



CREATING A WORLD OF WONDER

ORLANDO  2008

July 13-16, 2008 • Orlando World Center Marriott

NSDC'S 4TH ANNUAL SUMMER CONFERENCE FOR TEACHER LEADERS AND THE ADMINISTRATORS WHO SUPPORT THEM

Experience more than 150 preconference and breakout sessions.

Special offers for schools that send teams and for National Board Certified Teachers.

Keynote speakers:

- **Cathy Owens**, NSDC's director of learning
- **LouAnne Johnson**, author of *Dangerous Minds*
- **Richard Ellenburg**, 2008 Florida Teacher of the Year

Register online now

www.nsd.org/connect/summerconference.cfm

EARLY BIRD REGISTRATION
SAVE \$50 WHEN YOU REGISTER BY APRIL 30

National Staff Development Council



800-727-7288 • www.nsd.org

NSDC Purpose:

Every educator engages in effective professional learning every day so every student achieves.

TEACHERS TEACHING TEACHERS™

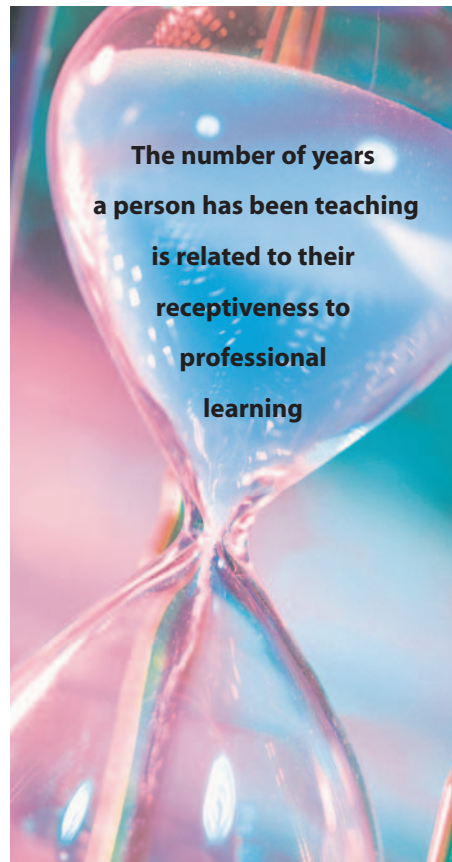
FOR A DYNAMIC COMMUNITY OF TEACHER LEADERS

Which teachers will be receptive?

By Bruce Torff

You've seen and heard all this before. Experienced veterans of professional development for teachers often have plenty to say concerning which teachers are likely to respond well to a professional development initiative and which tend to be more resistant.

Many of these veterans say that teacher attitudes about professional development tend to grow less favorable as their careers proceed, owing to some combination of age and years in the classroom trenches. It's widely believed as well that professional development initiatives are more highly regarded by elementary teachers than secondary ones. And gender is thought to play a part, with women seen as generally more supportive



of professional development relative to their male colleagues. Finally, teachers with a higher level of educational attainment are believed to be more resistant than their less-educated colleagues (after all, you typically can't tell a Ph.D.-toting university professor anything).

WHAT'S INSIDE

Voice of a teacher leader

Bill Ferriter explodes about being held accountable again.

PAGE 5

Lessons from a coach

Coach Mark Gideon lends them his ear.

PAGE 6

Focus on NSDC's standards

Joellen Killion describes the Resources standard.

PAGE 7

Research brief

Some kinds of parental involvement are better than others.

PAGE 9



National Staff
Development
Council
800-727-7288
www.nsd.org

This conventional wisdom about professional development has been neither supported nor refuted by research. A large body of literature describes design features that make professional development programs most effective — e.g. sustained initiatives linked to classroom practices and learning standards (Birman et al., 2000; Boyle, Laprianou, & Boyle, 2005; Garet et al., 2001; Guskey, 2000; Killion & Hirsh, 2001; Newmann, King, & Youngs, 2000). Some scholars go so far as to include “teachers’ knowledge, skills, and dispositions” among the factors that predict the effectiveness of a professional development program (Newman et al., 2000, pp. 259; Smylie, 1988). But there has been no research specifying how or why these teacher characteristics make a difference.

Moving into the breach, a research project was conducted in which a survey was administered to 229 practicing elementary and secondary teachers (Torff, 2006; Torff & Sessions, in review; for validation data see Torff, Sessions, & Byrnes, 2005). The results lend support to the conventional wisdom about professional development, but also include some surprises.

Three stages of teacher attitudes

As teachers’ careers proceed, their attitudes about professional development appeared to fall out in three stages — first increasing, then decreasing, and then leveling out.

Stage 1

In the first three years, attitudes about professional development grew markedly more favorable. This increase seems to stem from the typical practice of having teachers complete a three-year probationary period before tenure. But if the exigencies of a tenure candidacy were teachers’ sole motive, their attitudes toward professional development would have started favorably and stayed that way. Instead, their attitudes brightened over those first three years, suggesting that something about teachers’ early experiences in the classroom motivated them to become more receptive to professional development assistance. In general, many teachers find these early years difficult, which seems understandable given that newcomers have few lessons in the filing cabinet

and little experience with lesson implementation, classroom management, and other fundamental skills of teaching. These difficulties may make teachers increasingly amenable to professional development — receptiveness likely to gain strength as tenure hearings draw near.

Stage 2

The second stage, from years three through 10 of a teaching career, showed a steep drop in attitudes about professional development. At the 10-year mark, teachers’ attitudes had declined to the level produced by newcomers to the profession. It’s unclear what caused this decline. Teachers may regard input from professional development providers as less desirable or needed after they develop a classroom working style (and secure tenure). In some cases, teachers’ personal experiences with professional development programs may have been less than optimal, causing them to sour on professional development in general.

But this decline did not continue after the first decade in the classroom.

Stage 3

In the third stage, with 10 or more years of classroom experience, teachers tended not to change their attitudes about professional development. Ten-year veterans and teachers with three times that much experience evinced similar attitudes about professional development — about the same as first-year teachers. Whatever factors caused teachers’ support for professional development to diminish between the third and tenth years of a teaching career, these factors apparently ceased to exert significant impact after year 10.

Development though these three stages was attributable (statistically) to teaching experience, not age. Mid-career entrants to the profession demonstrated the same three-stage progression as teachers who began immediately after college. Moreover, although the three-stage pattern was produced by both elementary and secondary teachers, the latter were less supportive of professional development at each stage. This gap grew wider over time, such that veteran elementary teachers were considerably more amenable to

Bruce Torff is associate professor of curriculum and teaching at Hofstra University. Contact him at catbat@hofstra.edu

Development though these three stages was attributable (statistically) to teaching experience, not age.



professional development than similarly experienced secondary teachers. Clearly, some of the study's findings support the conventional wisdom about professional development.

But other findings do not. It seems plausible that women might outpace men in support for professional development, given research showing men to have generally more rigidly-held beliefs (e.g. McGillicuddy-De Lisi & De Lisi, 2001). But gender was found to have no effect on attitudes about professional development. It also seems plausible that teachers might grow less amenable to professional development as they gain academic credits and degrees, since these experiences could be viewed as reducing the perceived need for further education. But educational attainment had no effect on attitudes about professional development.

So, research reveals the conventional wisdom about teachers' attitudes about professional development to be only partially accurate.

Implications for school-based professional learning

What do these findings mean for school-based professional development providers? Of course, teacher attitudes are but one of many factors bearing on the effectiveness of professional development programs (Newman et al., 2000; Smylie, 1988). To the extent that these attitudes influence program outcomes, research on teacher attitudes has implications for design and implementation professional development programs.

To begin with, the propitious time to intervene with a professional development initiative appears to be early in teachers' careers, but not as early as possible. Since receptiveness toward professional development rises for three years and then falls, the six-year period in which attitudes toward professional development are most favorable encompasses years one through six of teachers' careers. However, because of the increase in teachers' attitudes over the first three years, the optimal three-year period spans years two through four – not years one through three, as would have been the case had teachers' attitudes been consistently favorable over the first three years. To the extent that attitudes about professional development affect program outcomes, professional

development is best timed to be as near to the three-year mark as possible, not as early in teachers' careers as possible.

This suggestion seems consistent with the goal of timing professional development to avoid conflicts between school-based professional development initiatives and the requirements set out in teacher-certification regulations. Many states require teachers to earn a master's degree within the first few years following completion of a bachelor's (for those new teachers who don't already hold a master's). Moreover, states increasingly require schools to provide mentorship for first-year teachers — an alternative form of professional development administered by school districts (but one that differs from the "school-based professional development initiatives" discussed in this article, since the latter are not limited to first-year teachers and typically do not involve one-to-one tutelage). If many teachers are completing master's degrees and/or receiving mentorship early on, school-based professional development initiatives might well target teachers somewhat later, when teachers' attitudes are most favorable and degree programs and mentorship periods are well under way if not completed.

The findings also have implications for allocation of limited professional development resources. In some cases, school-based professional development administrators have little control over the population of teachers to be served, but in other cases they must decide which services to offer for which group of teachers. Consideration of participating teachers' characteristics can help determine what kind of professional development initiative to attempt. As noted, various design features optimize the effectiveness of professional development initiatives (e.g. sustained initiatives linked to classroom practices and learning standards) (Birman et al, 2000; Garet et al., 2001; Guskey, 2000; Killion & Hirsch, 2001; Newman et al., 2000). An analysis combining these features with participating teachers' characteristics best predicts how successful professional development initiatives are likely to be. Of course, professional development initiatives are most likely to be effective when optimally structured and delivered to teachers



Professional development initiatives are most likely to be effective when optimally structured and delivered to teachers with the most favorable characteristics, and least likely to be effective when less-than-optimally structured and presented to teachers with less-than-favorable characteristics.

with the most favorable characteristics, and least likely to be effective when less-than-optimally structured and presented to teachers with less-than-favorable characteristics.

But most school-based professional development situations fall between these poles, raising issues concerning what kind of professional development to attempt (and which teachers with whom to attempt it). When working with teachers with less-than-favorable characteristics, it seems advisable to ensure that design features are optimized, even if that means devoting professional development resources to a comparatively smaller number of teachers – on the theory that making headway with a few teachers is better than serving a greater number of teachers with a program that faces too many obstacles to be effective. Conversely, when a professional development program serves teachers with favorable characteristics, less-than-optimal design features might be worth the risk, since the program’s shortcomings may be partly offset by supportive teacher attitudes.

It’s true: some teachers are more amenable to professional development than others. And research can determine which teachers are likely to lend strong support to a professional development initiative – something the conventional wisdom about professional development does with only partial accuracy. The best strategy for allocating school-based professional development resources is to analyze how a program’s design features will likely dovetail with the attitudes of participating teachers. This analysis has potential to enhance the effectiveness of school-based professional development, ultimately for the benefit of teachers and students.

References

Berliner, D. (1992). The nature of expertise in teaching. In Oser, F., Dick, A., & Patry, J. (Eds.), *Effective and responsible teaching* (p. 227-248). San Francisco: Jossey-Bass.

Birman, B.F., Desimone, L., Porter, A.C., & Garet, M.S. (2000). Designing professional development that works. *Educational Leadership*, 57(8), 28-33.

Boyle, B., Laprianou, L., & Boyle, T. (2005). A longitudinal study of teacher change:

What makes professional development effective? *School Effectiveness and School Improvement*, 16, 1-27.

Garet, M.S., Porter, A. C., Desimone, L., Birman, B.F., & Yoon, K.S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38, 915-945.

Guskey, T.R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

McGillicuddy-De Lisi, A.V. & De Lisi, R. (Eds.) (2001). *Biology, society, and behavior: The development of sex differences in cognition*. Greenwich, CT: Ablex.

Killion, J. & Hirsh, S. (2001). Continuous learning: Top-quality professional development is key to teacher effectiveness. *American School Board Journal*, 188, 36-38.

Newmann, F.M., King, M.B., & Youngs, P. (2000). Professional development that addresses school capacity: Lessons from urban schools. *American Journal of Education*, 108, 259-299.

Smylie, M.A. (1988). The enhancement function of staff development: Organizational and psychological antecedents to individual teacher change. *American Educational Research Journal*, 23, 1-30.

Torff, B. (2006, April). Teacher characteristics that predict teachers’ attitudes about professional development. Paper presented at the annual conference of the American Educational Research Association. San Francisco, CA.

Torff, B. & Sessions, D. (in review). The development of teachers’ attitudes about professional development. *Journal of Educational Psychology*.

Torff, B., Sessions, D., & Byrnes, K. (2005). Assessment of teachers’ attitudes about professional development. *Educational and Psychological Measurement*, 65, 914-924. ◆



Research can determine which teachers are likely to lend strong support to a professional development initiative — something the conventional wisdom about professional development does with only partial accuracy.



Bill Ferriter is a 6th-grade social studies and language arts teacher at Salem Middle School, Apex, N.C.

Accountability **lights** a fuse

It finally happened. I suffered my first legitimate ‘accountability breakdown’ the other day after our school’s academically gifted teacher stopped by my room. “I need you to sign a few papers, Bill,” she said, “verifying that you are going to provide a differentiated curriculum for your AG students.”

I shouldn’t have been surprised. After all, I’ve been signing similar papers for 15 years. Essentially, each document details the level of service that my kids are entitled to receive. They’re designed simply as a reminder of the importance of meeting the needs of the gifted students in my classes.

Instead, they simply set me off!

“I’m sick of being held accountable,” I snapped. “Do you have to sign any forms documenting your work? Better yet, do teachers beyond reading and math have to sign these papers? What guarantees are we getting on the results of everyone else working in this building?”

No joke — I was borderline hateful and definitely mean.

As our AG teacher beat a hasty retreat, I was left to vent to anyone who would listen. My frustration was only fueled by a comment made earlier in the year by a district data guru suggesting that the teachers of my team were “decidedly average” and “somewhat complacent” when it came to reading instruction. His evidence: Our school’s standardized test scores.

“That’s it!” I shouted, “I want any one of the dozens of untested positions in our school. Wouldn’t it be nice to have no accountability for once?!”

Picking up the pieces after my outburst has made me realize that our nation’s efforts to “hold teachers accountable” have changed who I am as an educator. Once a passionate artist driven by human relationships and by creative exploration with my kids, I am now nothing more than a technician studying the numbers and trying to produce results on end-of-grade exams.

Constant pressure and criticism — a tool that society has seemed to embrace to drive change in education — has left me wondering whether I even want to work in a classroom any longer. At every turn, fingers seem to point at me because I teach a tested subject. Each year, I pensively await the results of exams knowing that drops in “the numbers” will land me in hot water — no matter how hard I worked the year before.

Some days, I’m even left to wonder whether what I do each day can really be called “teaching.” It certainly doesn’t resemble the work that I embraced early in my career.

Is my reaction to our nation’s emphasis on results somehow irrational or perfectly understandable? Have ‘accountability breakdowns’ become more common in your school? How can school leaders support teachers who rest under the never-ending glare of end of grade exams?

Are ‘accountability breakdowns’ another unintended consequence of No Child Left Behind? If so, are they a consequence that we’re comfortable with? How can we hold teachers accountable for performance without destroying who they are as people? ♦



Join the conversation with Bill by visiting www.nsd.org/blog/ and offering your opinion. Bill posts his provocative ideas frequently — be sure to return often.



Mark Gideon is an instructional specialist with the Springfield (Mo.) Public Schools. You can contact him at mgideon @spsmail.org.

Help them draw from inside

Q As a five-year veteran coach, what strategies have you found most effective?

We do a lot of cognitive coaching where we try to get the teacher or principal to use their inner resources to figure out the answers for themselves. We try not to be prescriptive, but to be supportive and take them through a cognitive coaching conversation so that they come up with the answer which they always really had in their head — they just needed some thinking/processing time.

Sometimes, even in cognitive coaching, you can do a menu of options and step out of a coaching conversation and say, “Can I offer you a menu of options of what other schools (teachers) are doing and see if any of these things might work for you?” Usually, they’re very happy to know what others are doing.

We also try to facilitate at our district meetings time for them to talk among themselves

about what’s working in the different buildings.

To be an effective coach, you have to be a great listener, an insightful listener, so that you’re listening not only for what is being said, but how it’s being said. You also have to be very nonjudgmental, because it may not be the way that you would do the activity or strategy, but you have to let the principal or teacher establish their own personality within the culture of that building.

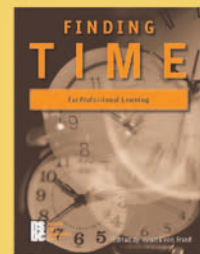
And you have to let them try things and fail, and try things and succeed, because those are the best teachers. Sometimes, the best teacher is where someone was just determined this was going to work, and you talked to them in terms of all the ins and outs, but still let them try. And then when it wasn’t as successful as they hoped it would be, that’s where the cognitive coaching comes in to get them to walk back through and reflect on how it could have been better, what really did work, and how we could improve it the next time. ♦



Finding Time for Professional Learning

Edited by Valerie von Frank

A compilation of articles and tools about time published in NSDC’s newsletters and *JSD* in the last decade. The most comprehensive collection of articles you will find anywhere. Includes suggestions about how to use the articles to guide the discussion about time in your school and district.



National Staff Development Council
800-727-7288 • www.nsd.org

B379
NSDC, 2007
Member price:
\$25.60
Order at
store.nsd.org

Order your copy TODAY!



Joellen Killion is deputy executive director of National Staff Development Council.

Not a cost but investment

The Resources standard challenges most schools and districts because it calls for both the fiscal and human resources necessary to support effective professional learning. This standard sets a high bar for ensuring that all educators have access to the resources that allows effective professional learning. However, practice lags significantly behind this standard.

Expense or investment

In many schools and districts, professional development continues to be viewed as an expense rather than an investment. Professional development, viewed as an expense, typically comes with a price tag that includes substitutes, registration fees, and consultant honoraria and travel. However, the cost of the professional development experience viewed as an expense increases exponentially when we consider the potentially negative impact on student learning that occurs when teachers are pulled out of their classrooms and students lose instructional time. This expense increases yet again when those who participate in “professional development as an expense” described here have neither the expectation nor the support to implement what they learned during their time away. When viewed through this lens of “professional development as an expense,” it is easy to understand why budgets for professional development continue to diminish.

Another view is possible. Professional development is an investment in human capital. Research is now catching up with what has been known for many years, but not practiced. A significant factor influencing student learning is the quality of teaching experience. One way to improve the quality of teaching is through ongoing professional learning in which teachers learn

together, examine their practice and its results, and refine both their content knowledge and pedagogy. Research emerging in the last few years demonstrates that effective professional development is positively associated with student learning. The simplest explanation is this: What teachers know and do impacts what students know and do.



RESOURCES

Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

When schools and districts begin to recognize that effective professional learning is an investment not only in building capacity of staff, but also in improving student achievement, allocating fiscal and human resources to this crucial function will be easier.

School-based staff developers as a resource

In schools and districts that invest in professional learning, that investment takes many different forms. One indicator of an investment rather than an expense orientation to professional development is a daily or weekly schedule that facilitates teacher collaborative learning, data analysis, and instructional planning. These schools or districts recognize that trading time for teacher learning for student learning time minimizes the potential for impact of professional learning.

Schools and districts that consider professional learning an investment rather than an expense typically are ones in which school-based staff developers work. These teacher leaders work side by side with teachers in both teams and their individual classrooms helping them

For more information about NSDC's Standards for Staff Development, see www.nsd.org/standards/index.cfm

deepen their content knowledge, expand their pedagogical repertoire to include strategies for meeting the needs of all students, engage them in reflection on their practice, and build a collaborative culture in which teachers develop a collective responsibility for the success of one another and each student in the school.

Investing in school-based staff developers is just good business. If a coach can improve the content, assessment, and instructional skills of multiple teachers within a school, every student benefits, not just those in one classroom. In addition, the school-based staff developer works with teachers in collaborative teams and models and supports the development of practices the team can continue to implement independently when the coach is working with other teams of teachers. This benefit of school-based staff developers diminishes when they work primarily one-on-one with teachers rather than with teams.

From being the resource to sharing resources

School-based staff developers are a resource to individual teachers and teams of teachers in a school. One of the roles they fulfill in their work with teachers is to bring resources to improve teaching quality. In this role, school-based staff developers have four key responsibilities. They include:

1. Acting as a resource to support job-embedded professional learning in the school;
2. Ensuring the use of resources to support job-embedded professional learning priorities;
3. Focusing learning team resources on high-priority goals; and
4. Providing external and internal support related to learning priorities (Killion & Harrison, 2006).

In the first area, teacher leaders support principals in assessing and establishing both the time and structures needed for teacher collaboration. They work to ensure that teachers have daily time for professional learning that allows for collaborative planning time, peer-to-peer observation and feedback on one another's practice, learning how to meet the needs of different types of learners, or expanding their instructional repertoire.

The second responsibility, once the schedule

allows for collaborative time, is to help teams use available resources within the school including tapping the expertise of teachers who have demonstrated success with particular students, content, or instructional practices. School-based staff developers also share strategies with teams to make the most of their collaborative time, such as lesson study or examining student work.

Another responsibility of the school-based staff developer is establishing team-based goals both for teacher learning and student achievement and focusing resources on those goals. By maintaining a laser-like focus on specific goals and tapping all available resources both in the school and beyond, teams of teachers can more readily achieve their goals. Too many resources focused on too many diverse areas of need may fragment and diffuse the potential for improvement in teaching practice and student learning.

The final responsibility school-based staff developers have is accessing and employing resources within the school and beyond to address teacher and student learning goals. In most cases, the needed resources exist within a school. Occasionally, schools must reach beyond to access external resources. School-based staff developers need some familiarity with where external resources reside or who their go-to person is for external resources. When the need arises for resources that do not exist within the school, school-based staff developers must have an expedient way to access external resources to support teacher and student learning.

Resource allocation to professional development comes in many forms. Resources include people, time, dollars, and substantive materials. Resources also include access to information and expertise and readily available access to support, feedback, knowledge, and expertise. Availability of resources is one way an organization conveys that improvement is expected and necessary. Without these resources, those engaged in improvement efforts face frustration.

Professional learning can be either an expense or investment. When viewed as an investment, professional learning brings resources to the school and classroom door where effective teaching occurs. ♦

REFERENCE

Killion, J. & Harrison, C. (2006). *Taking the lead: New roles for teacher leaders and school-based staff developers.* Oxford, OH: NSDC.

Certain parental help works

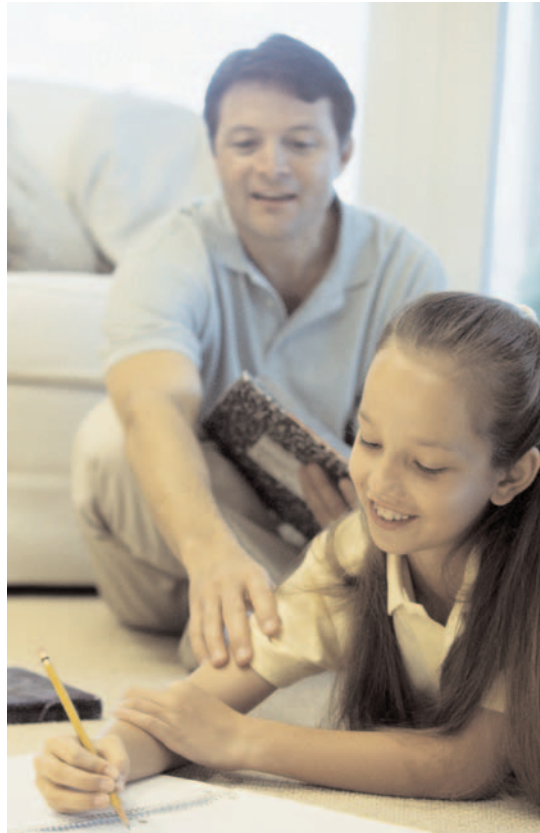
By **Carla Thomas McClure**

State and federal policies promoting increased parent involvement are based on decades of research suggesting a positive link between parent involvement and students' academic success. But what kind of involvement? Findings from a recent study in Illinois suggest that schools serving low-income, at-risk populations might want to focus on supports for effective parenting and at-home learning.

What was the purpose of the study?

Researchers Melissa Ingram, Randi B. Wolfe, and Joyce M. Lieberman set out to identify and analyze the methods and extent of parent involvement in effective schools serving high numbers of minority and/or impoverished students. The researchers reasoned that such information could be valuable to similar schools wishing to fine-tune their parent involvement efforts in ways that support student achievement.

Haven't other studies examined the link between parent involvement and academic achievement? Yes — and almost all of them support the idea that parent involvement is good for students. In 1987, researcher Joyce Epstein identified six typologies of parent involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. In 2002, when Anne Henderson and Karen Mapp did a comprehensive review of the parent involvement research, they made an interesting discovery: Some forms of parent involvement, such as volunteering and attending school events, didn't seem to have much impact on student achievement. But at-home support for children's learning was associated with higher attendance, better student attitudes, and higher



achievement. A similar pattern revealed itself in the Chicago study.

How was the study done?

The research team surveyed parents at three high-achieving, at-risk public elementary schools to find out how much and what kind of involvement they had in their child's education. High-achieving schools were identified as those scoring in the top third of the state on the Illinois Standards Achievement Test. A school was identified as at risk if more than half of its students were minority students and more than half came from low-income families.

Researchers sent surveys (some in Spanish)

Volunteering and attending school events didn't seem to have much impact on student achievement in at-risk populations. What did was support at home for children's learning.

EDVANTIA™

Carla Thomas McClure is a staff writer at Edvantia (www.edvantia.org), a nonprofit research and development organization that works with federal, state, and local education agencies to improve student achievement.

to about 800 families whose children attended the schools selected for the study. The instrument used was the 42-item Family Involvement Questionnaire. Parents were asked to say how often (rarely, sometimes, often, or always) they participated in various home-based, school-based, and home-school conferencing activities. Researchers received 220 completed surveys and analyzed the responses.

What did the survey results reveal?

Parents who responded to the survey indicated that they rarely participated in parent involvement activities that involved communicating, volunteering, decision making, and collaborating with the community. The most common parent involvement practices among survey respondents involved activities associated with parenting and helping children learn at home. The parenting activities that most respondents said they engaged in “often” or “always” were maintaining rules and a schedule, sharing stories, and praising the child for schoolwork. Parents were somewhat less consistent about limiting their child’s television/video time. In the category of helping children learn at home, parents said they often or always spent time working on creative activities and reading, writing, and math skills. Fewer parents said they regularly took their child to the library or to zoos and museums. And some seemed hesitant about speaking with a teacher about homework expectations.

Did the researchers offer any recommendations?

Yes. They suggest that schools serving low-income, at-risk populations should focus their parent involvement efforts on those associated with improved academic achievement and provide related training for parents and teachers. Suggested topics for parent trainings include parenting skills, child development (to help them understand the impact of parenting decisions on their child’s development), and ways to support learning at home. Trainings for school faculty and staff should address how to work with parents, especially those who do not speak English very well or, for other reasons, may not feel comfortable in the school environment. Schools can also “act as a liaison to community resources

BENEFITS AND BARRIERS

In the past 30 years, researchers have identified benefits of and barriers to parents’ involvement in their child’s learning.

Benefits

- Higher grades and test scores
- Better attendance and higher graduation rates
- Increased motivation and self-esteem
- Lower rates of suspension
- Decreased use of drugs and alcohol
- Fewer instances of violent behavior
- Greater rates of enrollment in postsecondary education

Barriers

- Parents’ lack of knowledge about how to help with schoolwork or support learning at home
- Parents’ negative attitudes about school
- Lack of time and money
- Differences in language and culture
- Lack of teacher training in parent involvement
- Teachers’ negative attitudes and inaccurate assumptions about parents

Source: Ingram, Wolfe, & Lieberman, 2007.

such as libraries, museums, zoos, and theaters so that parents can help children learn outside of school settings.”

What else should I know about this study? The survey response rate was low, which limits the conclusions that can be drawn about parent involvement in high-performing, at-risk schools. In addition, this study was not designed to examine cause-and-effect relationships. The research team does, however, provide useful information for schools wishing to increase their support for the two types of parent involvement most closely linked to student achievement — effective parenting and at-home support for learning. ♦

References

Epstein, J.L. (1987). Parent involvement: What research says to administrators. *Education and Urban Society, 19(2)*, 119-136.

Henderson, A. & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement.* Austin, TX: Southwest Educational Development Laboratory.

Ingram, M., Wolfe, R.B., & Lieberman, J.M. (2007). The role of parents in high-achieving schools serving low-income, at-risk populations. *Education and Urban Society, 39(4)*, 479-497.

Teachers Teaching Teachers (T3)[™] is published eight times a year by the National Staff Development Council, 504 S. Locust St., Oxford, OH 45056. Copyright, NSDC, 2008. All rights reserved.

MAIN BUSINESS OFFICE

504 S. Locust St.
Oxford OH 45056
513-523-6029
800-727-7288
Fax: 513-523-0638 (fax)
NSDCoffice@nsdc.org
www.nsdcc.org

Editor: Joan Richardson
Designer: Kitty Black

NSDC STAFF**Executive director**

Stephanie Hirsh
stephanie.hirsh@nsdc.org

Deputy executive director

Joellen Killion
joellen.killion@nsdc.org

Director of business services

Leslie Miller
leslie.miller@nsdc.org

Director of communications

Joan Richardson
joan.richardson@nsdc.org

Director of learning

Cathy Owens
cathy.owens@nsdc.org

Distinguished senior fellow

Hayes Mizell
hmizell@gmail.com

Emeritus executive director

Dennis Sparks
dennis.sparks@comcast.net

BOARD OF TRUSTEES**Karen Dyer** (2009)

President
dyerk@leaders.ccl.org

Ingrid Carney (2009)

Sydnee Dickson (2008)
sydnee.dickson@schools.utah.gov

Cheryl Love (2010)

samsseed@aol.com

Charles Mason (2010)

President-elect
masonc@mtnbrook.k12.al.us

Sue McAdamis (2008)

Past president
mcadamissue@rockwood.k12.mo.us

James Roussin (2009)

jim.roussin@gmail.com

Sue Showers (2008)

cinsue@fuse.net

Ed Wittchen (2010)

ed.wittchen@telus.net

COPYING/REPRINT POLICY

All content in *Teachers Teaching Teachers (T3)* is copyright protected by the National Staff Development Council and may not be copied or reprinted without permission. Please see www.nsdcc.org/library/publications/permpolicy.cfm for details as well as a form for submitting a request.

CONTACT

Complete contact information for all staff and board members is available on the web site at www.nsdcc.org/connect/about/index.cfm.