Family Involvement and Teacher Education Curriculum Transformation: Making Steps toward Power Change

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Purpose
The purpose of this study was to look at family involvement curriculum during the teacher preparation phrase from two lenses: the preservice teacher and the teacher-educator (university professor).

The Article
Preservice teacher education has multiple layers of teaching and learning topics that must be learned before new teachers enter the classroom. However, what is often left out from the teacher preparation curriculum is family involvement and how families can become meaningful allies in schools’ classrooms. Of the two lenses, the lens that focused on the preservice teacher showed content related to family involvement from classroom assignments and presentations. These augmented the degree of understanding of preservice teachers on family involvement. The lens that focused on the teacher-education looked at their assignments that were linked to family involvement and course syllabi. Results presented how the teacher-educators’ course assignments and outside presentations of family involvement increased preservice teachers’ understanding of facts about family involvement and strategies they could use in their future classrooms.

What this Means for the Field
Programs in teacher preparation have a responsibility to prepare preservice teachers to work with their families in future classrooms, ones that are ever-changing as the community becomes more diverse. This study helped structure the future design of curriculum for preservice teachers to be more equipped to work with their parents and families in their future classrooms. Additionally, it addresses the need for preservice teachers to begin assuming a commitment of engagement before entering their classroom.

Citation

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