PREPARING EDUCATORS FOR SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

Results of a National Survey of Colleges and Universities

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The Center

Every child has the capacity to succeed in school and in life. Yet far too many children, especially those from poor and minority families, are placed at risk by school practices that are based on a sorting paradigm in which some students receive high-expectations instruction while the rest are relegated to lower quality education and lower quality futures. The sorting perspective must be replaced by a "talent development" model that asserts that all children are capable of succeeding in a rich and demanding curriculum with appropriate assistance and support.

The mission of the Center for Research on the Education of Students Placed At Risk (CRESPAR) is to conduct the research, development, evaluation, and dissemination needed to transform schooling for students placed at risk. The work of the Center is guided by three central themes — ensuring the success of all students at key development points, building on students' personal and cultural assets, and scaling up effective programs — and conducted through seven research and development programs and a program of institutional activities.

CRESPAR is organized as a partnership of Johns Hopkins University and Howard University, in collaboration with researchers at the University of California at Santa Barbara, University of California at Los Angeles, University of Chicago, Manpower Demonstration Research Corporation, University of Memphis, Haskell Indian Nations University, and University of Houston-Clear Lake.

CRESPAR is supported by the National Institute on the Education of At-Risk Students (At-Risk Institute), one of five institutes created by the Educational Research, Development, Dissemination and Improvement Act of 1994 and located within the Office of Educational Research and Improvement (OERI) at the U.S. Department of Education. The At-Risk Institute supports a range of research and development activities designed to improve the education of students at risk of educational failure because of limited English proficiency, poverty, race, geographic location, or economic disadvantage.

The Center on School, Family, and Community Partnerships

The Center on School, Family, and Community Partnerships at Johns Hopkins University recognizes that the nation's schools must improve education for all children, but schools cannot do this alone. More will be accomplished if schools, families, and communities work together to promote successful students. The mission of this Center is to conduct and disseminate research, development, and policy analyses that produce new and useful knowledge and practices that help families, educators, and members of communities to work together to improve schools, strengthen families, and increase student success.

Research is needed to understand all children and all families, especially those who are economically disadvantaged, traditionally underserved, and unconnected to school and community resources. The Center's projects aim to increase an understanding of practices of partnership that help all children succeed in elementary, middle, and high schools in rural, suburban, and urban areas.

Current projects include the development of and research on the Center's *National Network of Partnership Schools*. This Network guides school, district, and state leaders, and teams of educators, parents, and others to improve school, family, and community partnerships. Studies focus on the structures and processes used to "scale up" programs of partnership to all schools in a district or state, and the results of these programs. Other studies focus on the development of preservice, inservice, and advanced courses in partnerships for teachers and administrators,

The Center on School, Family, and Community Partnerships also coordinates the *International Network of Scholars*, which includes researchers from the United States and over 30 nations who are working on topics of school, family, and community partnerships. The Center conducts international roundtables, conferences, and opportunities for visiting scholars.

The Center is supported by the U.S. Department of Education, OERI, through the CRESPAR School, Family, and Community Partnerships Program and by the Dewitt Wallace-Reader's Digest Fund.

Executive Summary

Preparing Educators for School-Family-Community Partnerships: Results of a National Survey of Colleges and Universities

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For many years researchers and educators have been discussing whether and how teachers, principals, and counselors are prepared to work with students' families and with other citizens and organizations in the community. Recent studies and reviews of literature and practice indicate that most colleges and universities do little to prepare most teachers and administrators to conduct school, family, and community partnerships.

To update knowledge on the preparation of educators to work with families and communities, and to learn what college-level leaders think about the place of partnerships in school improvement, we conducted a survey of educators in 161 schools, colleges, and departments of education (SCDE) in the United States. In this survey, we use the term *school, family, and community partnerships* to include topics and activities of parent involvement, home-school relations, community relations, business partnerships, school-linked social services, and other connections of schools with families and communities.

The survey includes questions on the demographic characteristics and present course offerings of the SCDE; attitudes and perspectives of the respondent about school, family, and community partnerships; expectations or readiness for change in programs to prepare teachers, administrators, and counselors on partnerships; and open-ended questions for comments on these issues.

Selected Results

Importance of skills on partnerships vs. preparedness. Figure 1 shows that although most respondents strongly agree that it is important for all teachers, principals, and counselors to know how to conduct practices to involve families and communities in students' education, few believe that students graduating from programs at their SCDEs are *fully* prepared to so.

Current coverage of partnership topics and future plans. Most respondents whose SCDEs are not covering diverse topics on school, family, and community partnerships, say they should do so. Figure 2 illustrates the percent of SCDEs reporting *current coverage* of 15 topics and competencies on school, family, and community partnerships, and the percent that say they should be covering these topics in the future. The survey respondents recommend that their SCDEs add an average of 4.9 more topics about partnerships to their present coverage.

Factors influencing coverage. Table 1 shows that the extent of coverage of partnership topics is affected by curricular decisions to offer a full course, by external pressures and recommendations by accrediting organizations, and by SCDE leaders' knowledge that partnership skills help students meet professional requirements. Table 2 reveals that leaders have greater awareness of the partnership skills if their SCDEs go beyond the basics in early childhood education and special education and cover topics in courses for all educators such as practical partnership skills, research, and the organization of partnership programs.

Factors influencing preparedness of SCDE graduates. Table 3 reports that estimates of present levels of preparedness are influenced by sector, with private colleges and universities more likely to say their graduates are well prepared. Besides sector, preparedness is influenced by the extent of coverage of partnership topics, and by leaders' recognition of the importance of partnership skills for certification, licensure, and placement.

Factors influencing future plans. Table 4 indicates that leaders in public colleges and universities recognize that they should do more with partnership topics, in part because they presently do less, and because they see that their graduates are not well prepared to conduct partnerships. The effect of sector is rendered insignificant and the explained variance increases with the addition of data on students' present preparedness and the importance SCDE leaders give to partnership skills.

Table 5 reveals that among SCDE leaders that say they need to improve in the future, those that have initiated some coverage of topics of partnership, and those that list more topics they wish to cover in the future, say the additions should include more *required* courses for undergraduate and graduate students.

Open-ended comments on future plans and prospects of change. About 95% of the SCDE leaders offered written comments that explain and enrich the survey data on changes needed in the curriculum on partnerships and the likelihood changes will be made. The comments include reasons for adding a full course on partnerships, integrating and targeting topics on partnerships in other courses, and adding practical field-based experiences. Other comments explain factors and challenges influencing the likelihood of curricular change, including pressures for change from state laws and guidelines, and pressures against change due to faculty attitudes, a currently crowded curriculum, and the complex processes of institutional change in higher education. Respondents also offered ideas on the importance of school, family, and community partnerships, and on the need for collaboration with schools and school districts.

Conclusions

This study paints a new picture of the present and future preparation of teachers and administrators to conduct school, family, and community partnerships. We draw the following conclusions from the survey data and comments.

- Most SCDEs offer at least one course and some coverage of topics on partnerships, but not enough to prepare all teachers, counselors, and administrators to effectively conduct practices and programs of school, family, and community partnerships. As in the past, a preponderance of offerings on partnerships is in programs preparing educators for early childhood and special education. There is evidence, however, of increasing coverage of basic, research, practical, and advanced topics on partnership for undergraduate and graduate students preparing to be teachers and administrators.

- The data indicate that leaders in SCDEs are aware of the need to better prepare educators to conduct school, family, and community partnerships, and a readiness, on paper, to change. Moreover, unlike past emphases on early childhood and special education, almost equal numbers of respondents recommended adding required courses on partnerships to the curriculum for those preparing to be teachers at the preschool (51.3%), elementary (46.7%), middle (41.9%), and high (42.1%) school levels. Near equal numbers also recommend adding topics on partnerships to other courses for teachers and administrators.

- Over the past decade or so, there has been a dramatic increase in research on partnerships. Knowledge production on this topic is occurring at many SCDEs in this study. Over one-fourth of the SCDEs that have graduate programs report that master's and doctoral theses have been completed over the past three years.

- Leaders at SCDEs are aware of growing pressure and explicit mandates and recommendations for increasing future educators' skills on partnerships from their state departments of education, accrediting organizations, and from the school and district administrators who hire their graduates. However, interactions among SCDEs and these external organizations need to improve. Over one-fourth of the survey respondents report that they "do not know" whether there are specific state and accreditation requirements about partnerships. Without this knowledge, they cannot make responsive decisions about new courses or coverage of new partnership topics.

- Institutional change in higher education is possible, but requires effort and action. "*If we put something in the bag, we'll have to take something out*" wrote one survey respondent. This

comment, not uncommon in discussions with higher education leaders, refers to setting priorities. To improve their course offerings and coverage of partnerships, SCDEs must set new priorities, identifying the essential skills and knowledge that teachers and administrators need to succeed in their professional work. As another leader commented, *"This should be taught, and not just expected to occur by accident."*

- This survey reveals a dramatic gap at most SCDEs between leaders' strong beliefs about the importance for educators to conduct effective partnerships, and their reports of low preparedness of graduates to work effectively with students' families and communities. Whether SCDEs will improve courses and coverage on partnerships over the next few years depends on complex change processes in highly diverse institutions of higher education.

- Optimism may be in order, however, based on the clear data and confirming comments in this survey on the need to better prepare future educators to conduct practices of partnership in order to increase student success in school. Research from many nations is converging that confirms that educators need to know how to work with families and communities. These competencies are required every day of every year of every teacher's and every administrator's professional career. Given the current national attention on improving teacher education and on the importance of involving families and communities in school improvement and student learning, the time is right for SCDEs to take action to address these issues.

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Introduction

For many years researchers and educators have been discussing whether and how teachers, principals, and counselors are prepared to work with students' families and with other citizens and organizations in the community. Recent studies and reviews of literature and practice indicate that most colleges and universities do little to prepare most teachers and administrators to understand and work with families and communities.

Epstein (in press) identifies important gaps in professional education. She notes that teachers learn to teach reading, math, science, or other specialties for particular grade levels. Administrators learn how to manage whole organizations, create schedules, and supervise other tasks. Neither teachers nor administrators, however, are presently prepared to understand family backgrounds, cultures, and goals, or to work positively and productively with students' families and communities. Yet, teachers and administrators meet and must work with parents and community members every day of their professional careers.

There are known facts about this lack of preparation. A southwest regional survey of 133 colleges and universities in six states conducted in 1980 found that between 4% and 15% of teacher educators taught a full course or part of a course on parent involvement, and only 37% of teacher educators surveyed taught even one class period on the topic. Just about all of the practicing teachers and administrators who also were surveyed agreed that better preparation was needed in order for educators to understand and work with families. Over 70% of these educators thought there should be a required course on parent involvement in undergraduate education (Chavkin & Williams, 1988).

Becker and Epstein's (1982) survey of teachers in the state of Maryland revealed that few teachers attributed their practices of parent involvement to knowledge gained in formal education. Most teachers who had even one class period on the topic of parent involvement specialized in early childhood or special education, or took administrative or other courses for an advanced degree. Sometimes the topic was limited to the legal requirements or rights of families to be involved in specific decisions about children with special needs.

Change over the past two decades in the preparation of educators to understand and work with families and communities to support their children's education has been slow, despite considerable progress in research, policy, and practice. An informal survey of six University of California campuses that prepare new teachers found that few courses or classes within courses were offered on family and school partnerships (Ammon, 1990). A study of 271

undergraduate early childhood teacher education majors in a large southeastern university indicated that the students had positive attitudes about all types of parental involvement, but felt minimally prepared to conduct partnerships (McBride, 1990). About 60% reported that they had no more than one class session on the topic. Fully 76% of the sample recommended that a full course on parental involvement be required at the undergraduate level.

In Minnesota, more than half of the 27 colleges and universities with degree granting undergraduate education programs offered no course related to parent involvement for prospective teachers of grades K-12, and only one college had even one required course (Hinz, Clarke, & Nathan, 1992). The researchers reported that only 6 of 1,300 course listings prepared educators to understand or develop comprehensive programs of school, family, and community partnerships. Several researchers and educators have called for new directions in teacher education and more courses for educators on parent education, parent involvement, and school and family partnerships (e.g., chapters in Kaplan, 1992, by Houston & Houston, Kaplan, Kochan & Mullins, and Williams).

A study of the 50 states indicates that no state required a full course in family involvement for the certification or licensing of teachers (Radcliffe, Malone, & Nathan, 1994). Nine states required coverage of the topic in some course, with more specifying that requirement for teachers of early childhood (11 states) and special education (15 states). About one-fourth of the 50 states noted the need for elementary educators to show competence, however obtained, in school, family, and community partnerships. Fewer states expected middle or high school educators to have competence in family involvement. Only 7 states required principals or central office administrators to study parent involvement or demonstrate proficiency in promoting parent involvement in their schools. None included this competency in recertification or renewal of certification, thereby reducing the likelihood that practicing educators will update skills to learn to work well with families and communities.

A study of 1992 official certification materials from all states also concluded that parent involvement is not yet a high priority in state certification (Shartrand, Weiss, Kreider, & Lopez, 1997). This study examined about sixty teacher education programs in 22 states that mentioned family involvement in their requirements. Results of this study suggested that teacher education programs responded to state policies about partnerships by offering the topic in some courses, but only nine programs reported having even one required course on family involvement, usually for teachers of young children.

Today, most teachers and administrators still are not prepared to understand, design, implement, and evaluate productive connections with the families of their students. Most administrators are not prepared to guide and lead their staffs to develop strong school programs and classroom practices that inform families about and involve them in their children's learning, development, and educational plans for the future. The problem is serious for all educators, particularly for those who will teach in economically distressed or disadvantaged communities (Mac Iver & Epstein, 1990). Little, if any, attention has been paid to the need to prepare teachers or administrators to work with communities or to link community resources to the goals of students, families, and schools.

Signs of Change

There are some signs of change. In the late 1980s, deans of education and other curriculum leaders at California campuses attended a conference on the need to add topics of school, family, and community partnerships to teacher education. They had many ideas about how to better integrate the topic in their required and elective courses for prospective teachers and administrators. Some took action quickly. Representatives from five of the eight campuses at the conference reported making at least one change within one year in the content of courses and assignments. These included adding readings about parent involvement to existing courses, and adding practical activities to supervised student teaching. Also, on one campus, discussions on partnership topics were added to a program that supports first-year teachers who had graduated from the university (Ammon, 1990). These examples show that small changes such as adding readings or discussions about school, family, and community partnerships can be made relatively quickly. Other changes may take longer if they require formal university or other approval, such as creating a required or elective course on school-family-community partnerships.

Positive actions are being taken by individual professors at various colleges and universities who, independently, have designed courses on school-family-community partnerships or added readings to existing courses in education, sociology, psychology, and social work. For example, Bermudez and Padron (1988) designed a graduate level course that includes classwork and fieldwork to help educators learn to communicate better with language minority families. Evans-Shilling (1996) organized a field-based course at California State University, Fresno that provides educators with experiences in family-school relations. At the University of Georgia, Allexsaht-Snider initiated a required course in early childhood

education (Allexsaht-Snider, Phtiaka, & Gonzalez, 1996). The course runs for 45 hours, with 30 sessions of 1½ hours, and covers topics such as understanding family-school relations, working with families at home and school, and connecting schools, families, and communities. She and her colleagues also try to infuse topics on partnerships in other elementary education courses and field experiences, and in school internships.

Morris and her colleagues studied the effects on students of a four-semester school and community relations course at the University of Memphis (Morris, Taylor, & Knight, 1998). They reported that students who took the course improved their attitudes about partnership, gained confidence to work with families, and recognized the need for educators to conduct programs that enable families to become involved in their children's formal education. One follow-up question to this study is whether students' feelings of comfort and competence in conducting partnerships translate into practice. Other professors in various locations are working to increase their undergraduate and/or graduate students' understanding of partnerships as one of the essential components of school and classroom organization, and as a key influence on student learning and development (deAcosta, 1996; examples in Shartrand, Weiss, Kreider, & Lopez, 1997).

Currently, renewed attention is being directed to the importance of well-designed professional education for teachers and administrators in order to increase the chances that school improvement efforts will succeed (National Board for Professional Teaching Standards, 1994). National goals have been set for improving school, family, and community partnerships (National Goals Panel, 1997). The Goals 2000 legislation states for goal eight: "By the year 2000 all educators will be ready to conduct partnerships with families and communities." A related national goal for improving teacher education and professional development states: "By the year 2000 the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century."

The two goals, when combined, set a clear agenda for the preparation and professional development of educators. Preservice teacher education, advanced courses for administrators, and continuing inservice and professional development will be needed to help educators obtain the knowledge and skills needed to teach increasingly diverse student populations. Clearly, working with diverse students requires understanding, communicating, and working with diverse families and communities. Educators must keep up to date with new curricula, instructional methods, and technology. And, they must be able to communicate information

on educational innovations so that families can help their children meet high standards and new academic challenges.

Advances have been made in knowledge about the structure of school, family, and community partnerships, and how to organize and implement more comprehensive programs in elementary, middle, and high schools (Epstein, Coates, Salinas, Sanders, & Simon, 1997). Discussions of interagency collaboration and designs for "full-service schools" (Dryfoos, 1994) extend options for educators to learn how community resources may be tapped to improve school programs and services to students and families.

States are beginning to include or consider school-family-community connections in their qualifications for certification of teachers, administrators, counselors, and other educators (e.g., California's Education Code, and the 1997 Advisory Task Force on Educator Preparation for Parent Involvement of the Commission on Teacher Credentialing; Ohio's Standards Revisions, Teacher Education, and Certification; Illinois' General Supervisory Endorsement; Virginia's student teaching requirements; and Minnesota's Higher Education Coordination Board). National organizations for college and university program accreditation are beginning to set standards for teacher training and administration that include preparation and competence in working with parents (NCATE, 1994). Also, national teacher examinations for new teachers, and national assessments and recognitions for highly accomplished teachers include questions about skills in working with families and communities (NBPTS, 1994).

There are, then, some important indicators of change in the education of teachers and school administrators. The examples of progress in knowledge about partnerships, goals for partnership programs, and examples of college courses created by insightful professors in various locations suggest that more colleges and universities may be ready to add topics on school, family, and community partnerships to their curricula. Indeed, a recent survey of professors of education indicates that they have "serious doubts" about whether they are adequately preparing teachers to succeed in the real world (Public Agenda, 1997). Their concerns may stem from an awareness of federal policies (such as Head Start, Title I, Even Start, and Goals 2000) that emphasize connections with families and that include mandates for educators to develop partnership programs. More college and university professors may have read published research on school-family-community partnerships that has accumulated and improved over the past decade, and more graduate students are conducting their own studies on partnerships for master's and doctoral degrees.

Although there are signs of increased awareness of the need for educators to understand and work with families, these indicators are not well documented. Only relatively small and select samples of college and university educators have been included in previous studies. To paint a clearer picture of the status of preparation of educators in the U.S. to conduct partnerships, we need information on a common core of questions from a broad and diverse sample of institutions. We need to know whether leaders in colleges and universities that prepare teachers and administrators are aware of the importance of and requirements for education on partnerships, and whether changes in the content of courses are possible and likely. These data are needed to document the state of the field in order to determine the prospects for improving the professional preparation of educators to understand and work with families and communities.

Study Design

Sample

To update knowledge on the preparation of educators to work with families and communities, and to learn what college-level leaders think about the place of partnerships in school improvement, we conducted a survey of educators in schools, colleges, and departments of education (SCDE) in the United States (Epstein & Sanders, 1997). In this survey, we use the term *school, family, and community partnerships* to include topics and activities of parent involvement, home-school relations, community relations, business partnerships, school-linked social services, and other connections of schools with families and communities.

Surveys were sent to a nationally representative sample of leaders in colleges and universities that grant degrees in education. The sample was drawn from the Quality Education Data (QED) list of Deans of Education in 1997. Questionnaires were mailed to deans of education at 500 randomly selected colleges and universities, stratified by sector to ensure a representative sample of public and private institutions. Included in the mailing were additional surveys for deans to distribute to chairs of teacher education and educational administration, if those positions existed. The initial mailing yielded 218 returns (44%). Follow-up surveys were mailed to a random sample of 91 deans from non-responding institutions, and 24 (26%) were returned. Finally, telephone calls were made to a random sample of 25 non-responding institutions, and 11 (44%) surveys were returned, including three that were conducted as telephone interviews. The phone calls revealed that in some cases there were changes in deans of education from the time the QED lists were made. Therefore, some surveys did not

reach the intended parties. In some cases, the offices of the deans passed the surveys along to other educators.

The random selection of institutions in the three phases of data collection resulted in a diverse sample that is highly representative of SCDEs in colleges and universities in the United States. The final sample of 161 SCDEs from which at least one survey was returned by a dean, associate dean, or other leader includes 65 deans or associate deans of education (44.2%), 18 chairs of teacher education (12.2%), 5 chairs of educational administration (3.4%), 44 other SCDE chairs or administrators (29.9%), and 15 other SCDE faculty (10.2%).

Data

The survey includes questions on the demographic characteristics and present course offerings of the SCDE; respondents' attitudes and perspectives about school, family, and community partnerships; and respondents' perceptions of their SCDE's readiness to improve the preparation of teachers and administrators to conduct programs of partnership. The survey also includes open-ended questions for comments on these issues. See Appendix A for a copy of the questionnaire.

Current Programs/Present Practices. Data include information on the SCDE's current courses and emphases including the number and nature of full required and elective courses on partnerships; the nature and extent of coverage of topics related to school-family-community connections in existing courses; ratings of the preparedness of degree candidates to work effectively with all students, families, and communities; placements of graduates; and whether master's and doctoral theses were written on school, family, and community partnerships in recent years.

Pressures and Readiness for Change. The data also include information on proposed changes in courses and content; beliefs about the importance of knowledge and skills on 15 topics of family and community involvement; and the importance of preparation to work with students' families and communities for different degrees, roles, specialties, and professional opportunities. Three open-ended questions provide respondents' insights about changes needed in SCDE programs in order to better include topics of school-family-community connections, and about the likelihood of change over the next few years.

These variables are represented in the measurement model that guided the data analyses.

Measurement Model

I. Demographic data/SCDE characteristics	II. Current program	III. Attitudes program	IV. Pressure for change	V. Plans for change
Sector Size Degrees offered Region	Required or elective courses	Importance for all teachers	Current level of student preparedness	Proposed changes in courses
Student race/gender Survey respondent	Content	Importance of key skills for professional development	Principals' hiring preferences	Proposed changes in content
	Master's and doctoral theses	Importance of adding skills and knowledge of school, family and community involvement	State laws	
	Student placement (urb/rur/suburb)		Accrediting guidelines	

Results

How representative is this sample of SCDEs?

Information on the characteristics of each SCDE include sector, region, degrees offered, size of faculty and student body, race and gender of students, and position of the survey respondent. The 161 public (63.1%) and private (36.9%) colleges and universities in this study are highly diverse institutions located in 37 states in the Northeast (23.7%), South (27.6%), Midwest (25.0%), and West (23.7%). The SCDEs range in size from three faculty members in a small department to over 350 faculty in a large school of education, and from fewer than 50 undergraduate students to over 5000 undergraduate students and over 1000

graduate students. See Appendix B for a list of participating colleges and universities, and Appendix C for the regions and states in the sample.

Over 80% of the colleges and universities report enrolling 10% or fewer African-American, Hispanic, or Asian-American students, with many reporting no students of these racial/ethnic groups. Fully 76.3% of the colleges and universities report more than 75% of the student population as white/non-Hispanic. On average, 70% of students in SCDEs are female, 30% are male. Only a relatively small percentage of students presently preparing to be teachers, administrators, or counselors are male or from a racial or ethnic minority group.

The demographic variables describe the institutions in the survey sample, and are used in multivariate analyses to determine whether particular colleges or universities currently are more likely than others to offer required or elective courses, and to recognize a need to improve the preparation of teachers and administrators to work with families and communities.

What courses and content are offered?

Courses Offered. Over half of the 161 respondents (59.6%) report that their SCDEs offer a full course on parent involvement or school, family, and community partnerships. Surprisingly, most of these are full, required courses (67.5%), about half of which are targeted for graduate students. Far fewer SCDEs offer more than two full, required or elective courses for graduate or undergraduate students (8.7%).

Topics or Strands in Other Courses. Almost all respondents (91.8%) report that their SCDEs offer at least one education course that includes a few sessions on topics of parent involvement or partnerships. Only 35.6% of the respondents say topics on parent involvement are covered in more than two required courses, and even fewer (12.8%) say partnership topics are covered in more than two elective courses.

Nevertheless, the data in the present study show that at most SCDEs, topics of family involvement are not well integrated into teacher and administrator education programs. Although some students may benefit from a full course on home-school-community connections, most students preparing for school teaching or administration must piece together information from various courses.

Content Coverage. Respondents report that topics of family and community involvement are most commonly covered in full courses or as components of courses in early childhood education (89.6%) and special education (93.6%). This has been the historic pattern reported in previous surveys of teacher educators and practicing teachers. Data from this study

indicate, however, that topics on school, family, and community partnerships now are being added to various courses preparing teachers, administrators, and counselors. In more than half of the SCDEs, general education courses include some coverage of theories of partnerships (74%), research (58.9%), and practical activities such as how to conduct a parent-teacher conference (90.4%), how to organize and involve volunteers (69.1%), and how to work with parents on school decision-making teams (55.8%).

Less prominent is coverage of skills and practices that require more complex organization or integration of programs, such as how to design interactive homework for students to share with parents (48.7%), plan and conduct parent workshops (48.6%), design and produce school or class newsletters (46.2%), develop school-linked social service programs (45.9%), coordinate community resources (40.3%), and plan and implement a year-long program of school, family, and community partnerships (24.1%). Overall, the colleges and universities in the U.S. range from covering none of these topics (2.5%) to covering all fifteen of those listed in the survey (6.2%), with an average of 8.3 topics covered. See Appendix D for examples of course titles offered at the participating colleges and universities.

The responses about content coverage must be put in perspective. Most SCDEs cover a few topics of partnerships in one or more class periods of one course. The more complex field-oriented and organizational topics are rarely offered to future teachers and administrators. The few SCDEs that cover the full set of basic, research, practical, and advanced topics do not necessarily do so in a systematically organized, full course on home-school-community connections. However, having a full course on partnerships is correlated with covering more of the 15 topics ($r = .244$, $p < .01$).

Interestingly, about one-fourth (23.5%) of 142 SCDEs in the sample that offer master's or doctoral degrees reported that one or two master's theses or doctoral dissertations on parent involvement or partnerships were completed over the past three years at their institutions. This is an important new statistic on the growing production of research on partnerships.

Future courses and coverage of topics of partnerships will build on the current base. The survey data and respondents' comments indicate that education leaders in SCDEs across the country are familiar with topics of school, family, and community partnerships that include, but go beyond, early childhood and special education. The data also indicate that leaders recognize the importance of providing future teachers and administrators with knowledge and skills on partnerships.

How important are knowledge and skills on partnerships?

Importance of competence and specific skills. The respondents express strong beliefs that "all teachers should know how to conduct practices of school, family, and community partnerships with all families." Most respondents strongly agree (69.8%) or agree (26.4%) with that firmly-worded statement. Even more dramatically, respondents strongly agree that principals (89.2%) and counselors (85.3%) should have these competencies.

Knowledge and practical skills in school, family, and community partnerships are deemed "very important" for student teaching by 58.4% of respondents, with another 40.3% saying "somewhat important," and only 1.3% suggesting student teachers need not know about partnerships. Similarly, knowledge and skills of partnerships are considered very important by 49.7% for resource notebooks, 48.3% for certification, 28.8% for teaching exams, and 27% for course papers. Respondents (52.5%) emphasized that knowledge of partnerships is very important for teachers placed in Title I schools serving poor students, compared with 39.3% for those placed in non-Title I schools. It should be noted, however, that only 7.4% said such knowledge is *un*important for teachers, even in more affluent schools.

What pressures are exerted from outside SCDEs to improve preparation for partnerships?

Schools and School Districts Hiring Graduates. Respondents are aware that outside sources are beginning to put premiums on educators who have competencies in school, family, and community partnerships. For example, 55.1% strongly agree and 39.7% agree that principals want to hire teachers who know how to communicate and work well with all families.

State Laws. About 40% of the survey respondents say that there are laws or guidelines in their state that require educators to be prepared to work with families and communities in order to obtain professional certificates or licenses. These institutions report an average of 2.3 state laws or guidelines, mainly for initial certification and required competencies for new teachers.

Accrediting Organizations. Almost all of the respondents (92.9%) report that their SCDE is accredited by one or more national and/or state organizations (e.g., National Council for Accreditation of Teacher Education — NCATE, National Association of State Directors of Teacher Education and Certification — NASDTEC, and others reported in Appendix E). Over half (57.6%) say that at least one of the accrediting bodies has "standards or guidelines for

preparing teachers to work with families and communities." Some institutions (6%) are guided by three or more accrediting organizations that have standards or guidelines on partnerships for educators.

Importantly, about one-tenth of the respondents (13.2%) "don't know" if their state has laws or guidelines about partnerships for state credentials, and about one-fourth (23.5%) "don't know" if their main accrediting organization has standards or guidelines on partnerships. These figures suggest that in some SCDEs, state and accreditation guidelines to improve courses and coverage on home-school-community connections are unclear or included among many other recommendations; therefore, they are easy to ignore in the design and development of curricula for future teachers and administrators. Clearly, if state and accreditation organizations write standards, guidelines, and recommendations to influence course and program content and competencies for future educators, it is important for college and university leaders to know these expectations.

Placement of Graduates. Over three-fourths of the SCDEs place fewer than 15% of their graduates in central city or other urban settings. Indeed, 64% report that fewer than 5% of their graduates are placed in central city schools, with most graduates placed in suburban settings. About 82.8% of the respondents report that they place their graduates in their respective states. Thus emerging state laws about partnerships for licenses and credentials in education may influence more SCDEs to better prepare their graduates to work with students' families and communities.

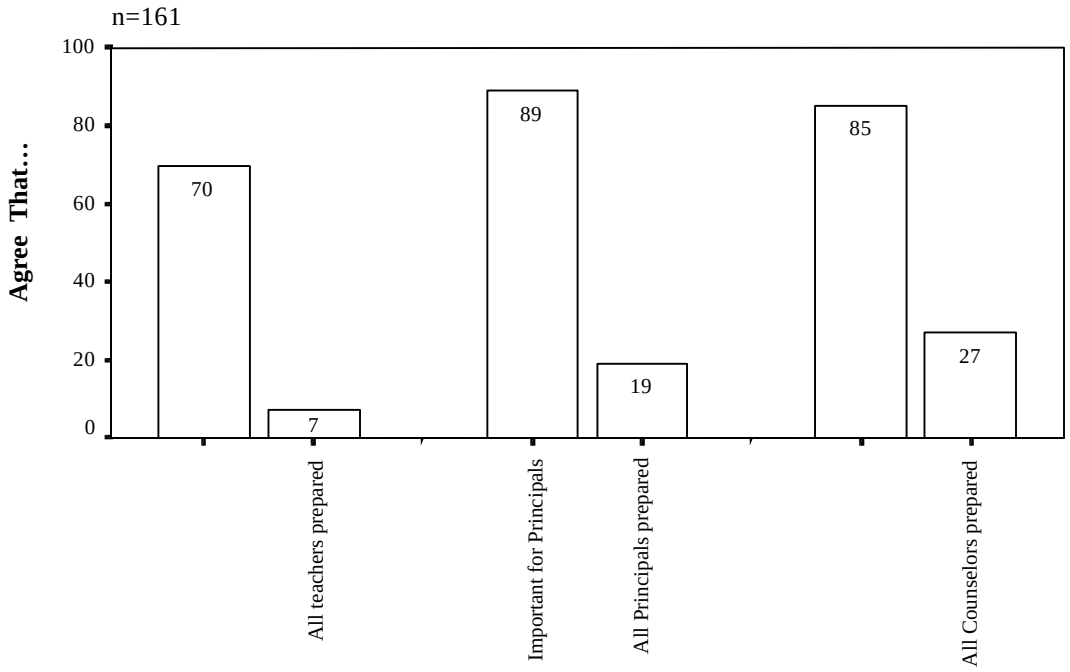
Are new teachers and administrators prepared to conduct partnerships?

The survey asked whether leaders in SCDEs think their students presently are well prepared to conduct school, family, and community partnerships. Even as they strongly state the importance of partnerships, leaders in most SCDEs recognize that their graduating teachers, administrators, and counselors are *not* presently well prepared to conduct programs and practices to involve families and communities.

Figure 1 shows that although most respondents clearly believe this competence is important, only 7.2% strongly agree that all new teachers who graduate from their program are fully prepared to work with all students' families and communities. The numbers are equally incongruous with beliefs of importance for principals and counselors graduating from these institutions. Only 19.1% and 27% strongly agree that all principals and counselors, respectively, are fully prepared to conduct partnership programs. From 40% to 50% of the respondents disagree or strongly disagree that their teachers, principals, and counselors are

fully prepared for this part of their professional work. There is a clear recognition, then, that current courses and content coverage are not adequately preparing new professional educators to work with families and communities.

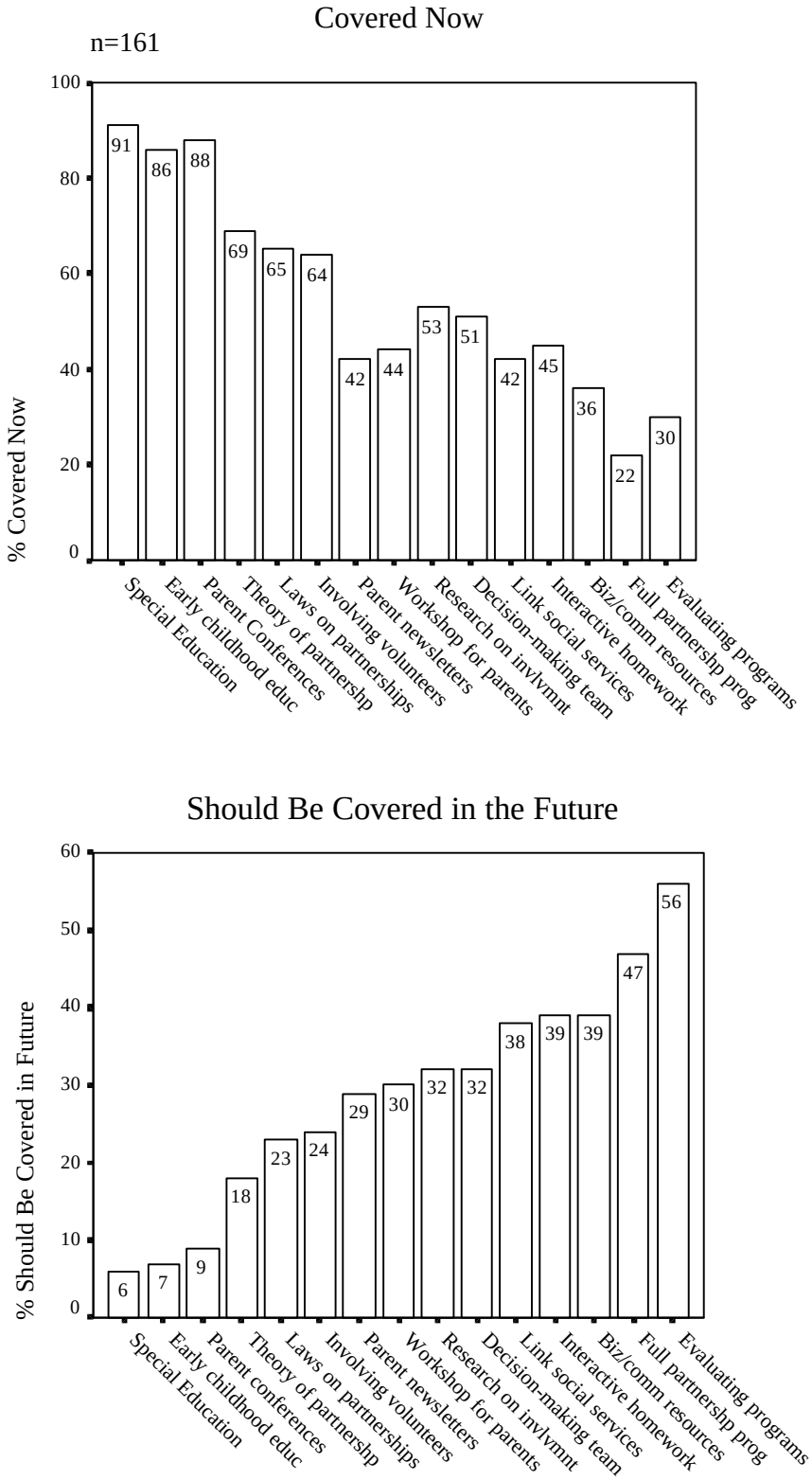
Figure 1
Differences in Strong Agreement
about the Importance vs. Reality of Preparation for
Home-School-Community Connections



Are SCDEs planning to improve courses and coverage on partnerships?

Respondents from about two-thirds (63.9%) of the SCDEs say that "school, family, and community partnerships should be more prominent" in their curriculum in full courses or as topics in other courses. These respondents suggest several improvements. Most say they need to increase *required* courses on school, family, and community partnerships at the graduate level for administrators and counselors (over 70%), and at the graduate and undergraduate levels for those preparing to be teachers (40%-50%). Others say they should increase coverage of partnership topics as *strands in other courses* for undergraduates preparing for teaching preschool, elementary, middle, and high school. Only a few suggested adding elective courses on partnerships for undergraduate students preparing for teaching.

Figure 2
Course Content on Partnerships



Most respondents whose SCDEs are not covering diverse topics on school, family, and community partnerships say they should do so. Figure 2 illustrates the percentage of SCDEs reporting *current coverage* of 15 topics and competencies on school, family, and community partnerships, and the percentage that say they should be covering these topics in the future. Leaders in SCDEs recognize the need to help future teachers and principals understand theory and research on partnerships, basic topics of early childhood and special education, practical skills and abilities, and advanced topics to organize and integrate programs and practices of partnership. The survey respondents recommend that their SCDEs add an average of 4.9 more topics about partnerships to their present coverage. Even for the least-often-covered topic of preparing students to plan and implement full programs of partnership, over 68% of those who do not presently prepare teachers or administrators with this competency say that they should do so in the future.

The descriptive statistics reported above indicate high awareness of the need to improve course requirements and coverage on school, family, and community partnerships among leaders in SCDEs. There also is some optimism about the future, with 76.8% of those who provided comments and ideas about partnerships saying they believe that some changes in courses and coverage of partnerships will be made in the next two years. The next section of this report analyzes factors that influence the readiness of SCDEs to improve their preparation of teachers and administrators to conduct practices of partnership.

Factors Influencing SCDE Course Offerings, Attitudes, and Readiness to Improve Programs

Multiple regression analyses were conducted to identify which SCDEs are presently offering more courses and content to students, and whether demographics, the current curriculum, external pressures, and attitudes of the leaders at these institutions impact plans to change or improve the curriculum on school, family, and community partnerships in the future.

Curriculum: Courses and Coverage. Table 1 shows that neither sector nor size significantly affect the coverage of topics of partnerships. Regardless of whether they are private or public, large or small, SCDEs that offer students a full required or elective course on partnerships are significantly more likely to cover more basic, practical, and advanced topics on home-school-community connections (ß = .245; $p < .01$). With the influence of the availability of a full course statistically controlled, SCDEs are more likely to cover more topics of partnerships if they are accredited by organizations with guidelines on partnerships

(ß = .180; p< .05), and if the leaders believe skills in school, family, and community partnerships are important for student teaching, licensing, certification, and placement after graduation (ß = .233; p< .01). Thus, the extent to which partnership topics presently are covered is affected by curricular decisions to offer a full course, external pressures and recommendations on partnerships by accrediting organizations, and SCDE leaders' knowledge about the importance of skills in conducting partnerships for their students' professional development. Additional analyses that replaced accrediting organizations' guidelines with school principals' preferences for hiring teachers who are prepared to conduct partnerships (ß = .268; p< .01) confirmed the effects of outside pressure on content covered.

Table 1
Factors Influencing Extent of Coverage of 15 Topics on School, Family, and Community Partnerships

Variables	ß	t	ß	t	ß	t
Background						
Sector (public/private)	.003	.039	- .008	-.090	-.024	-.260
Size	.020	.224	- .005	-.058	.022	.236
Curriculum						
Full course on partnerships			.245	2.989**	.211	2.367**
External Pressures and Attitudes						
State law on partnerships					-.027	-.294
Accrediting organization guidelines on partnerships					.180	1.986*
Importance of skills for student teaching, certification, licensure, placement					.233	2.648**
R^2/Adj.R^2	.022/.000		.060/.040		.152/.109	

N = 161
*p< .05; **p< .01

These variables explain about 15% of the variance of content covered on school, family, and community partnerships. As shown in Table 1, a full course on partnerships is one way of increasing the extent to which basic, research, practical, and advanced topics on home-school-community connections are covered. The explained variance of coverage at SCDEs more than doubles with the addition of variables measuring information on outside pressures and leaders' understanding of the importance of skills to conduct school, family, and community partnerships.

Other analyses reveal some important differences between covering the basic, historic topics of family involvement in early childhood and special education, compared with more comprehensive coverage of research, practical skills, and advanced topics for organizing and implementing programs of partnership. Table 2 indicates that leaders in SCDEs that have courses covering practical skills in conducting partnerships, or more of the 15 topics on partnerships listed in the survey, are significantly more likely than leaders in other SCDEs to strongly agree that it is important for all teachers, principals, and counselors to be prepared to conduct partnerships (r=.249). These leaders also are more likely to agree that principals want to hire teachers with these competencies (r=.326). Because most SCDEs cover basic partnership topics in early childhood and special education programs, there is little variability in the measure. There is no significant association of coverage of basic topics with leaders' beliefs about the importance or marketability of skills on partnership for all teachers.

Table 2
Correlations of Topics Covered
with Leaders' Attitudes about Partnerships and Awareness of Hiring Preferences

Topics Covered	Importance for all teachers, principals and counselors to know how to conduct partnerships	Recognition that principals want to hire teachers with competencies in partnerships
Basic topics – early childhood/special ed.	.083	.106
Practical skills for all teachers	.264**	.284**
Sum of 15 basic and advanced topics	.249**	.326**

N = 161
**p< .01

Student Preparedness. Table 3 focuses on factors that influence SCDE leaders' estimates of their students' preparedness to conduct partnerships. Although, on average, few believe that all teachers are fully prepared with these competencies, some SCDEs presently prepare more students with these skills than do other SCDEs. Here, respondents from private colleges and universities are more likely than those from the public sector to strongly agree that their graduates are well prepared to conduct partnerships (ß = -.348; p< .001). Although there is no independent effect of SCDE size on estimates of student preparedness, education departments in private colleges and universities tend to be smaller, and survey respondents may be more familiar with and confident about their graduates' competencies than respondents from larger SCDEs.

With sector statistically controlled, Table 3 also shows that SCDE leaders believe that students are better prepared when the curriculum covers more content on partnerships (ß = .220; p< .01). Leaders' beliefs of the importance of skills to conduct partnerships for their students' education, placement, and professional status also has a significant, independent effect on reported student preparedness (ß = .192; p< .01). Although sector is the most important variable in these analyses, the explained variance in student preparedness increases significantly when content coverage and leaders' attitudes are added to the equation. Thus, estimates of present levels of preparedness are influenced by responsive educational programs that may be more prevalent in private colleges and universities, the content covered in courses, and leaders' recognition of the importance of partnership skills for certification, licensure, and placement.

Table 3
Factors Influencing Students' Preparedness
on School, Family, and Community Partnerships

Variables	ß	t	ß	t	ß	t
Background						
Sector (public/private)	- .348	- 4.083***	- .399	- 4.197***	- .350	- 4.265***
Size	- .046	-.536	- .050	-.603	- .038	-.459
Curriculum						
Coverage of content on partnerships			.220	2.843**	.165	2.073*
External Pressures and Attitudes						
Importance of skills for student teaching, certification, licensure, placement					.192	2.408**
R^2/Adj.R^2	.135/.122		.183/.165		.217/.194	

N = 152
*p< .05; **p< .01; ***p< .001

Similar analyses, not reported here, asked respondents to estimate what their graduating students would say about their own readiness to conduct partnerships, ranging from "unprepared," to "tentative," "competent," or "expert." Respondents from SCDEs that offer at least one full course on partnerships were more likely to report that their students would say they were better prepared to work with families and communities (ß = .154, p< .07), after sector, size, and attitudes were taken into account. It is interesting that SCDE leaders'

estimates in Table 3 of student preparedness to conduct partnerships are linked to the *breadth* of content coverage, but their beliefs of what graduates would say about preparedness was more strongly linked to the *depth* of coverage in a full course on home-school-community connections.

Comments from survey respondents (see discussion below) identify a debate about the best and most likely next steps to improve the preparation of future teachers and administrators to conduct partnership activities. Some suggest that full, required courses are needed so that all students are offered coherent and comprehensive coverage of partnership topics. Others recommend integrating partnership topics in other courses that prepare educators for their profession. Studies will be needed to learn (a) whether these alternative curricular designs affect how well new teachers and administrators are prepared to conduct partnerships; (b) how the graduates, themselves, evaluate their preparedness; and (c) whether and how well they implement partnership activities when they are placed in schools and districts. Initial studies at the University of Memphis (Morris, Taylor, & Knight, 1998) and reports from professors who have initiated innovative courses on partnerships are weighing in on the "full course" side of this debate.

Readiness to Improve Programs. Table 4 reports factors that influence respondents' beliefs that their SCDEs "should do more" in the future to make school, family, and community partnerships more prominent in their curriculum. As expected, respondents in SCDEs that presently cover *fewer* topics of partnerships say they should do more in the future (ß = - .264; p< .01). As important, leaders are significantly more likely to say that their SCDE needs to do more in the future if they report that graduates are presently *not* well prepared (ß = -.243; p< .01), and if they believe that skills in conducting partnerships are important for professional certification, licensure, and placement (ß = .165; p< .05).

The first two equations in Table 4 indicate that SCDEs in public colleges and universities recognize that they should do more, in part because they presently do less. In the third equation, the effect of sector is rendered insignificant, and the explained variance increases with the addition of estimates of students' present preparedness and the importance given to partnership skills.

Analyses were conducted to better understand what respondents recommend as next steps to improve the curriculum in SCDEs on school, family, and community partnerships. The first row of Table 5 indicates that leaders in public colleges and universities are somewhat more likely than those in private institutions to say they should add required courses on partnerships for students preparing to be preschool, elementary, middle, and high school teachers at the undergraduate level (ß = .215) and at the graduate level (ß = .189).

Table 4
Factors Influencing Need to Change Future Program of School, Family, and Community Partnerships

Variables	ß	t	ß	t	ß	t
Background						
Sector (public/private)	.192	2.182*	.193	2.268*	.107	1.187
Size	.016	.179	-.021	- .247	.020	.229
Curriculum						
Coverage of content on partnerships			-.264	-3.336**	-.258	-3.075**
External Pressures and Attitudes						
Report of graduating students' preparedness on partnerships					-.243	-2.717**
Importance of skills for student teaching, certification,licensure, placement					.165	1.954*
R^2/Adj.R^2	.039/.026		.109/.090		.168/.137	

N = 158 *p< .05; **p< .01

Table 5
Factors Influencing Future Plans for *Required* Courses on Partnerships for Undergraduate and Graduate Students

	Plan for Required Courses for Undergraduates		Plan for Required Courses for Graduate Students	
Variables	**ß**	**t**	**ß**	**t**
Background				
Sector (public/private)	.215	1.717	.189	1.638
Size	- .067	- .538	.029	.251
Curriculum				
Coverage of content on partnerships	.244	1.637	.315	2.118*
Extent of topics needed in future	.323	2.185*	.488	3.378***
External Pressures and Attitudes				
Importance of skills for student teaching, certification, licensure, placement	.261	2.295*	.214	1.893
R^2/Adj.R^2	.161/.100		.215/.156	

*p< .05; **p< .01;***p< .001 N =80[1] N=81[1]

[1] Includes SCDEs that report they need to do more in the future to make school, family, and community partnerships prominent in the curriculum and answered for undergraduate students (N=80) and for graduate students (N=81).

Regardless of sector, respondents say they should have more *required* courses in the future for undergraduates/graduates if they presently report covering more content (ß = .244/ ß = .315), and if they identify more topics that should be covered (ß = .323/ ß = .488). It should be noted that the SCDEs in the analyses in Table 5 include only those whose leaders say they "should do more in the future." These SCDEs presently cover *fewer* topics than do SCDEs whose leaders say they presently have adequate coverage of partnerships. However, among those who say they should do more, leaders whose SCDEs have initiated at least some coverage of topics of partnership and those who list more topics to cover in the future say the additions should include more *required* courses for undergraduate and graduate students.

Finally, leaders who believe partnership skills are important for certification, licensure, and placement also say that they should add more required courses in the future for undergraduate (ß = .261) and graduate (ß = .214) students preparing to be teachers. Thus, the SCDEs most likely to add required courses on partnerships to improve the preparation of educators are those covering at least some topics in other courses now, whose leaders have identified many topics that should be covered in the future, and who recognize the importance of partnership skills for students' professional advancement. In the next section, we look more deeply into respondents' explanations of the likelihood of change in the coverage of partnership topics.

Discussion: Voices from the Field

The survey included three open-ended questions for respondents to suggest curricular changes, identify challenges to change at their SCDEs, and comment on ways to better prepare teachers, administrators, and counselors to conduct effective school, family, and community partnerships. The comments supplement the quantitative analyses with important insights into how key actors in SCDEs understand the importance, place, and coverage of school, family, and community partnerships.

Suggestions for Curricular Change

Nearly all 161 respondents (96%) answered the first question: Which new courses or changes to existing courses would you suggest to better prepare teachers and administrators to work with families and communities?

Add Practical Field-Based Experiences. One-fifth (20%) indicated that their SCDEs need to provide prospective teachers and administrators with practical hands-on experience

working with families and community organizations. These respondents suggested that in addition to classroom instruction, students need "more opportunities to work with parents and communities" (Case #46). According to the dean of one school of education, students need "more involvement at the grassroots level with families and communities; [they] need to go into the communities to dialogue with families " (Case #70). An assistant professor noted that students need "activities which place [them] in field-based experiences that directly deal with families and communities " (Case #172). Another assistant professor concluded, "There's only so much telling and talking. After a time, some type of practicum is called for" (Case #194).

Add a Full Course. A few (8%) responding to the first open-ended question indicated that their SCDEs need to add a full course on school, family, and community partnerships. According to one chair of curriculum, "We definitely need to have a course that focuses on these issues . . ." (Case #86). Another chair stated, "I believe that there is strong need for a specific course that focuses on school, parent, and community collaboration and parent-as-teacher. This content is now covered in several classes. There is a need for a well-defined and focused class" (Case #227).

Integrate Topics in Other Courses. More respondents (20%) indicated that the partnership topics need to be better integrated into existing courses. According to one dean of teacher education, "I would suggest that the topic be treated in virtually all pedagogical courses from an awareness level through application in the student teaching experience" (Case #66). A chair of teacher education echoed this perspective, stating "Not new courses, but better integration of courses . . ." (Case #99).

The responses suggest that some of those surveyed believe that integration of topics in and among courses will allow for more comprehensive coverage and preparation of educators. For example, one professor of education argued that "more course content [is needed] in existing courses to prepare students for more parent and community involvement in the operation of the school" (Case #188). Other respondents viewed integration as the only practical way to cover partnership topics because of constraints on curricular change. One dean of education stated that, "It would be nice, but current state and NCATE requirements do not permit the addition of more courses" (Case #68). Another dean wrote, "New additional courses are a real problem. There are too many required components!" (Case #201).

Target Topics to Courses on Student Diversity and Special Needs. Some respondents (about 8%) suggested that the topic of school, family, and community partnerships should be targeted for coverage in courses on student diversity, including courses on students

with special needs, students living in poverty, and students belonging to racial and ethnic minority populations. For example, an associate professor stated, "We are planning to broaden the scope of the existing course on diversity issues to focus more on working with parents from different cultures" (Case #154). Still another professor suggested that "There needs to be a family and community course with a strong multicultural basis" (Case #160). A director of early childhood education reported that "We are adding special education certification to our program and family involvement will be a significant part of the curriculum" (Case #163).

Overall, the written comments suggest that the leaders of SCDEs across the country have several different perspectives on how school, family, and community partnerships should be addressed in their teacher and administrator education programs. While some believe that new, full courses are required at their SCDEs to adequately cover different aspects of school, family, and community partnerships, others argue that the topic should be extensively incorporated into existing courses. This may reflect pedagogical beliefs that integration is the best way in which to ensure adequate coverage, or the comments may be pragmatic responses to constraints on curricular change. Indeed, respondents offer both rationales. Whether they recommend full courses or integrated or targeted topics, many suggest adding practical, field-based experiences to readings and classroom discussions.

Some respondents believe that conducting school, family, and community partnerships is particularly important for teachers of students from "diverse populations." These respondents suggest including the topic in courses that focus on students with special needs and/or poor and minority students. This targeted approach to partnerships may indicate that faculty at SCDEs are aware of the growing diversity in U.S. public schools, and want to prepare teachers and administrators to work with the families of *all* students. Alternatively, this attitude may indicate that for some respondents school, family, and community partnerships is not a mainstream topic, but one relevant only for teachers working with special groups of students and families.

Factors Influencing the Likelihood of Curricular Change

The second open-ended question, addressed by 66% of the 161 survey respondents, asked whether they believe their suggested changes to the curriculum will be made in the next year or two, and what factors might influence the likelihood of change at their SCDEs.

Attitudes of SCDE Faculty. About 10% of the respondents indicated that faculty attitudes are key. Some respondents suggested that to effectively include partnership topics in the curriculum, SCDEs need "Professor awareness of the importance of including the topic

[of school, family and community partnerships]" (Case #138); and "Course instructors who believe in the involvement of families and communities, and have experience in doing so" (Case #107). One dean was doubtful that meaningful change would occur because of "Faculty resistance. Faculty see it as unnecessary" (Case #2). On the other hand, a few respondents were optimistic that the positive attitudes of the faculty toward the topic would lead to positive change. As one chair stated, "Faculty are very interested. We see the need" (Case #142).

State Laws and Guidelines. Respondents also identified state mandates for teacher preparation in the area of school, family, and community partnerships as an impetus for curricular change. Almost 15% of those responding to the second question noted that they presently are revising their teacher education programs because of state laws and regulations. The following responses are representative:

> "We are assessing and revising our program in keeping with Indiana Professional Standards Board mandates" (Case #5).
>
> "State proficiencies are requiring the addition of [school, family, and community partnerships]" (Case #66).
>
> "We are currently revising our program to meet new state guidelines. Also we recognize the importance of better preparing teachers to connect with homes and communities" (Case #110).
>
> "We hope to have our program in place by Fall 1999, which will also reflect new state licensure standards" (Case #229).

It is interesting to note, however, that although state guidelines have served as catalyst for change in some SCDEs, other respondents indicated that state restrictions on curriculum prevent them from instituting the changes in covering partnerships that they would like to see. One chair of curriculum and instruction reported that change probably would occur on a "very limited basis due to state limitations on the numbers of hours that can be required for a teaching certificate . . ." (Case #103). Similarly, a dean of education explained, "By state law, we are limited as to the number of education courses/hours we can offer . . ." (Case #117).

Crowded Curriculum. Indeed, nearly 10% of those answering the second question were not optimistic about providing students with more comprehensive preparation to work with families and communities because their programs are full. According to one director of

graduate studies in education, "Programs are very full, with few electives. There are many areas that faculty think should be added but little room" (Case #23). A dean of education similarly responded, "No room in the curriculum — already too many mandates" (Case #68).

Change Process in Higher Education. Several respondents were skeptical that their SCDEs would change in the next year or two due to lack of resources (5 respondents), and the slow change process characteristic of large institutions (5 respondents). For example, one associate dean of education estimated that changes in the curriculum to better address the topic of school, family, and community partnerships would take from "four to five years because of the vagaries and difficulties of institutional change" (Case #131).

Nearly one-third of the respondents (30%) to the second question on the likelihood of change indicated that their SCDEs are at varied points in the change process. For example, one dean reported, "The faculty is discussing it now" (Case #52). Another echoed, "We are currently discussing these issues" (Case #59). In a statement revealing the complexities of institutional change, an associate professor stated, "It has passed the curriculum committee, and is now open for discussion in the Faculty Senate" (Case #143).

Some respondents indicated that they have moved beyond the discussion stage. According to one associate professor, "We're in the process of redesigning two of the three programs that we offer" (Case #74). Another respondent acknowledged, "The [need for greater] emphasis is recognized and plans are being made to implement changes" (Case #162). Still others have gone beyond planning and designing to actual implementation. One respondent explained, "A new preservice field experience on communities is being instituted" (Case #98). Two other respondents expected new "service learning" courses for family involvement to be implemented by the 1999/2000 school year.

Other Ideas

The final open-ended question asked respondents to share other ideas about preparing teachers and administrators to conduct school, family, and community partnerships. Close to 50% of the study sample addressed this question.

Importance of Improving Programs. The overwhelming tone of these comments was positive. Respondents emphasized the importance of partnerships for effective teaching and school administration, as illustrated in the following representative comments.

> "A strong school-family relationship is vital to success in education" (Case #192).

> "Without parental involvement in the student's education, the student will struggle to be successful. Schools need parent involvement, and not the window dressing 'donuts for dad, muffins for mom' " (Case #206).

> "This should be taught, and not just expected to occur by accident" (Case #212).

Need for Collaboration with Schools and School Districts. Respondents further indicated that for effective change to occur, there must be dialogue and cooperation among all the parties responsible for teacher and administrator preparation, including districts and schools. The following comments provide examples of this viewpoint.

> "We need to have dialogue on this issue among all parties related to both pre-service and inservice programs" (Case #75).

> "SCDEs' cooperation with preK-12 districts on this topic is essential" (Case #118).

> "In order to dramatically improve the needed partnerships, schools and higher educational institutions need to start our thinking with communities, parents and their children" (Case #185).

> "We need closer working relationships between the college and school districts" (Case #194).

These responses suggest that change in teacher and administrator preparation must be multidirectional with collaboration among SCDEs, school districts, and schools. Indeed, one respondent contended that change cannot occur without greater emphasis on school, family, and community partnerships at the school level, stating "These types of course experiences are difficult for us to require unless the schools routinely do them. Not all schools have significant family programs " (Case #92).

Summary of Comments

Responses to the three open-ended questions confirm and extend the statistical analyses of the survey data which indicate that leaders at SCDEs are generally aware of the importance of school, family, and community partnerships, and believe that better teacher and administrator preparation for school, family, and community partnerships is needed. However,

respondents vary in how they conceive "better preparation." As other survey items show, some schools have implemented and believe in the necessity of full courses focused on basic and advanced aspects of school, family, and community partnerships. Others believe that more coverage of partnership topics in existing courses is the best approach to teacher and administrator preparation. Still others believe that it is most important to target partnership topics to courses on multiculturalism and diversity. Many respondents agree that beyond classroom readings, prospective teachers and administrators also need practical projects and field experience working with families and communities.

Whether any changes will occur at these SCDEs seems dependent on a number of factors. One factor that influences the likelihood of change in courses and coverage of partnership topics is faculty attitude. Changes and improvements are more likely where the faculty believes all educators should know how to conduct partnership activities with all families. State laws also influence the likelihood of change. Yet, to be most effective, state education leaders need to review other existing mandates and restrictions on course requirements so that SCDEs that desire to include or extend coverage of partnerships are given the flexibility to do so. Lastly, it appears that practicing educators in school districts and schools may influence change in higher education. The survey data and written comments show that SCDEs are responsive to practicing educators' demands, preferences, and programs. School and district leaders who are aware of the importance of family and community involvement for their students' school success, and who are knowledgeable about the components of comprehensive programs of partnership, may provide important pressure to ignite change at many SCDEs. The changes, in turn, should help to better prepare teachers and administrators to understand and conduct school, family, and community partnership practices.

Conclusions and Recommendations

This study provides new information on the present and future preparation of teachers and administrators to conduct school, family, and community partnerships. Based on a national sample of 161 colleges and universities, the survey examines not only the courses and coverage that presently are offered to prospective educators, but also perspectives and projections for the future. We draw the following conclusions from the survey data and comments.

- ***Most SCDEs offer at least one course and some coverage of topics on partnerships, but not enough to prepare all teachers, counselors, and administrators to effectively conduct practices and programs of school, family, and community partnerships.*** As

in the past, a preponderance of offerings on partnerships is in programs preparing educators for early childhood and special education. There is evidence, however, of increasing coverage of basic, research, practical, and advanced topics on partnership for undergraduate and graduate students preparing to be teachers and administrators.

- ***Leaders in SCDEs are aware of the need to better prepare new educators to conduct school, family, and community partnerships, and a readiness, on paper, to change.*** Although some comments in open-ended questions emphasize integrating or targeting topics on partnerships to various courses and specialties, data from the full sample are balanced, with about half of the respondents strongly recommending full, required courses and half strongly recommending the integration of topics in other courses for undergraduate and for graduate students in education. Moreover, unlike past emphases on early childhood and special education, almost equal numbers of respondents recommended adding *required* courses on partnerships to the curriculum for those preparing to be teachers at the preschool (51.3%), elementary (46.7%), middle (41.9%), and high (42.1%) school levels. Near equal numbers also recommend adding topics on partnerships in other courses preparing new teachers for all levels of schooling.

- ***Over the past decade or so, there has been a dramatic increase in research on partnerships.*** Knowledge production on this topic is evident at many SCDEs in this study. The data indicate that master's and doctoral theses are being completed on school, family, and community partnerships at over one-fourth of the SCDEs in this sample that award graduate degrees. Graduate students and their professors are becoming familiar with and producing new knowledge on school, family, and community partnerships.

- ***Leaders at SCDEs are aware of growing pressures and explicit recommendations for increasing future educators' skills on partnerships.*** External pressure is coming from state departments of education, accrediting organizations, and from the school and district administrators who hire their graduates. However, interactions among SCDEs and these external organizations need to improve. For example, many deans, chairs, and leading faculty report that they do not know whether there are specific state and accreditation requirements about partnerships. Without clear understanding of existing and new guidelines on partnerships, they cannot be responsive to them in decisions about new courses or coverage of new topics. Leaders from state departments of education and accrediting organizations need to periodically

communicate with leaders in SCDEs to discuss and clarify policies on partnerships and other topics that may affect the curriculum and preparation of future educators.

Similarly, school and district administrators need to communicate better and more directly with the leaders in SCDEs from which they regularly recruit new teachers about the importance of preparing teachers and administrators to conduct programs and practices of school, family, and community partnerships. Although most leaders in SCDEs (95%) believe that principals prefer to hire teachers who can work well with parents, some commented that they would be more likely to change the curriculum on partnerships if practicing educators let them know that these skills were important for all new teachers and administrators.

School-university communications must be two-way. That is, it is not only up to others — states, accrediting organizations, and practicing educators — to advise SCDEs about these programs, but also for leaders in higher education to contact these organizations to learn about ways to assist local schools and districts with school improvements, including more effective home-school-community connections. Collaborative work, such as that conducted by university partners in the National Network of Partnership Schools at Johns Hopkins University, opens important research opportunities and field work for future educators, and in turn, helps school districts and schools organize their thinking and their work on partnerships.

- ***Institutional change in higher education is possible, but requires effort and action.*** "If we put something in the bag, we'll have to take something out," wrote one survey respondent (Case # 127). This comment, not uncommon in discussions with higher education leaders, refers to setting priorities. To improve their course offerings and coverage of partnerships, SCDEs must set new priorities.

Decisions must be made about the essential skills and knowledge that teachers and administrators need to succeed in their professional work. Research from many nations is converging that confirms that educators need to know how to work with families and communities (Sanders & Epstein, 1998). These competencies are required every day of every year of every teacher's and every administrator's professional career.

This survey reveals a dramatic gap at most SCDEs between leaders' strong beliefs about the importance for educators to conduct effective partnerships with all families and communities, and their reports of low preparedness of graduates to work effectively on partnerships. Some SCDEs acknowledge the importance of these skills by offering full, required courses on partnerships and covering different topics of school, family, and

community partnerships in other courses as well. Most will have to make specific decisions to change the curriculum in order to better prepare teachers and administrators to understand and implement partnerships.

The outlook for change is uncertain. Whether SCDEs improve courses and coverage on partnerships will depend on complex change processes in highly diverse institutions of higher education. Optimism may be in order, however, based on the results of this survey that confirm the need to better prepare future educators to conduct practices of partnership in order to increase students' school success. Given current national attention on improving teacher education and on involving families and communities in school improvement and student learning, the time is right for SCDEs to take action to address these issues.

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Appendix A. NATIONAL SURVEY OF COLLEGES AND UNIVERSITIES

PREPARING EDUCATORS TO COLLABORATE WITH FAMILIES AND COMMUNITIES

I. REQUIRED AND ELECTIVE COURSES

Does your school, college, or department of education (SCDE) presently offer a full quarter or semester *course* on school, family, and community partnerships[1] such as *Families and Schools, Schools and Communities, Parent Involvement, School/Community Relations, Home and School Connections,* or related titles?

____ No
____ Yes

Title of course:_____
Is this course ___ Elective ___ Required ___For Undergraduates ___For Graduate Students
Title of course:_____
Is this course ___ Elective ___ Required ___For Undergraduates ___For Graduate Students

If your SCDE presently offers *more than two* courses on the topics of partnerships or involvement, check here _____.

II. TOPICS WITHIN OTHER COURSES

Does your SCDE presently offer topics of school, family, and community partnerships or involvement as a *component of other courses*?

____ No

____ Yes **If YES**, please check if topics of school, family, and community partnerships or involvement are included in *required* or *elective* courses, and if these topics are covered in *one, a few, or many class sessions.*

___ **Topics of partnerships or involvement are included in REQUIRED courses.**

Title of required course: _____
Topics are covered in ___ one class session ___ a few sessions ___ many sessions
Title of required course: _____
Topics are covered in ___ one class session ___ a few sessions ___ many sessions

If your SCDE offers more than two REQUIRED courses that include topics of partnerships or involvement, check here _____.

___ **Topics of partnerships or involvement are included in ELECTIVE courses.**

Title of elective course:_____
Topics are covered in ___ one class session ___ a few sessions ___ many sessions
Title of elective course: _____
Topics are covered in ___ one class session ___ a few sessions ___ many sessions

If your SCDE offers more than two ELECTIVE courses that include the topic of partnerships or involvement, check here _____.

[1] In this survey, we use the term "*school, family, and community partnerships*" to include topics and activities of parent involvement, home-school relations, community relations, business partnerships, school-linked social services, and other connections of schools with families and communities.

III. COURSE CONTENT

Please check whether the following topics are covered in any of your SCDE's present courses, and if not, whether you think the topic should be added to courses in the future.

	Covered NOW	**NOT COVERED NOW** Should this topic be added in the future? YES	NO
a) Early childhood education and family involvement	____	____	____
b) Special education and family involvement	____	____	____
c) Theory of school, family, and community partnerships	____	____	____
d) Research on school, family, and community partnerships . . .	____	____	____
Practical approaches to partnerships such as:	____	____	____
e) How to conduct a parent-teacher conference	____	____	____
f) How to plan and conduct a workshop for parents	____	____	____
.	____	____	____
g) How to design and produce a newsletter for parents	____	____	____
h) How to involve parents and other volunteers at school. . .	____	____	____
i) How to design interactive homework for students to share with parents	____	____	____
j) How to work with parents on a school decision-making team	____	____	____
k) How to coordinate resources from businesses and the community to boost student learning	____	____	____
.	____	____	____
l) How to develop school-linked social service programs . . .	____	____	____
m) Federal and state laws and regulations on school, family, and community partnerships	____	____	____
	____	____	____
n) How to plan and implement a full year's program of all types of school, family, and community partnerships	____	____	____
o) How to evaluate involvement practices and programs	____	____	____

IV. READINESS FOR ADDITIONAL PREPARATION

Do you think school, family, and community partnerships should be more prominent in your SCDE's curriculum in full courses or as topics in other courses?

____**NO**, we cover topics of partnerships or involvement enough. (Please skip to Section V.)

____**YES**, we should do more. (If **YES**, please check the additions that you think should be made.)

For which students?	**"Partnerships" or "Involvement" should be covered as a: Required Course**	**Elective Course**	**Included in Other Course(s)**	**Does Not Apply**
a) Undergraduate education (*preschool teachers*)	____	____	____	
b) Undergraduate education (*elementary teachers*)	____	____	____	____
c) Undergraduate education (*middle grades teachers*)	____	____	____	____
d) Undergraduate education (*high school teachers*)	____	____	____	____
e) Graduate education for teachers (*preschool*)	____	____	____	____
f) Graduate education for teachers (*elementary*)	____	____	____	____
g) Graduate education for teachers (*middle grades*)	____	____	____	____

h) Graduate education for teachers (*high school*) . . . . . _____ _____ _____ _____

i) Education of administrators. . . . . _____ _____ _____ _____

j) Education of counselors . . . . . _____ _____ _____ _____

V. IMPORTANCE OF PREPARATION

Please circle one choice on each line to tell how strongly you agree or disagree with the following:

	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**	**Does Not Apply**
a) It is important for all *teachers* to know how to conduct practices of school, family, and community partnerships with all families.	SD	D	A	SA	NA
b) It is important for all *principals* to know how to conduct practices of school, family, and community partnerships with all families.	SD	D	A	SA	NA
c) It is important for all *counselors* to know how to conduct practices of school, family, community partnerships with all families.	SD	D	A	SA	NA
d) Principals want to hire teachers who know how to work well with all families.	SD	D	A	SA	NA
e) *All new teachers* who graduate from this SCDE are fully prepared to work with all students' families and communities.	SD	D	A	SA	NA
f) *All new administrators* who graduate from this SCDE are fully prepared to work with all students' families and communities.	SD	D	A	SA	NA
g) *All new counselors* who graduate from this SCDE are fully prepared to work with all students' families and communities.	SD	D	A	SA	NA

VI. INTERESTS AND SKILLS OF STUDENTS

1. How important is it for undergraduate or graduate students at your SCDE to have knowledge and practical skills in family-school-community connections or partnerships for the following:

How important are skills to involve families and communities in:	**Very Important**	**Somewhat Important**	**Not Important**	**Does Not Apply**
a) student teaching	_____	_____	_____	_____
b) certification or license requirements	_____	_____	_____	_____
c) national teaching exams	_____	_____	_____	_____
d) resource notebooks of ideas for teaching	_____	_____	_____	_____
e) writing papers for courses	_____	_____	_____	_____
f) placement in schools receiving Title I funding	_____	_____	_____	_____
g) placement in *non*-Title I schools	_____	_____	_____	_____

2. **Over the past three years**, have any master's theses or doctoral dissertations in your SCDE been completed on topics of parent involvement or school, family, and community partnerships?

_____YES _____NO _____Don't know _____Does not apply

If YES, please estimate for the past 3 years:

How many master's theses on involvement or partnerships? 1 2-4 5-10 over 10

How many doctoral dissertations on involvement or partnerships? 1 2-4 5-10 over 10

3. How do you think *most* students who graduate from this SCDE as *new teachers* would describe their readiness to work with families and communities? *Most* students would say they are:

____ 1. **Unprepared.** Most students would say that they are **not prepared** as new teachers to work with all families, businesses, and community groups to promote student learning and school success.

____ 2. **Tentative.** Most students would say that they are **somewhat prepared** as new teachers to work with all families, businesses, and community groups to promote student learning and school success.

____ 3. **Competent.** Most students would say that they are **well prepared** as new teachers to work with all families, businesses, and community groups to promote student learning and school success.

____ 4. **Expert.** Most students would say that they are **fully prepared** as new teachers to work individually with all families, businesses, and community groups as well as on school teams to **design and implement comprehensive programs** of partnerships to promote student learning and school success.

VII. PLACEMENT OF GRADUATES

In an average year, about what percent of all students graduating from your SCDE are placed as teachers or administrators in schools and districts in these settings? (circle the closest estimate)

Estimate % of new teachers and administrators from this SCDE placed in:

a) inner city	0%	5-10%	15-25%	30-50%	55-75%	over 75%
b) other urban	0%	5-10%	15-25%	30-50%	55-75%	over 75%
c) suburban	0%	5-10%	15-25%	30-50%	55-75%	over 75%
d) rural area	0%	5-10%	15-25%	30-50%	55-75%	over 75%
e) in your state	0%	5-10%	15-25%	30-50%	55-75%	over 75%

VIII. LEGISLATION AND GUIDELINES

1. Are there laws or guidelines in your state that *require* educators to be prepared to work with families and communities in order for them to obtain their certificates or licenses?

____YES ____NO ____Don't know

IF **YES**, what are the state laws or guidelines about? (check all that apply):

_____ initial certification or license

_____ renewal of certification or license

_____ specific competencies or standards for teachers

_____ specific competencies or standards for administrators

_____ specific competencies or standards for counselors

_____ other topic(s) (please describe) _____

2. Is your SCDE accredited by major national or state organizations? ____ YES ____ NO

If YES, please specify **up to three accrediting organizations** that are particularly important to your SCDE:	**Does this organization have standards or guidelines for preparing teachers to work with families and communities?** YES	NO	Don't Know
1._____	____	____	____
2._____	____	____	____
3._____	____	____	____

IX. OTHER INFORMATION

Please check or estimate the following demographic information about your institution:

a. ____ Public ____ Private

b. Degrees offered in education (check all that apply): __Bachelor's __Master's __Doctorate

c. Number of faculty (full- and part-time) in your SCDE: _____

d. Number of undergraduate students (full- and part-time) in your SCDE: _____

e. Number of graduate students (full- and part-time) in your SCDE : _____

e. About what percent of your SCDE's students are: ___% Male ___% Female

f. About what percent of your SCDE's students are (circle closest estimate):

African American/Black	0%	5-10%	15-25%	30-50%	55-75%	Over 75%
Asian American	0%	5-10%	15-25%	30-50%	55-75%	Over 75%
Latino/Hispanic	0%	5-10%	15-25%	30-50%	55-75%	Over 75%
White/non-Hispanic	0%	5-10%	15-25%	30-50%	55-75%	Over 75%

g. What is the title of your position? _____

X. YOUR IDEAS

1. As you think about your SCDE's undergraduate and/or graduate curricula, which **new courses** or **changes to existing courses** would you suggest to better prepare teachers and administrators to work with families and communities?

_____

_____

2. Do you think the above changes will be made at your SCDE in the next year or two? **___ YES ___NO** Why or why not?

_____

_____

Please add your comments, questions, or examples on ways to improve the preparation of teachers, administrators, and counselors to conduct effective school-family-community partnerships.

_____

_____

Please feel free to continue your comments, questions, or examples on an extra page.

THANK YOU VERY MUCH!

Please return the survey in the enclosed stamped envelope by FEBRUARY 15, 1998.

Dr. Joyce L. Epstein and Dr. Mavis G. Sanders
Center on School, Family, and Community Partnerships/CRESPAR
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Appendix B

Colleges and Universities

1. Adams State College
4. Adelphi University
5. Alverno College
6. American University
7. Auburn University
8. Austin Peay State University
9. Ball State University
10. Barry University
11. Bluefield State College
12. Boise State University
13. Boston College
14. Boston University
15. Bowling Green State University
16. Brescia College
17. Bridgewater State College
18. Brigham Young University
19. Butler University
20. California State University, Los Angeles
21. California University of Pennsylvania
22. Carthage College
23. Centenary College
24. Central Connecticut State University
25. Central Michigan University
26. Colorado Christian University
27. Drake University
28. Eastern Michigan University
29. Eastern New Mexico University
30. Fairmont State College
31. Fayetteville State University
32. Florida Atlantic Universiy
33. Fordham University
34. Fort Lewis College
35. Friends University
36. Gannon University
37. George Mason University
38. George Washington University
39. Gonzaga University
40. Grand Valley State University
41. Hannibal-LaGrange College
42. Hebrew Union College
43. Houston Baptist University
44. Howard Payne University
45. Indiana University – Purdue University Indianapolis
46. Indiana University Northwest
47. Indiana University of Pennsylvania
48. Indiana University South Bend
49. Iowa State University
50. James Madison University
51. Jersey City State College
52. Johns Hopkins University
53. Kansas State University
54. Langston University
55. Longwood College
56. Louisiana State University and Agricultural & Mechanical College
57. Louisiana State University in Shreveport
58. Mary Washington College
59. Maryville University
60. Miami University
61. Middle Tennessee State University
62. Millersville University
63. Mississippi State University
64. Missouri Southern State College
65. Missouri Valley College
66. Monmouth University
67. Morehead State University
68. Neumann College
69. New York Institute of Technology
70. North Carolina Wesleyan College
71. Northeast Louisiana University
72. Northwest Missouri State University
73. Oakland City University
74. Oklahoma Panhandle State University
75. Our Lady of the Lake University
76. Phillips University
77. Pittsburgh State University
78. Rhode Island College

79. Rowan University
80. Sam Houston State University
81. Samford University
82. Seton Hall University
83. Shepherd College
84. Slippery Rock University
85. Southampton College – Long Island University
86. Southeastern Louisiana University
87. Southern Connecticut State University
88. Southern Illinois University at Carbondale
89. Southwest Baptist University
90. St. Bonaventure University
91. State University of New York at Buffalo
92. Stephen F. Austin State University
93. Tabor College
94. Texas Agricultural & Mechanical University
93. Texas Agricultural & Mechanical University - Corpus Christi
94. Texas Wesleyan University
95. Texas Woman's University
96. Union University
97. University of Arkansas
98. University of Arkansas at Pine Bluff
99. University of California, Los Angeles
100. University of Central Florida
101. University of Denver
102. University of Houston – Clear Lake
103. University of Idaho
104. University of Indianapolis
105. University of Judaism
106. University of Kansas
107. University of Kentucky
108. University of Louisville
109. University of Mary Hardin-Baylor
110. University of Memphis
111. University of Missouri - Kansas City
112. University of Montevallo
113. University of Nebraska at Kearney
114. University of Nebraska at Omaha
115. University of North Carolina – Wilmington
116. University of North Colorado
117. University of North Texas
118. University of Northern Iowa
119. University of Oklahoma
120. University of Pittsburgh
121. University of Puget Sound
122. University of Rochester
123. University of Scranton
124. University of Southern Maine
125. University of Southern Mississippi
126. University of Tennessee at Chattanooga
127. University of the District of Columbia
128. University of Toledo
129. University of Vermont
130. University of West Alabama
131. University of Wisconsin - Madison
132. University of Wisconsin – River Falls
133. University of Wisconsin – Stevens Point
134. University of Wisconsin-Platteville
135. Upper Iowa University
136. Virginia Commonwealth University
137. Virginia State University
138. Weber State University
139. West Virginia University
140. Western New Mexico University
141. Wright State University
142. – 161. Surveys Unidentified by College or University

Appendix C

Regions and States Of SCDEs in Study

North/Northeast (9)
Connecticut, Massachusetts, Maine, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont

South/Southeast (12)
Alabama, Arkansas, District of Columbia , Florida, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Tennessee, Virginia, West Virginia

Midwest (8)
Iowa, Illinois, Indiana, Kansas, Michigan, Missouri, Nebraska, Wisconsin

West (8)
California, Colorado, Idaho, New Mexico, Oklahoma, Texas, Utah, Washington

Appendix D
Course Titles

D.1. Full Required Courses for Undergraduate Students

Building Home-School Partnership
Building Success with Parents
Child, Family, and Community Involvement
Child, Family, Health, and Nutrition
Communication to Collaborative Partnership with Parents and Professionals through Teaching
Community Education: Program Implementation
Cultural and Family Systems
Early Childhood Home and School Relations
Early Childhood Parent Involvement
Education and Society
Educational Sociology
Effective Parent Teacher Communication (2)
Families, Professionals, and Collaborative Consultation
Family and Community Relations
Family and Program Relations (2)
Family Issues and Practices
Family Professional Partnership in Special Education
Family, School, and Community
Home, School, and Community Involvement
Home, School, and Community Relations
Home, School, and Community Agencies
Home-School Relations
Human Environments
Human Relations and Consulting Skills for Special Education
Parent and Community Collaboration
Parent and Community Relations
Parent and Professional Conferencing Techniques
Parent Education and Interaction
Parent Involvement (2)
Parent Involvement in Early Childhood Education
Parent, Home and Agency Involvement in Educating Exceptional Children and Youth
Parent/Family Relations
Parent/Teacher/Child Relationships
Parental Involvement
Parenting (2)
Parents and Teachers
Partnership With Families of Exceptional Children and Youth
Partnerships: Working With Parents and the Community
Promoting Family Involvement
Resources and Community Agencies
School and Community Relations (2)
School and Society (2)
Schools and Society
Serving and Supporting Children, Youth, and Families
Sociology of the Jewish Family
Strategies for Parent Involvement
Teacher, Parent, and Community Interaction
Teacher-Parent Partnerships in Early Education
The Families of Handicapped Children
The Family in Stress
The Parent-Teacher Relationship
Utilizing Family and Community Resources
Utilizing Family and Community Resources for the Young Child
Working With Families
Working With Parents
Working With Parents of Exceptional Children

D.2. Full Required Courses for Graduate Students

Agencies and Services for Children
Applied Collaborative Strategies
Blended Family and the Schools
Building Partnerships and Coalitions
Child and Society
Child, Family, and School
Children, Families, Communities
Communication to Collaborative Partnership with Parents and Professionals through Teaching
Community Advocacy
Community Analysis
Community Education
Community Education: Program Implementation
Community Relations
Community Relations and Politics in Education
Community School Administration
Comprehensive Health Education for Tomorrow
Consultation
Consulting with Families (2)
Counseling Parents
Early Childhood Home and School
Education of Culturally Diverse Students
Educational Sociology
Families of Handicapped Children
Families, Communities, and Schools
Families, Cultures, and Children: Understanding Students with Special Needs
Families: Issues of Disability and Culture
Family and Community Resources
Family and Program Relations (2)
Family Education
Family Professional Relations in Special Education
Family Systems and Issues
Family, Child, and School Intervention
Family, School, and Community Partnerships
Family/Professional Collaboration: Developmental Disabilities
Family/Professional Partnerships
Home, School, and Community Relations
Home-School Communication and Collaboration
Home-School Relations
Human Concerns in the Schools
Improving School, Family and Community Partnerships
Intergenerational Programs
Interprofessional Education
Organization of Community Relations Programs
Parent Conferencing
Parent Education in Early Childhood
Parent Involvement in Early Childhood Education
Parent Involvement in Education
Parent Involvement in Special Education
Parent, Teacher, and Child Relations
Parent/Family Relations
Parent-Child Relations
Parenthood in America
Parenting, Involvement in Education: Programs and Approaches
Parents, Schools, and Community
Partnership with Families of Exceptional Children and Youth
Partnerships: Working with Parents and the Community
Politics of School Culture
Principles of Community Education
Public Relations in Administration
Reaching and Teaching the Jewish Family
School Administration in the Public Domain
School and Community (2)
School and Community Public Relations
School and Community Relations (28)
School Community
School Community/Public Relations/Marketing
School-Community Interaction
School-Community Relations and Development
School-Community Relations and Substance Abuse Education

Social Contexts of Education
Special Education Programming: Parent Involvement (2)
Systems Communication
Teacher-Parent Partnerships in Early Education
Working with Families
Working with Parents
Young Child in Family and Community (2)

D.3. Full Elective Courses for Undergraduate Students

Community Education: Program Implementation
Human Environments
Parent Involvement in Early Childhood Education
Parental Involvement
Serving and Supporting Children, Youth, and Families

D.4. Full Elective Courses for Graduate Students

Agencies and Services for Children
Child and Society
Community Education: Program Implementation
Community Relations
Community School Administration
Families, Communities, and Schools
Family Education
Improving School, Family, and Community Partnerships
Interprofessional Education
Parent Involvement in Early Childhood Education
Parent, Teacher, and Child Relations
Parenting Involvement in Education: Programs and Approaches
School and Community Relations (7)
Teacher-Parent Partnerships in Early Education

D.5. Required Courses with Topics on Partnership

D.5.1. Major Component/Many Sessions

Adolescence/Middle School
Applied Special Education
Business/Industry/Education Seminars
Career Education and Counseling Parents
Child in a Diverse Society
Children From 6-12
Collaboration and Consultation
Community Counseling and Consultation
Constructs in Education Challenge
Counseling Practicum
Counseling With Children
Critical Issues
Cultural Foundations
Curriculum Theories and Instructional Leadership
Diagnosis and Intervention in Learning Problems of the Young Child (2)
Directed Field Experience Seminar
Diversity in the Classroom
Diversity Issues for School Leaders
Early Childhood
Early Childhood Education
Educational Psychology
Elementary School Curriculum
Elementary School Principalship
Family and Community Resources
Family/Community Involvement in Education
Field Based Teacher Education
Field Experiences (2)
Field Experiences/Seminars
Foundations
Foundations II: Philosophical
Fundamentals of Educational Administration
Guiding and Assessing Student Behavior
Health, Safety, and Nutrition
Human Growth, Development, and Guidance
Humanistic Dimensions and Diversity
Instructional Leadership
Integrated Methods II

Interventions: Early Childhood Special Education
Introduction to Early Childhood
Introduction to Education
Issues in Elementary, Middle, and Secondary Education
Leadership Dynamics
Life Span Development
Literacy in Primary Grades
Methods of Teaching in Secondary Schools
Methods of Teaching Reading
Methods of Teaching Social Studies
Multicultural Education
Needs of Special Children
Organization and Administration of Guidance Services
Parent Involvement
Parents As Aides in Teaching Reading
Political Basis of Decision-Making
Practicum With Parents
Practicum: Early Childhood Education
Professional Development I
Professional Development II
Professional Issues
Program Management, Collaboration, and Service Coordination
Program Management, Collaboration, and Service Coordination in Early Childhood Special Education
Public Relations for Educators
Pupil Personnel Management
Role of the Principal (2)
School and Society (2)
School and Learning
School Diversity
Schools and American Society
Schools in a Multicultural Society
Seminar in Teaching
Social and Emotional Development
Sociology of Education
Student Teaching Seminar
Teacher, Parent, and Child
Teaching as a Profession
Teaching Diverse Students
Teaching of Reading

D.5.2. Minor Component/One or a Few Sessions

Administration of a Building
Administrative Theory
Adolescence
Adolescent Growth and Development
Bilingual in the Language Arts
Building-Level Leadership
Child Development (2)
Children and Youth in Urban Schools
Children with Special Needs
Classroom Management (4)
Classroom Management and Assessment in the Elementary School
Community Education and Community Relations
Concepts of Education
Consultation Skills
Contemporary Issues in School Counseling
Content Area Literacy
Context of Education (2)
Counseling Topics
Critical Issues
Curriculum and Development
Curriculum and Instruction; Principles and Practices
Curriculum Development (3)
Curriculum Methods in Early Childhood Education
Curriculum Planning
Curriculum: Primary and Middle Grades
Democracy in Education (2)
Diagnostic and Prescriptive Teaching
Diagnostic Measures & EvaluationPracticum
Diverse Learners
Early Childhood Assessment
Early Childhood Curriculum Methods
Early Childhood Education
Early Childhood Program Implementation
Education Administration
Education Challenge
Education Issues and Perspectives Capstone
Educational Administration and Supervision
Educational Leadership (2)
Educational Programs for Pre-Kindergarten
Educational Psychology (3)

Educational Psychology/Measurement
Educational Studies
Elementary Curriculum
Elementary Curriculum Workshop
Elementary, Middle, and High School Administrators
Emerging Literacy: Cultural and Linguistic Issues
Environments
Exceptional Children
Exceptional Children in Regular Classrooms
Explorations in Education
Family Life and Parent Development
Family, School, and Society
Foundations
Foundations of American Education (2)
Foundations of Bilingual Education
Foundations of Education (6)
Foundations of Educational Administration
General Methods
General/Special Methods
Health, Safety, and Nutrition
History and Philosophy of Education
Human Growth and Development (2)
Human Relations in the Classroom (2)
Improving School Structure and Climate
Instructional Consultation/Psychology of Small Groups
Instructional Leadership
Integrative Seminar for Reflective Teachers
Internship
Internship for Professional Diploma Students
Interpersonal Communications
Introduction Early Childhood
Introduction to Administration
Introduction to Community Counseling
Introduction to Counseling
Introduction to Education (6)
Introduction to Elementary School Teaching
Introduction to Exceptional Children
Introduction to Reflective Teaching Practice
Introduction to School Counseling
Introduction to Special Education
Introduction to Teaching (2)
Issues Affecting Persons with Disabilities
Issues and Trends in American Education
Issues in Education (2)
Issues in Elementary Education
Issues in Teaching Secondary Education
Leadership in Organizational Renewal
Learning and Evaluation
Mathematics: Primary and Middle Grades
Methods and Curriculum
Methods Courses
Methods General
Methods of Social Studies K-6
Methods of Teaching Courses
Methods of Teaching in the Secondary School
Methods/Materials in Elementary Social Studies
Methods/Materials in Secondary Education
Middle School Curriculum
Multicultural Education (3)
Multicultural, At-Risk, and Exceptional Populations (2)
Needs and Program Strategies for Handicapped Infants and Toddlers
Organization and Administration of Education in American Society
Orientation to Secondary Teaching
Parenting
Pedagogy I
Philosophy of Education (3)
Policy Analysis
Politics of Education
Principalship (5)
Principles of Elementary Education (2)
Principles, Problems, and Methods of Teaching
Problems and Issues in Early Childhood Education
Professional Development in Teacher Education
Professional Inquiry
Professional Issues in Education
Professional Seminar
Professional Seminar/Teaching for Results
Program Planning in School Counseling

Programs for Children and Families
Psychological Development of the Child
Psychology of Career Development
Psychology of Education
Race, Class, and Gender in American Education
Reading in the Elementary School
Reading/Language Arts Methods
Role of the Principal
School Administration
School and Community Relations (2)
School and Society (3)
School As Social-Technical System
School Finance
School Improvement Process
School/Community Leadership and Politics
Schools in Multicultural Society
Secondary School Principalship
Seminar for Student Teaching/Internship
Seminar: Contemporary Topics
Sensory Perceptual Motor Development
Social Contexts
Social Foundations of Education
Social Problems of Children and Youth
Sociology of Education
Student Teaching
Student Teaching Seminar (3)
Student Teaching/Exceptional Child
Superintendent as Educational Leader
Survey of Early Childhood Education
Teaching English To Speakers of Other Languages (2)
Teaching of Reading
Teaching the Young Child
The Elementary School
The Professional Educator
The Role of the Special Educator
Theories of American Pluralism
Theories of School-Based Consultation
Theory and Practice in Diagnostic and Prescriptive Teaching
Transformational Leadership
Values and Ethics in Complex Systems
Various Methods Courses
Young Children with Special Needs

D.6. Elective Courses with Topics on Partnership

D.6.1. Major Components/Many Sessions

Administrative Communication
Child Development
Children and Families
Children in Poverty
Children in Poverty: Educational Implications
Counseling
Cross-Cultural Perspectives in Child-Rearing and Early Education
Cultural Diversity
Developing Community Education
Development of the Transescent
Education and Culture (2)
Education and Social Issues
Ethics and Equity
Exploring Diversity through Social Action
Families of Handicapped Children
Inclusionary Classroom Practices
Interprofessional Topics
Multicultural Education
Parent Education
Parent Involvement in Early Childhood Education
Parent, Family, and Caregiver Skills
Parenting Education
Parent's Role in Bilingual Education
Promoting Values and Character in the School, Home, and Community
Resources for Young Children and Families
Service Learning
Service Learning in the Community
Volunteer Tutoring in the Public Schools

D.6.2. Minor Components/One or a Few Sessions

Administration of Early Childhood Programs
Administration of Effective School Units
Career and Vocational Programming
Child, Adolescent, and Family Therapy
Comparative Education
Comprehensive Seminar
Counseling for the Classroom Teacher

Counseling Practicum
Counseling the Gifted Student
Curriculum
Curriculum and Cultural Concept
Curriculum: Development and Implementation
Designing Instruction and Evaluation in Elementary Classrooms
Diagnosis of Reading Disability
District Level Leadership
Education of the Gifted and Talented
Educational Facilities
Family Counseling (2)
Human Growth and Development
Human Sexuality
Infant and Young Child Development in the Family
Infant, Toddler, and Preschool Programs
Interdisciplinary Teamwork
Introduction to Counseling
Introduction to Early Childhood Special Education
Issues in Administration of Early Childhood Programs
Leadership Challenge
Leadership in Education
Learning Environment
Methods of Teaching in Elementary Education
Middle School Curriculum/Issues

Appendix E

National and State Accrediting Organizations

(Examples of organizations as listed by survey respondents)

Alabama State
American Association of Family and Consumer Sciences
American Psychological Association
American Psychological Association – School Psychology
American Psychological Association – Counseling Psychology
American School Health Association
Arkansas Department of Education
Association of Colleges and Schools
California Commission on Teacher Credentialing
Center for Accreditation of Counseling and Related Educational Programs
Chicago Consortium for Higher Education
Colorado Department of Education
Connecticut State Department of Education
Council for Exceptional Children
Department of Education
Department of Public Instruction
Holmes Group
Idaho Department of Education
Indiana Professional Standards Board
Indiana Professional Standards Bureau
INTASC
International Reading Association
Iowa Department of Education
Kansas State Department of Education
Kentucky Education Professional Standards Board
Louisiana Department of Education
Maryland State Department of Education
Mid-Atlantic States
Middle States Association of Colleges and Schools
Missouri State Department of Elementary and Secondary Education
National Association for the Education of Young Children
National Association of School Psychologists
National Association of State Directors of Teacher Education and Certification
National Board for Professional Teaching Standards
National Council for Accreditation of Teacher Education
National Middle School Association
New England Association of Schools and Colleges
New Mexico Department of Education
New York State Department of Education
North Carolina Department of Education
North Central Association of Colleges and Schools
Northwest Association of Schools and Colleges
Ohio Department of Education
Oklahoma State Department of Education
Pennsylvania Department of Education
Rhode Island Department of Education
Southern Association of Colleges and Schools
Southern Regional Education Board
State Department Teacher Council
State Education Agency
State of Connecticut
State of Kansas
State of Missouri
State of Ohio
State of Vermont
Tennessee State Board of Education
Texas Education Association
Texas State Board for Educator Certification
University Council for Educational Administration
Utah State Office of Education
Virginia Department of Education
West Virginia State Department of Education
Western Association of Schools and Colleges
Wisconsin Department of Public Instruction