integration into school improvement initiatives and alignment with student learning goals (Ishimaru, 2020; Mapp & Bergman, 2021).

Questions to Appraise Practice(s) in Your School:
1. Who benefits from our current family engagement practices and who does not?
2. How, if at all, are our current family engagement practices informed by the priorities, interests, concerns, assets, knowledge, and resources of the families and community we serve?
3. How, if at all, do our current family engagement practices develop reciprocity between educators and families?
4. How, if at all, do our current family engagement practices engage us in collaborative inquiry with families to address problems of mutual concern?

What about attending to perspectives in using equity-focused, transformative collaborations? To build such partnerships, educators will likely need to examine their own mental models. That includes their assumptions about disadvantaged or minority families; notions of expertise (e.g., who has it and who does not); perspectives about collectively addressing problems with families; and beliefs about their role as an educator (Ishimaru, 2020; Mapp & Bergman, 2021).

Questions to Appraise Perspectives in Your School:
1. What is the range of viewpoints on the role educators should play in family engagement?
2. What is the range of beliefs held by educators about the role families should play in the education of their children at school?
3. What is the range of beliefs about disadvantaged or minority families’ ability and willingness to engage in their child’s learning?
4. How, if at all, do our current family engagement practices build relational trust between educators and families?

The need for equity-focused family engagement has become more critical in light of the many inequities laid bare by the pandemic. The well-documented evolution of theory and practice in this field offers schools opportunities to evaluate current family engagement initiatives, with the aim of moving toward bolder support of students.

References

Kathleen M. Budge and William H. Parrett are internationally recognized for their work in high-poverty schools. They are the authors of many books, including Turning High-Poverty Schools into High-Performing Schools 2nd ed. (ASCD, 2020).