

University of Texas Rio Grande Valley

ScholarWorks @ UTRGV

Organization and School Leadership Faculty
Publications and Presentations

College of Education and P-16 Integration

4-2006

They Call Me Maestra: Preservice Teachers' Interactions with Parents in a Reading Tutoring Program

Michelle H. Abrego

The University of Texas Rio Grande Valley

Renee Rubin

The University of Texas Rio Grande Valley

John A. Sutterby

Follow this and additional works at: https://scholarworks.utrgv.edu/org_fac



Part of the [Educational Leadership Commons](#)

Recommended Citation

Abrego, M. H., Rubin, R., & Sutterby, J. A. (2006). They Call Me Maestra: Preservice Teachers' Interactions with Parents in a Reading Tutoring Program. *Action in Teacher Education*, 28(1), 3–12. <https://doi.org/10.1080/01626620.2006.10463563>

This Article is brought to you for free and open access by the College of Education and P-16 Integration at ScholarWorks @ UTRGV. It has been accepted for inclusion in Organization and School Leadership Faculty Publications and Presentations by an authorized administrator of ScholarWorks @ UTRGV. For more information, please contact justin.white@utrgv.edu, william.flores01@utrgv.edu.

THEY CALL ME MAESTRA: PRESERVICE TEACHERS' INTERACTIONS WITH PARENTS IN A READING TUTORING PROGRAM

Michelle H. Abrego, Renee Rubin, and John A. Sutterby
University of Texas at Brownsville

Abstract:

Our community university located along the Texas Mexico border in cooperation with a local elementary school campus is involved in a project focused on working with elementary students and their families in relation to early literacy development. The project provides preservice teachers with a structured opportunity to work directly with Latino families.

Two years of data collected and analyzed from preservice teachers' reflections about their experiences revealed positive benefits and concerns.

Benefits include developing of preservice teachers' skill and confidence in working with parents, their ability to build relationships with families, and their capacity to form partnerships for children's literacy development. However, preservice teachers may fail to recognize that all families possess cultural capital or funds of knowledge.

The authors recommend that university programs consider family involvement as a necessary component of the curriculum in order to build preservice teachers' capacity to involve all

Perspectives

Parental involvement has been identified as one of the guiding tenets of the No Child Left Behind (NCLB) Act which was signed into law on January 8, 2002 (Texas Education Agency, 2005). The NCLB Act requires local districts and schools to have a written parent involvement policy which describes how they will build the schools' and parents' capacity for strong parental involvement (U.S. Department of Education, 2003). Specifically, §118 e (2) of the NCLB law reads,

Each school and local educational agency assisted under this part shall provide materials and training to help parents to work with their children to improve their children's achievement such as literacy training and using technology, as appropriate, to foster parental involvement;

Additionally, §118 e (3) of NCLB requires that each school and local agency educate school personnel “in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners...”. Noticeably, the intent of this federal legislation is for schools to involve parents as valued partners in their children's academic development including that of literacy development.

Despite the requirements for schools to involve families in the No Child Left Behind Act (U.S. Department of Education, 2002) and the increasing research support for family involvement, pre-service teachers receive little preparation concerning family involvement (Rasinski, 2001; Young & Hite, 1994). Even when teachers enter the workforce, they often receive little training in how to involve families in their children's education. Yet, research indicates that teachers' practices and specific school programs are the strongest predictor of family involvement at school and at home (Dauber & Epstein, 1989). Thus, teachers are in need of preservice training in the area of family involvement (Epstein, et al., 2002).

Although family involvement programs with preservice teachers are rare, teachers having received training in their preservice teacher preparation program report feeling well prepared to engage in a variety of family involvement activities (Hiatt, 2001; Morris & Taylor, 1998). Based on previous research with in-service teachers, working with families also has the potential for changing teachers' attitudes about families. Snow, Barnes, Chandler, Goodman, Hemphill (1991) found that teachers who had frequent contact with families believed the families were interested in their children's literacy development, while those who had few contacts with families reported that the families were uninterested. Thus, the capacity to collaborate would become part of the future teacher's identity.

This research concerns one program in which preservice teachers have an opportunity to work directly with families as part of partnerships among a community university, a public elementary school, and students and their families from the school. Our community university, located along the Texas-Mexico border, in cooperation with a local elementary school campus is involved in a project that is focused on working with elementary students and their families in relation to early literacy development. The project was an outgrowth of a service learning project in the School of Education.

The program began with the main objective to instruct university preservice teachers in skills and activities in order to become effective reading

instructors. Over time, a second key objective emerged to involve preservice teachers in interactions with families concerning literacy experiences.

Our paper reports the findings from a two-year study, which spanned three academic semesters, in which preservice teachers were provided with structured opportunities to work with Latino parents as part of their participation in the Evening Reading Improvement Program. Participation in the Evening Reading Improvement Program provided our university preservice teachers the opportunity to build their capacity for working with Latino families now and later in their teaching careers. For the purposes of our paper, the terms family and parents are at times used interchangeably. We recognize that parent involvement must be family involvement that encompasses a broad range of people from grandparents and other relatives to interested friends and neighbors.

Program Description

Each semester, university preservice teachers enrolled in undergraduate bilingual and English as a second language reading courses meet at the partner elementary school once a week for ten weeks of tutorials as part of the program. The practical experience provided through the Evening Reading Improvement program is in line with the School of Education's policy to include field-based experiences in as many courses as possible, and the experience does not take the place of student teaching or other classroom-based experiences. Each of the ten tutorial sessions is held after school each Wednesday from 4:30 to 5:30 p.m.

University preservice teachers assess students' reading, writing, and oral language abilities and plan and implement individual and small group instruction during the sessions.

University preservice teachers are matched to Latino elementary students ranging in age from three to seven years old. All elementary students at the participating school are in a dual-language bilingual program. Spanish is the predominant language spoken in the elementary students' homes by their parents. In addition, the school campus has approximately 95% students qualifying for free and reduced lunch.

Families/parents are asked to participate in the project each semester through their attendance at a parent orientation session, two family literacy nights, and a conference night in which parents receive information on their child's reading progress and celebrate participation in the program. Families are also invited to stay for all tutoring sessions. Preservice teachers are encouraged to speak with families before and after each tutoring sessions as well as on the family literacy and conference nights.

Family literacy nights are one hour in length and divided into two 30-minute segments. The first 30 minutes allow family literacy trainers who are university graduate students, to model a specific literacy skill, i.e., read aloud activities. This modeling session is followed by a second 30-minute session in which parents/adult family members have an opportunity to practice and apply the

skill modeled with their own child. The university preservice teachers watch the families implement the newly learned literacy strategy with their child and provide encouragement and feedback. Thirty five to 60 children and their families, who are served each semester by the program.

Setting and participants

Our community university and partnership elementary school are located within a mile of the Texas-Mexico border. All of the children at the partner school came from the neighborhood, which is a mix of second and third (or more) generation Latino families and recent immigrants from Mexico.

The families that participated in the program for the most part came from the neighborhood. Most parents were from a working class background, although there were a few professionals, such as teachers and nurses. Spanish was the dominate language of the parents.

The university preservice teachers who participated in the program sought certification in early childhood to 4th grade bilingual, early childhood to 4th grade ESL, or special education EC-12. The preservice teachers were overwhelmingly Latinas (85%), tended to be older than preservice teachers from other teacher education programs (average age 28.2 years), and many had families and children (and grandchildren) of their own (30 %). All preservice teachers in the bilingual program spoke both English and Spanish fluently and about half of the preservice teachers in the ESL program were fluent in both English and Spanish.

Program rationale

The decision by the university to include a family component in the evening reading tutoring sessions was viewed as a strategy to incorporate family involvement issues into the preservice teacher preparation curriculum. The benefits of teachers and schools working with families to improve student learning in general are well documented in the literature (Epstein, et al., 2002; Henderson & Mapp, 2002). Other studies have confirmed the importance of family involvement in students' literacy development in particular (Holloway, 2004).

Families report wanting more specific information on how to help their children with reading and writing at home (Rasinski, 2001). This is true for minority families, such as the ones included in this study, as well as mainstream families (Auerbach, 1995).

Increasing family involvement in school programs has been controversial. Some scholars, such as Valdés (1996), have argued that school-based programs often take a deficit view of Latino families. According to Valdés, parent involvement training often attempts to impose middle-class values and standards on participating parents with deleterious results for working class families.

However, the current researchers believe it is possible to respect cultural and linguistic diversity and at the same time help prepare families for the high literacy demands of U.S. public schools. Greene (1994) writes that educators

“...must include the kinds of pedagogies required for economic survival in the contemporary technological world” (p. 13-14).

Method

Data collection

Data for this study were collected during two years of this on-going program from university preservice teachers who worked with families in the Evening Reading Improvement Program. Data sources included written reflections submitted on a weekly basis by the preservice teachers and end-of-course reflections related to their participation in the program. Approximately 40 university preservice teachers participated in the program each semester for a total of 127 during the three semesters. The total data set analyzed included 1,120 weekly reflections and 112 end of course surveys.

The weekly reflections focused on the preservice teachers interactions with the children and their families. The weekly reflection prompts encouraged students to write and reflect about their interaction with the family. For example, preservice teachers were asked to reflect on what sort of barriers might limit the families' involvement in their child's schooling. Weekly reflections were responded to by the course instructors to give the preservice teachers feedback on their growing relationship with the family.

The end-of-course reflections asked preservice teachers these open-ended questions.

1. How do you feel about working with parents?
2. How has the program prepared you for working with parents in the future?
3. What role do you think parents should play in helping their children learn to read and write at home?
4. What role do you think parents should play within the classroom?
5. What did you learn as a result of having the opportunity to work with parents?

The questions evolved from the researchers' experiences during the initial implementation of the reading program and were designed to identify whether the preservice teachers maintained a deficit mentality about the role of parents in education (Valencia, 1997). The use of standardized open-ended questions allowed the researchers to focus the preservice teacher's attention on certain topics of interest without limiting the possible responses (Patton, 1990). In addition to the reflections, the researchers kept field notes as they were on site for a total of 30 tutoring sessions across the three semesters of data collection. This on site frequency allowed for extensive observation by researchers of university preservice teachers, participating elementary students and families.

Researchers met weekly each semester to review the data collected and discuss findings. Prior to weekly meetings, the researchers separately looked for patterns in the reflections and field notes and then categorized the data according

to the patterns that emerged (Bogdan & Biklen, 2003; Creswell, 2003; Merriam, 1998; Miles & Huberman, 1994). The researchers then shared and discussed their analysis at the meetings, thus providing a peer check of the analysis (Carspecken, 1996). The use of multiple data sources and multiple perspectives allowed for data triangulation in order to increase the validity of the research findings (Patton, 1990; Schwandt, 1997). Credibility in the study was established through extended engagement and persistent observation of the 30 tutoring sessions at the site (Lincoln & Guba, 1985).

Limitations

Due to the program's focus of providing instruction and experiences for preservice teachers, we recognize that we have only superficial information about the prior knowledge, needs, or literacy understandings of the families. However, the program has addressed the families expressed desires to have their children succeed in school.

In addition, the preservice teachers in this program, as well as the families in the program, mostly came from Latino backgrounds. This similarity in ethnic identity may not exist in other parts of the country. However, differences in education levels, income levels, and years of residency in the United States still existed.

Findings

The three themes that emerged from the analysis of the qualitative data were: (1) the development of preservice teachers' skills and confidence through structured experiences with families; (2) their increased understanding of developing strong relationships with families; and (3) the development of literacy skills through family and teacher partnerships.

Building skills and confidence through structured experiences

University preservice teachers reflected on the experience of working with families during the Evening Reading Improvement Program. They appreciated having the opportunity to work directly with parents and perceived the field experience as a valuable preparation tool for their future role of teacher. A participant said:

I believe this program gave me a great experience working with parents. Building positive and strong relationships with the parents of my future students is going to be a huge part of my job. This program got my feet wet and helped me to see what my future as an educator might be like.

Additionally, university preservice teachers reported feeling more skilled in their ability to deal with parents. They identified their own personal growth in such areas as understanding expectations for working with parents, gaining ease in working with parents, developing effective communication skills and building

relationships with parents. “As a result of this program, I feel more prepared in dealing with parents. I have a greater sense of what to expect and also what is expected of me,” a preservice teacher wrote in her reflections.

Thus, the structured experience of working with parents across ten weeks in the Evening Reading Improvement Program provided preservice teachers with insight and experiences that they would not have gained had they not participated in the program. They were able to better visualize themselves in the role of teacher and included working with families in their vision. Preservice teachers appeared to value the family component that had been added to the tutoring component of the program as it contributed to their growth as future teachers.

Understanding the importance of building positive relationships with families

University preservice teachers reported that their contact with parents was a very memorable experience due to the positive relationship that had been built between family and university preservice teachers. Parents were described as being valued partners in their child’s education and as a valuable source of information about the child’s needs. Additionally, university preservice teachers reported being treated with a great deal of honor and respect by the parents and being moved by the parents’ gratitude and appreciation for their tutoring efforts.

Preservice teachers wrote specifically about the importance of building a working relationship with parents in order to benefit the students. For example, one student commented, “Parents will work with you and give you the right

attitude but if you think you are above them and do not listen to their concerns, the parent-teacher relationship will not work.”

University preservice teachers also ascribed value to parents as both partners in their child’s education and as a source of information about the child’s needs that would assist them in their teaching. University preservice teachers reported feeling very positive about parents’ involvement. As one preservice teacher wrote, “I think it’s great working with her mother. Her mother imparts a lot of meaningful information.”

Although university teachers reflected upon the importance of building relationships with parents and reported valuing parents’ contributions to the tutoring process, they also described the relationships as personal connections with parents. University preservice teachers wrote about being honored, respected and appreciated by parents for their work with children. One wrote, “...they called me *maestra*” (Spanish for teacher). Another said:

The last night that we met with the parents was very special to me. Jacobo brought me a little gift and told me that I made a difference in him...his mother also gave me a hug and told me what I had done for her child would never be forgotten.

One of the most powerful reflections was the university preservice teachers’ participation in parents reading aloud to their children for the very first time. One wrote:

When we had the parents read aloud to their children it was a very rewarding experience. Both Abel's mother and Patricia's mother were reading to their child for the first time and we could see how much satisfaction it gave them. They both looked extremely proud of themselves and when we told them what a great job they had done you could tell that they were proud of themselves.

The meaningful relationships that were built with the parents provided the future teachers with insight as to the powerful connections that can be established with families to best support student learning.

Developing literacy skills through teacher and family partnerships

University preservice teachers viewed parents as willing and able to help their children learn to read. They saw themselves as an integral part of the process that linked families with school-centered literacy development. They felt that parents would be willing to implement reading strategies in their homes, although some parents might need help in knowing what to do. One preservice teacher said:

I feel that the parents do have a strong influence over the students on their reading and writing at home. If the parents are coached on how to help the students and if they realize the importance of reading and writing, they will help their children at home.

One preservice teacher wrote about the growth they noted in the parent's ability to assist with reading. He said, "The parent went from being a person that felt she couldn't help to a person that would ask how she could help out at home."

University preservice teachers saw themselves as being an integral link to helping parents learn reading strategies to be used in the home. The preservice teachers described their belief about teacher's responsibility to provide support and encouragement to parents in the development of literacy skills with their child(ren). As teachers, they would be responsible for providing parents with background knowledge and information on reading, as well as tips, methods, materials and activities that could be utilized in the home. One wrote:

The teacher's role is that of facilitator. Teachers should be able to provide parents methods and tips that can help parents get involved in reading to their child. There are many things that parents can do during reading time with them even if they don't know how to read.

University preservice teachers believed that it was their responsibility to link parents with literacy strategies so that parents would be able to assist their child's literacy development in the home and better prepare the child for school success.

Discussion

Benefits

The data indicate a number of benefits of having preservice teachers working directly with families in a structured program. These benefits include developing preservice teachers' skills and confidence in working with parents, their ability to build relationships with families, and their capacity to form partnerships with families for the children's literacy development.

Building skills and confidence through structured experiences

University preservice teachers felt more skilled to work with parents and better prepared for their future role of classroom teacher. They felt more confident about answering questions, asking for information, and discussing students' progress with families. In their final reflections after the program was over, many preservice teachers said they became more comfortable communicating with families as time went by. For example, one preservice teacher reflected, "I was really nervous when we first started but every week it got easier."

The findings in our study are supported by the literature that says teachers that who have experiences with parents in their preservice teacher preparation program reported feeling well prepared and more confident to engage in a number of activities with families (Hiatt, 2001; Morris & Taylor, 1998). The university preservice teachers' responses also support the literature that encourages the use of structured preservice teacher experiences to build the capacity of preservice teachers to work with parents (Epstein et al, 2002; Tichenor, 1997). This study adds to the literature because family involvement experiences were built into a

literacy tutoring program, which provided specific topics for family and preservice teacher communication.

Understanding the importance of building positive relationships with families

In addition, the experience with families helped the preservice teachers understand the importance of building strong relationships with families. Parents were described as esteemed partners in their child's education. They realized that families could provide support for the child both at home and at school, especially regarding literacy. Families can also provide important information about the child's strengths, needs, culture, and experiences. One preservice teacher wrote, "Having her mom involved motivated her (the elementary school student) to do her best."

The families showed respect and appreciation for the preservice teacher's work, too. One preservice teacher who spoke only English wrote about developing a relationship with a Spanish speaking mother. "There is still the language barrier, but we don't let it get in between us anymore. We really do understand each other. We understand that both of us want Rey to succeed." These findings add to the body of research on family involvement because they are with preservice teachers. Snow, et al. (1991) previously did research with inservice teachers that indicated the more interactions the teachers had with families, the more positive their attitudes were about the families.

Developing literacy skills through teacher and family partnerships

More specifically, the preservice teachers felt they could provide families with specific activities to support their children's literacy development. As one preservice teacher noted, "The teachers need to provide parents with information, activities, and materials if necessary for them to help their children with reading." Therefore, not only do preservice teachers build confidence and an understanding of the importance of family involvement, they also learn specific skills that enable them to involve families in their children's academic success (Hiatt, 2001; Morris & Taylor, 1998). This study expands the research by looking specifically at the development of literacy in young children through family and preservice teacher collaboration.

Thus, university preservice teachers were able to gain insight into establishing relationships with families. The preservice teachers came to value the families and their dedication to their children's academic success in contrast to the research literature, which contains many examples of teachers blaming families for students' struggles in school (Lopez, 2001; Valdés, 1996).

Concerns

Although the direct interaction between preservice teachers and parents during the Evening Reading Improvement Program offered many benefits, it also raised some concerns that are currently being addressed. Although families and university preservice teachers generally both came from Latino backgrounds, the

preservice teachers sometimes had a condescending attitude toward the families. This attitude indicates that the preservice teachers may not be aware of the cultural capital or funds of knowledge that families already possess (Moll, Velez Ibanez, & Greenberg, 1990).

Additional research needs to be conducted to determine what demographic factors, such as education level, economic level, or number of years in the United States may cause these attitudes. Tellez (2004) cautions that building classrooms in which teachers and students are of the same ethnicity group does not guarantee that teachers have an understanding of the student groups.

We might argue that a third generation Latino teacher ... may have a difficult time understanding, much less legitimating, the culture of a family recently emigrated from rural Mexico. Such a family may have little understanding of formal schooling, no experience of urban life and speak not Spanish but one of the indigenous languages of Mexico. In this case cultural verification or affirmation is unlikely and the Latino teacher may be as disadvantaged as the European-American, monolingual English teacher. (p. 52)

In addition, further adjustments need to be made to the program to help the preservice teachers more fully value the strengths of the families. The preservice teachers may also need to learn about multiple forms of literacy that are not emphasized in school settings.

Significance

Parent involvement has been identified as one of the top factors influencing achievement (Marzano, 2003). The current enactment of federal law related to the public schools, The No Child Left Behind Act, sees family involvement as significant (United States Department of Education, 2002). Specifically, family involvement has been shown to be one of the ways to improve literacy achievement for all students (Delgado-Gaitan, 1996; Paratore, Melzi & Krol-Sinclair, 1999; Taylor, et al., 2000). Partnerships with families are essential as schools strive to close the achievement gap for all their students.

The literature indicates that preparation in working with families is generally missing from preservice education (Rasinski, 2001; Young & Hite, 1994), and that teachers have few opportunities to develop those skills once they begin teaching. Therefore, university programs responsible for preparing preservice teachers must consider family involvement as a necessary component of the university curriculum in order to help all families be involved in schooling.

Our study contributes to the educational literature in the area of preparing preservice teachers to work effectively with parents – specifically Latino parents in the area of reading and literacy. It is also an addition in terms of a university partnership that provides guidance for much needed preservice experiences. Given the changing demographics of today's school child (Au & Raphael, 2000), such guidance for future teachers is needed.

Michelle Abrego is an assistant professor in Educational Administration at the University of Texas - Brownsville. Her research interests include family involvement and teacher and principal preparation.

Renee Rubin is an assistant professor in the literacy development of young children at The University of Texas-Brownsville. Her research interests include bilingual literacy development and family involvement.

John Sutterby is an assistant professor at the University of Texas -Brownsville. His research and writing interests include early childhood education, children's play environments and educational issues for English language learners.

References

- Au, K.H. & Raphael, T.F. (2000). Equity and literacy in the next millennium. *Reading Research Quarterly*, 35, 170-188.
- Auerbach, E. R. (1995). Which way for family literacy: Intervention or empowerment? In L. M. Morrow (Ed.), *Family literacy connections in schools and communities* (pp. 11-28). Newark, DE: International Reading Association.
- Bogdan, R. C. & Biklen, S. (2003). *Qualitative research for education: An introduction to theories and methods*. Boston, MA: Allyn and Bacon.
- Carspecken, P. F. (1996). *Critical ethnography in educational research: A theoretical and practical guide*. New York: Routledge.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd Edition). Thousand Oaks, CA: Sage.
- Dauber, S. & Epstein, J. (1989) *Parent attitudes and practices of involvement in inner-city elementary and middle schools in families and schools in a pluralistic society* (pp. 53-71). Albany, NY: State University of New York Press.
- Delgado-Gaitan, C. (1996). *Protean literacy*. Washington, DC: Falmer Press.

- Epstein, J.L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jansoron, N.R., & Van Voorhis, F.L. (2002). *School, family and community partnerships*. Thousand Oaks, CA: Corwin Press, Inc.
- Greene, M. (1994). Multiculturalism, community, and the arts. In A. Dyson & C. Genishi (Eds.) *The need for story: Cultural diversity in classroom and community* (pp. 11-27). Urbana, IL: National Council of Teachers of English.
- Henderson, A. & Mapp, K. (2002). *A new wave of evidence: The impact of school, family and community connections on student achievement*. Austin, Texas: Southwest Educational Developmental Lab.
- Hiatt, M. (2001). *Preparing teachers to work with parents*. Washington DC: Eric Clearinghouse on Teaching and Teacher Education ED460123.
- Holloway, J.H. (2004). Family literacy. *Educational Leadership*, 61(6), 88-89.
- Lincoln, Y. & Guba, E. (1985) *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Lopez, G. (2001). The value of hard work: Lessons on parent involvement from an immigrant household. *Harvard Education Review*, 71(3), 416-437.
- Marzano, R.J. (2003). *What works in schools: Research translated into action*. Alexandria, VA: ASCD.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.

- Miles, M. & Huberman, A. (1994). *Qualitative data analysis*, (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Moll, L.C., Velez Ibanez, C. & Greenberg, J. (1990). *Community Knowledge and Classroom Practice: Combining Reports for Literacy Instruction. Final Technical Report, Innovative Approaches Research Project*. Arlington, VA: Development Associates, Inc.
- Morris, V. G. & Taylor, S. I. (1998). Alleviating barriers to family involvement in education: The role of teacher education. *Teaching and Teacher Education*, 14(2), 219-231.
- Paratore, J. R., Melzi, G., & Krol-Sinclair, B. (1999). *What should we expect of family literacy? Experiences of Latino children whose parents participate in an intergenerational literacy project*. Newark, DE: International Reading Association and Chicago: National Reading Conference.
- Patton, M. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: Sage Publications, Inc.
- Rasinski, T. V. (2001). A focus on communication with parents and families. In R. F. Flippo (Ed.), *Reading researchers in search of common ground* (pp. 159-166). Newark, DE: International Reading Association.
- Schwandt, T. (1997). *Qualitative inquiry: A dictionary of terms*. Thousand Oaks, CA: Sage Publications.

- Snow, C. E., Barnes, W. S., Chandler, J., Goodman, I., & Hemphill, L. (1991). *Unfulfilled expectations: Home and school influences on literacy*. Cambridge, MA: Harvard University Press.
- Taylor, B. B., Pearson, P. D., Clark, K. M., & Walpole, S. (2000). Effective schools and accomplished teachers: Lessons about primary-grade reading instruction in low income schools. *Elementary School Journal*, 101, 121-165.
- Texas Education Agency. (2005). *NCLB program coordination: General information*. Retrieved September 18, 2005, from <http://www.tea.state.tx.us/nclb/topics.html>
- Tellez, K. (2004). Preparing teachers for children and youth: Policies and practices. *The High School Journal*, 88(2), 43-54.
- Tichenor, M. S. (1997). Teacher education and parent involvement: Reflections from preservice teachers. *Journal of Instructional Psychology*, 24(4), 233-239.
- U.S. Department of Education. Office of the Secretary, Office of Public Affairs, (2003). *No child left behind: A parents guide*. Washington, D.C. Retrieved September 18, 2005, from <http://www.ed.gov/parents/academic/involve/nclbguide/parentsguide.pdf>

U.S. Department of Education, Office of Elementary and Secondary Education,

(2002). *No child left behind: A desktop reference*. Washington, DC:

Author.

Valdés, G. (1996). *Con respeto: Bridging the distances between culturally diverse*

families and schools: An ethnographic portrait. New York: Teachers

College Press.

Valencia, R. (Ed.) (1997). *The evolution of deficit thinking*. London, England:

Falmer Press.

Young, J. R. & Hite, S. J. (1994). The status of teacher preservice preparation for

parent involvement: A national study. *Education, 115*, 153-159.