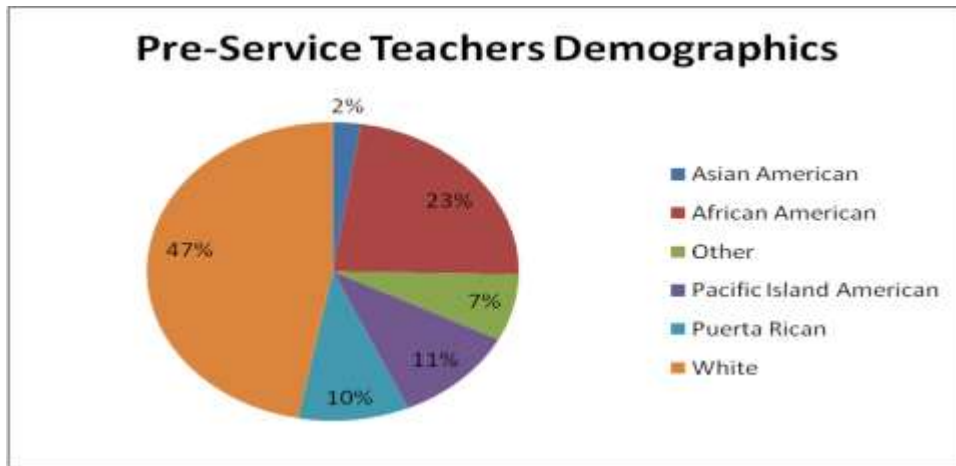
This study adopted a survey research methodology aimed at examining pre-service teachers' perceptions of their knowledge about and dispositions to working with parents and families. The survey was not linked to any particular course but targeted the participants' overall perceptions of how prepared they were to work with parents and families. The survey included a Likert scale and the quantitative data provided descriptive statistics that targeted the pre-service teachers' knowledge and dispositions that enable their ability to work with parents and families.

### **Participants**

The survey was sent out to 12 early childhood teacher preparation programs at the various higher education institutions. 83 early childhood pre-service teachers enrolled in 7 programs in colleges/universities located in north eastern United States responded to the survey.

These participants included 58 seniors in their final semester, 7 graduate students and 15 sophomores who were completing students of a community college. There was diversity among the pre-service teachers in terms of ethnicity as indicated in Table 1.

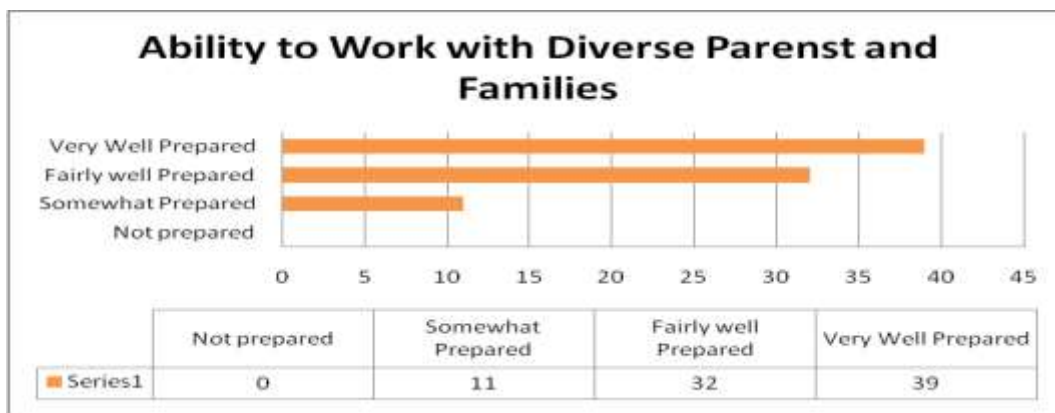
**Table 1**



**Findings and Discussion**

The survey data revealed some important areas in which the pre-service teachers felt they were or were not adequately prepared. The survey questions targeted the following areas; Teacher knowledge of conducting parent teacher conferences, affecting school policies and accessing resources for parents and families, building a community where parents feel comfortable; and understanding the value of parental involvement and parents’ ability to make educational decisions. Although not exhaustive these areas give an indication of the pre-service teachers’ preparedness to work with parents and families.

**Table 2**

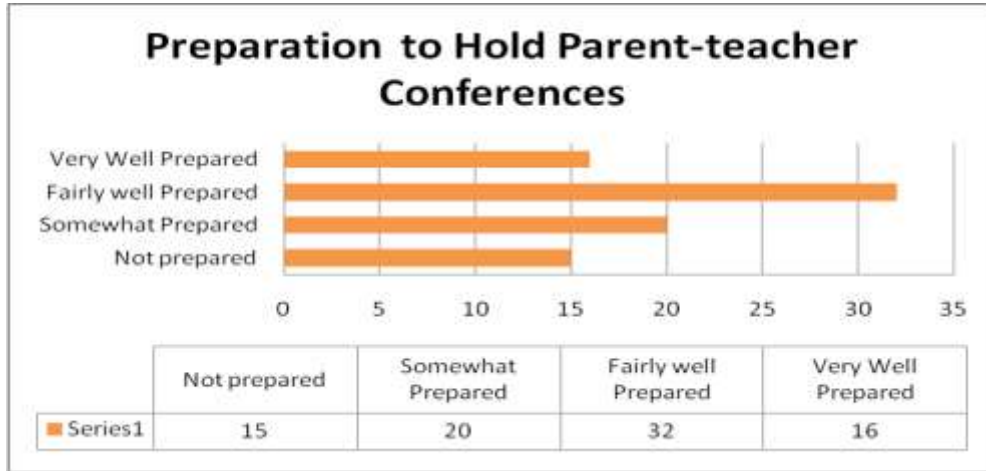


83% of the pre-service teachers in this study indicated that they were prepared to work with parents, with 85% of the participants stating they were fairly well prepared or well prepared to work with diverse families (table 2), the remaining 15% did not feel they were



prepared in this area. As small as this group may be teacher educators need to be concerned with all pre-service teachers' ability to work with parents and families that are representative of the diversity that exists in schools and society. The pre-service teachers also felt confident that they understood how to build a family-friendly classroom with 90% stating that they were fairly well to being well prepared to build a family-friendly classroom.

**Table 3**



The data in Table 3 revealed a significant divide in pre-service teachers' knowledge of conducting effective parent teacher conferences, 43% of the participants felt they were not well prepared, this finding is instructive to us preparing pre-service teachers to be able to communicate effectively with parents and families in a structured educational environment where children abilities and achievement are discussed.

**Table 4**

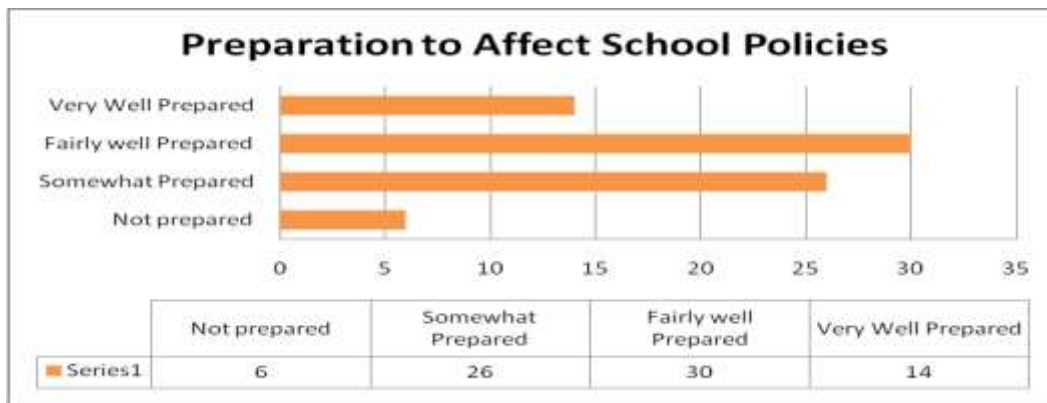
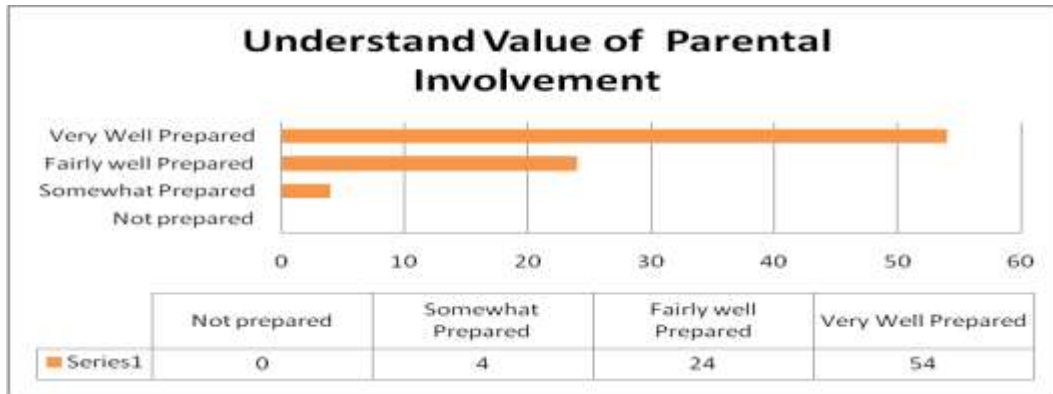


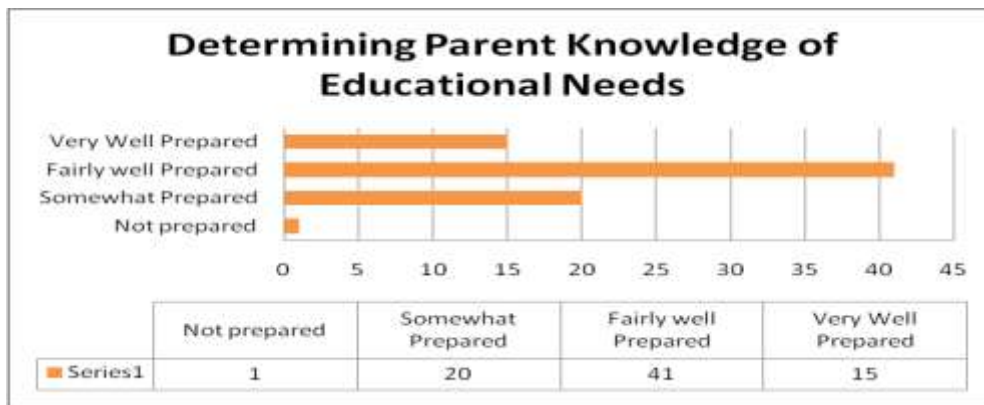
Table 4 depicts 42% of the pre-service teachers indicated that they were somewhat prepared or not prepared to affect school policies, an assumption that these pre-service teachers may not have the knowledge that would make them confident to affect school policies.

**Table 5**



The data in Table 5 revealed that most of the pre-service teachers felt they understood the value of involving parents in the process. With 70% feeling that they were well prepared, the other 30% of pre-service teachers indicated less confidence that they were prepared to see value in parental involvement. On the other hand 89% of the pre-service teachers indicated that they understood teacher responsibility for parent involvement.

**Table 6**



In table 6 only 19% of the pre-service teachers indicated that they were well prepared to determine if parents were knowledgeable enough to make educational decisions. 81% indicated different levels of preparedness to make this determination. Teacher education programs must find ways to develop pre-service teachers' knowledge and skills that would enable them to interact and gain insights on how to help parents more effectively.

The themes that emerged from the data include knowing how to work with diverse parents and families, becoming a culturally competent educator, expanding the knowledge base

of the early childhood educator, opportunities to work with parents and families and improving dispositions to work with parents and families. Although these findings are preliminary, the pre-service teachers surveyed present information that can be used to build within the curriculum ways to improve the knowledge base and dispositions of pre-service teachers.

## **A Curricular Approach to Building Knowledge and Dispositions towards Parents and Families**

### ***Knowing how to work with Diverse Parents and Families***

To establish dispositions for successful relationships with families, teacher educators should reexamine the curricula to determine if pre-service teachers are developing the knowledge and skills to promote and establish relationships with families (Ratcliff & Hunt, 2009). Horsch (1997) states teacher education programs can foster family involvement training using a variety of methods throughout the curricula. Although there is no one strategy that can prepare pre-service teachers to work effectively with families, it has been seen that by providing a comprehensive, integrated approach pre-service teachers can learn and apply knowledge, and skills to be effective in building teacher-family relationships.

Young children do not come to school by themselves. The early years of school are opportune times for family involvement in school. Currently across the country there is a heightened awareness of the importance of preparing pre-service teachers for school-family-community collaboration, though this is not happening as a widely and quickly implemented practice in all pre-service preparation programs.

In most teacher preparation programs, the curriculum for pre-service teachers usually focuses on the following critical areas of knowledge: child development, curriculum and instruction, and guidance and behavior management. Teacher candidates learn about what students know and are able to do. They learn about how to influence the development of the students they will teach, especially as students come to school as products of their environments.

### ***Culturally Competent Professionals***

According to Abt-Perkins and Rosen (2000), a knowledge base of culturally informed teaching knowledge enables educators to create "collaborative and culturally sensitive classroom environments, cultural patterns in classroom verbal interactions, and other cultural dimensions of reciprocal interaction and dialogic instruction" that encourage "the participation and engagement of the diverse students in their classrooms" (p. 254). Smith (1998) states that culturally responsible teacher education "prepares teachers to be respectfully sensitive to the cultures of their students, to learn about and know the cultures of their students, and to use understandings about how culture influences learning in their day-to-day planning for teaching students" (p. 20).

To be prepared to interact successfully with families in school settings teachers must be made aware of and comfortable with all types of diversity including changing family structures, culture, regional factors, education/literacy levels, and language. The days of a storybook nuclear family with a mother, father, sister and brother are far from what is typical in schools regardless of where the schools are located. Those who will teach in our preschools and elementary schools will not only need to know about but also need to be in touch with the way they feel about all these different types of families.

It is important to consider the critical issues to which pre-service teachers need to be exposed concerning each of these different types of families:

1. Single parent families that are divorce generated or adoption generated—the stresses of parenting alone, issues of sex-role development, ability to meeting all the needs related to school, decision making, neighborhood activities
2. Adoptive families—issues relating to biological parents, possible ethnic issues for child, unknowns in terms of medical/genetic history
3. Foster families—stresses of raising a child who may suffer from trauma, stresses of parenting a child who may not remain with the family for a long period
4. Same sex parents—stresses of parenting when both parents are the same gender, sex-role development, meeting all the needs related to school, decision making, neighborhood activities, social stigma in some geographic areas
5. Grandparents raising grandchildren—these people have already raised children, exhaustion, different values, lack of “community” for support
6. Bi-racial families—who is the role model, concerns about ethnic heritage—providing for the child’s learning, social acceptance in some communities and families
7. Parents with disabilities—limitations, support, trust and communication issues, school related baggage. A considerable issue might revolve around raising children without disabilities: child may achieve levels that surpass parent, child may need external supports—parent may have trouble accepting these supports. In terms of raising children with disabilities, more severe limitations creates the need for extra supports—life long supports.
8. Parents from different ethnic groups (not commonly found in the school community)—different values concerning family and parenting, sex roles may differ from current “norm”

### ***Expanding the knowledge base of early Childhood Education***

School and educational policies, parent and community resources and strategies to work with parents are all integral to effective teaching of young children are contained in many policy

documents including the NAEYC's position statement (2011). Early childhood educators have access to the Parent Information and Resource Center where information on early childhood initiatives mandated by the federal government. Feeney (2012) talks about the agreement and extensive body of knowledge that shares desirable practices for supporting young children's development and learning that early childhood program should include in their curriculum.

### ***Opportunities for working with families***

In addition to learning the content of what it means to work with diverse families, it is important to provide authentic experiences with families. Some of these experiences may include field experiences, guest speakers, reflections on families and knowledge gained from family focused films and from reading case studies about families.

Pre-service teachers come into contact with many parents and relatives of students during their field experiences. Their interaction with parents include letters to parents, phone calls, parent teacher meetings, invitations to sit in on IFSP or IEP meetings, and the more regularly scheduled parent conferences. Many pre-service teachers develop relationships with students in their fieldwork classes during the field experience and receive notes and phone calls from parents.

### ***Improving dispositions to work with parents and families***

It is imperative to shape such dispositions into the overall education of pre-service teachers. To do so the teacher education program should have clearly defined expectations of the dispositions the pre-service teachers should develop that are needed to develop relationships with families upon completion of their professional program (Ratcliff & Hunt, 2009). The NAEYC Code of Ethical Conduct (2011) includes honoring diversity which entails attitudes and values and requires early childhood educators to have open hearts and minds.

### **Conclusion**

This study sought to determine the implications for early childhood teacher educators working in teacher preparation programs that prepare pre-service teachers. The findings revealed different levels of preparation in developing the knowledge and dispositions of pre-service teachers to work with parents and families. The researchers in this study believe that when we focus on intentional teaching (Feeney, 2012) of working with families throughout the entire teacher preparation program, tomorrow's teachers will enter the classroom with an internalized set of knowledge and professional dispositions that will support student success and reflect positively on early childhood education.

## References

- Abt-Perkins, D., & Rosen, L. (2000). Preparing English teachers to teach diverse student populations: Beliefs, challenges, proposals for change. *English Education*, 32(4), 251-266.
- Abrego, M. H., Rubin, R., & Sutterby, J. A. (2006). They call me maestra: Preservice teachers' interactions with parents in a reading tutoring program. *Action in Teacher Education*, 28(1), 3-12.
- ACEI Position Paper :Preparation of Early Childhood Education Teachers, <http://www.acei.org/prepec.htm> (1998)
- Baum, A.C & . Swick, K.J (2008). Dispositions Toward Families and Family Involvement: Supporting Preservice Teacher Development. *Early Childhood Educ J* (2008) 35:579- 584, DOI 10.1007/s10643-007-0229-9
- Bernhard, J. K., Lefebvre,M.L., Kilbride, K.M., Chud, G.& Lange, R. (1998). Troubled relationships in early childhood education: Parent-teacher interactions in ethnoculturally diverse child care settings. *Early Education and Development*, 9(1), 5-28.
- Blasi, M. J. (2002). An asset model: Preparing preservice teachers to work with children and families "of Promise." *Journal of Research on Childhood Education*, 17(1), 106-121.
- Caspe, M., Lopez,E., Chu, A., &Weiss, H.(2011). Teaching the teachers: Preparing educators to engage families for student achievement. Issues Brief. Harvard Family Research Project.
- Chavkin, N. (2005). Preparing educators for school-family partnerships, challenges and opportunities. In E. Patrikakou, R. Weissberg, S. Redding& H. Walberg(Eds). *School-family partnerships for students' success*(pp.164-180). New York, Teachers College Press
- Early Childhood Education, Ed. Gov Prepare my child for school. Retrieved from <http://www2.ed.gov/parents/earlychild/ready/resources.html>
- Feeney, S. (2012). *Professionalism in Early Childhood Education. Doing our best for Young Children*. Upper Saddle River: NJ. Pearson Education Inc
- Global guidelines for early childhood education and care in 21<sup>st</sup> century.(2000). <http://www.acei.org/global-resources/global-guidelines.html>
- Horn, D. (2003). Preparing early childhood educators to work in diverse urban settings. *Teachers College Record*, 105(2), 226-244.
- Katz, L.G. (1993). Dispositions as educational goals. ERIC EDO-PS- 93-10. Online: <http://www.ceep.crc.uiuc.edu/eearchive/digests/1993/katzdi93.html>
- Kirschenbaum, H. (2001). Educating professionals for school, family and community partnerships. In D. Hiatt-Michael. (Ed.). *Promising practices in school, family and community partnerships* (pp.185-208). Greenwich, CT: Information Age Publishers. [First volume in a series by AERA Family, School, Community Partnerships SIG.
- National Association for the Education of Young Children.(2011). Code of Ethical Conduct andstatement of commitment: A position statement of the National Association for the Education of Young Children. Retrieved from [www.naeyc.org/files/naeyc/files/positions/ethic%20position%Statement2011.pdf](http://www.naeyc.org/files/naeyc/files/positions/ethic%20position%Statement2011.pdf)
- National Association for the Education of Young Children.(2011).Parent Teacher Relationship: Building parent teacher partnerships <http://www.naeyc.org/families/PT>

- Olney, MD: Association for Childhood Education International. Retrieved October 18, 2010, from <http://acei.org/wp-content/uploads/gguidelines.doc> Association for Childhood Education International.
- Policy Pick: Early Childhood and the Elementary and Secondary Education Act. <http://www.first5la.org/articles/policy-pick-early-childhood-and-the-elementary-and-secondary-education-act>
- Ratcliff, N. & Hunt, G. (2009). Building teacher-family partnerships: the role of teacher preparation programs. Education, Spring, 2009
- Ritchie, S., & Willer, B. (2005). *Families and community relationships: A guide to the NAEYC early childhood program standards and related accreditation criteria*. Washington, DC: National Association for the Education of Young Children.
- Shartrand, A. M., Weiss, H. B., Kreider, H. M., & Lopez, M. E. (1997). New skills for new Schools. Preparing teachers in family involvement. Cambridge : MA. Harvard Graduate School of Education.
- Talan, T. N., & Bloom, P. J. (2004). *Program administration scale: Measuring early childhood leadership and management*. New York: Teachers College Press.
- Willis, A., (2000) Critical Issue: Addressing Literacy Needs in Culturally and Linguistically Diverse Classrooms  
<http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li400.htm>

Published by the Forum on Public Policy

Copyright © The Forum on Public Policy. All Rights Reserved. 2012.