Elementary Teachers' Initiatives in Engaging Families of English Learners

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Abstract

This report from the field showcases authentic examples of initiatives targeting increased family engagement of English learners (ELs) in several culturally and linguistically diverse school districts in the Midwest. The authors use a framework wherein family engagement spans a continuum starting with traditional notions of school involvement to family engagement wherein families have agency on how they can support their child's learning. This article shares specific initiatives that teachers implemented in their classrooms or school settings such as bilingual game nights, cultural celebrations, creating family books, and conducting home visits. Recommendations are shared to assist educators and school leaders in maximizing engagement with their EL families.

Key Words: English learners, family engagement, involvement, teachers

Introduction

As the number of English learners (ELs) in U.S. schools continue to increase, the diversity of families with whom schools engage also increases. Some teachers, however, may be unsure or have very little experience in engaging families from culturally and linguistically diverse backgrounds. Because of inexperience in working with such families, teachers and administrators may misconstrue the lack of family attendance at school events as a lack of caring about their children's education. However, previous studies have shown that

families of ELs care significantly about their child's education, but there are several roadblocks to their participation—language barriers, immigration status, their own lack of formal education, and even fear (Arellanes et al., 2018; Kim 2009; Tarasawa & Waggoner, 2015).

Results of a parent and family involvement survey showed that parents who are speakers of other languages had lower rates of attending a school or class event, volunteering or serving on a school committee, or participating in school fundraising compared to English-only speaking parents (McQuiggan & Megra, 2017). All of these activities would be considered typical ways that parents have exhibited their involvement with their child's education. Yet, these same set of parents who scored lower on the typical involvement activities were relatively similar when it came to setting aside a place in their home for children to do their homework and checking their work. What the results of McQuiggan and Megra's (2017) survey illustrates is that EL families must not be negatively judged by whether or not they are involved in school-based activities since they are likely supporting their children's education in the home but in ways that are less visible to the school.

School improvement plans and policy initiatives often mandate that educators engage families, but research has overwhelmingly documented that teachers often report feeling underprepared to do so (Edwards et al., 2019; Smith & Sheridan, 2019). There is a dearth of evidence documenting how teacher preparation institutions successfully prepare educators to feel confident in engaging families with schools (Epstein & Sanders, 2006), which often leads to many trial by error approaches and learning on the job that slowly moves toward impersonal interactions to engaging families within schooling practices. In a literature review on preservice and in-service teachers, Kirmaci (2019) found that educators found it concerning that there was such a lack of focus on family–school–community interactions in teacher education and professional development opportunities. Kirmaci also reported that teachers were interested in gaining knowledge in this area, yet had few opportunities to do so.

The purpose of this report from the field is to provide actual examples of various initiatives used to engage families of ELs across several Midwestern linguistically diverse school communities. These examples illustrate how elementary teachers can engage families of ELs beyond the traditional notions of typical school involvement activities expected of families.

Continuum From Family Involvement to Family Engagement

Confounding the roadblocks that EL families face may be the limiting definition that some schools hold of what it means for families to be engaged with

schools. Goodall and Montgomery (2014) provide a continuum which moves from *parental involvement with school* (left end of continuum) to *parental involvement with schooling* (middle of continuum) to *parental engagement with children's learning* (right end of continuum). Figure 1 displays an adapted visual of the continuum of family engagement which will guide the following discussion of case examples. Goodall and Montgomery point out that "as schools and parents move along the continuum, there is a move from information giving (on the part of schools) to a sharing of information between parents and schools" (p. 402). For the purpose of this article, we will be using *family* instead of *parents* to acknowledge different family structures.

Figure 1. Continuum of Family Engagement (adapted from Goodall & Montgomery, 2014)

The left end of the continuum, *family involvement with school*, involves traditional notions of having families come to school to volunteer, chaperone field trips, attend parent–teacher conferences, and participate in school events. At this point on the continuum, families have very little to no input on how they can be involved. The school is mostly in control of these activities and what role families play. In our experience working with teachers, most of the family initiatives they share that are occurring in their schools fall on the left end of the continuum.

The middle of the continuum covers *family involvement with schooling*, which involves an interchange of information between educators and families. "The focus of this interaction is schooling—the processes which surround learning" (Goodall & Montgomery, 2014, p. 404). Activities or initiatives at this point on the continuum can either be at home or school, but a key point is that families are provided more agency. They also share information about the child's home life and other influences which may be unknown to the teacher in order to paint a fuller picture of the child. An example provided by Goodall and Montgomery are parent–teacher meetings involving two-way communication and meaningful dialogue about the student. Rather than information stemming only from the teacher, in this type of parent–teacher conference, the teacher seeks information from the families in order to learn more about their child as an individual.

As another example for the middle of the continuum, Protacio and Edwards (2015) described a project wherein EL families were invited to bring cultural artifacts for their first grade child's sharing time presentation. By targeting cultural artifacts for sharing time, EL families were more engaged since the topic was one on which they had much knowledge, and they had the autonomy to choose which artifacts to share. In addition, the actual presentation allowed both the teachers and other students to learn more about the culture of the EL and his/her family, which increased the pride of students about their heritage cultures.

The right end of the continuum is *family engagement with learning,* and this involves families having the most agency in determining how they can support their child's learning. Much of the activity in this context is dependent on familial beliefs and values around learning at home and in the community. Families' decisions around engagement with learning are often informed by what they learned from their involvement with schooling (middle of the continuum). Thus, Goodall and Montgomery (2014) emphasize that even though families' engagement may be based on information from the school, the families are the ones who choose and determine how to support their child's learning within their own values and beliefs systems. Family engagement at this point on the continuum may take place at the school but is more likely to take place in home or community settings.

As an example, Snell (2018) conducted a qualitative study focusing on immigrant and refugee parents' perspectives around their child's schooling. The study showed that immigrant and refugee parents respected their child's school and teachers, but they saw their responsibility in different ways than the school envisioned in terms of parent involvement. While the school expected traditional notions of involvement, these parents saw their responsibilities involving teaching their children concepts such as respect for elders or helping their children maintain their heritage language and culture. "Parents' perspectives on learning their children engaged in at home suggest that they view themselves as teaching their children things that they do not learn during the school day, and thereby collaborating with teachers to holistically educate their children" (Snell, 2018, p. 130). What this study also found, however, is that these families are willing to do even more to support their child's learning and collaborate with the school, but they need guidance on how to do this, preferably explained in their native language.

One of the key points that Goodall and Montgomery (2014) mention is that as one progresses through the continuum, family agency increases. The authors emphasize they are not indicating the left end of the continuum is bad and should be avoided; there are situations wherein it is necessary for the school to be passing on information such as dates of school events and

curricular topics and themes. The authors also suggest that as family agency moves through this continuum, this should not cause tension between schools and families. Instead, "the two should work together, each being recognized as valuable in its own right, rather than solely an adjunct to the other" (Goodall & Montgomery, 2014, p. 407).

Keeping this continuum in mind allows for educators and school leaders to reflect on their family engagement initiatives and consider how much agency families have in determining ways to support their child's learning. In addition, teachers are encouraged to reflect on how much information sharing occurs between schools and families for the common goal of improving student learning.

Program Context

The cases presented in this report from the field are all from teachers who were enrolled in an English as a Second Language (ESL) endorsement program. One of the requirements of the program was to implement a Family and Community Engagement (FACE) plan primarily targeting EL families.

In a "Teaching Reading in a Diverse Society" class, Selena (first author) guided the teachers on the tenets of culturally responsive instruction (e.g., Gay, 2002) and culturally relevant pedagogy (e.g., Ladson-Billings, 1995), particularly on how these aspects applied in working with ELs and their families in order to increase family engagement. As they were learning about these concepts, one of the major projects the teachers conducted was a detailed description and review of the different initiatives their schools already have in place to engage families in general and EL families specifically. Then, considering the demographics of their school and the gaps they identified, teachers created their FACE plan, which they had to implement prior to completing the ESL endorsement program.

Because the needs of each school differ, there were no strict or rigid guidelines in the types of FACE plans the teachers were to design and implement. It should be noted that the Goodall and Montgomery (2014) framework was not discussed with these teachers since the authors discovered this framework after the class was taught. Instead, the focus provided to teachers was on building relationships with families and thinking of both traditional and nontraditional forms of engaging with EL families (Tarasawa & Waggoner, 2015). Thus, the teachers simply had to explain why they planned a particular initiative given the data they collected about their school and the research they had learned in the ESL program about how to engage families. We recognized these teachers were implementing their plans either individually or with partners. Therefore, we advised teachers to plan a smaller scale project in order to increase its feasibility and success.

The information presented in this article stems primarily from the teachers' FACE portfolios, which were composed of an initial FACE plan, a midpoint reflection, a final reflection, artifacts representing the project, and a video presentation describing or showing the FACE project. Unfortunately, this data is limited in that it does not contain parent voices. There were some FACE plans wherein teachers shared feedback they received from families, but the content of this article shares the experiences of teachers as they tried to increase their own knowledge and capacity to address family engagement.

Examples of How Teachers Engaged EL Families

Even though there were some similar FACE plans, it was interesting to note the variety of ways that teachers planned for EL family engagement. Below are examples of different ways that teachers engaged EL families in their various contexts. These examples are not exhaustive, but we wanted to provide a range of activities that teachers in our programs planned and implemented. We organized this section in terms of where they fall on the family engagement continuum discussed earlier in the article, although we want to reiterate the continuum was not discussed with these teachers. In some aspects, this is helpful as it provides a glimpse of where teachers' FACE plans naturally fall on the continuum.

Bilingual Game Night (Left End of the Continuum)

Thomas (Note: all names are pseudonyms) is a second grade teacher in a 50–50 Spanish–English dual immersion school in an urban district in a Midwestern state. This means that students are taught in both Spanish and English throughout the day. English language arts, writing, and social studies are taught in English, while math, science, and Spanish language arts are taught in Spanish. Majority (66%) of the students are from a Hispanic background, while 21% are White and 10% Black. Thomas taught the English subjects to his students, but he also knew how to speak Spanish and would incorporate Spanish in his lessons at times in order to bridge the two languages for his students.

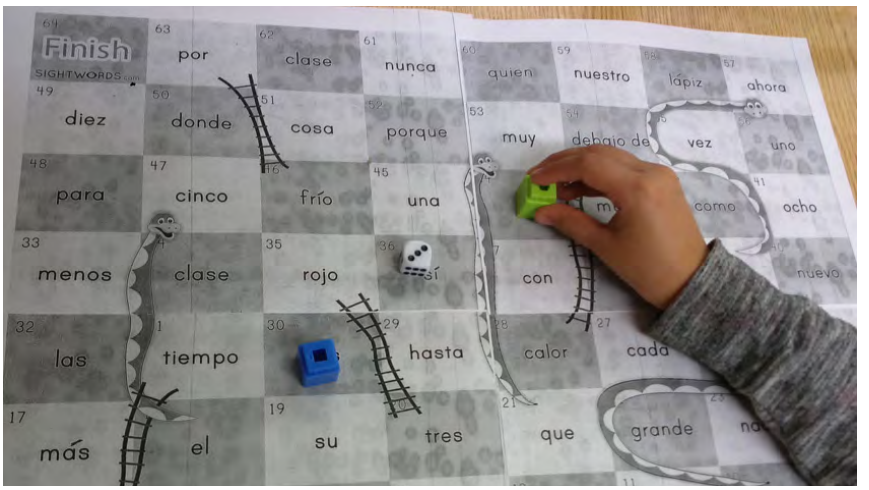
Thomas's school already provides a number of opportunities to engage families of all language backgrounds. For example, all school communication is printed in both Spanish and English, and the parent–teacher organization meetings are conducted in both English and Spanish. In addition, there are community nights such as the popular "Taste of the School" night, when families are invited to prepare and sell food from the traditions they know.

For his FACE project, Thomas decided to implement a bilingual family game night wherein families played literacy and math games in both English

and Spanish. Thomas invited his second grade teaching colleagues, who are Spanish–English bilinguals, to participate so that all of his students' teachers would be involved and so that games in both English and Spanish could be introduced. They prepared English reading games, math games, and Spanish literacy games, such as sight word snakes and ladders, shown in Figure 2.

Thomas reported that nearly half of the second grade students' families attended the game night, which was a high turnout for a noncultural event. In addition to dinner that was served, Thomas was also able to secure funding so that each family was able to take home English and Spanish books to keep. Thomas and his colleagues planned additional academic game nights during the school year due to the success of the first event.

Figure 2. Example of Game for Bilingual Game Night



One of the things to highlight from this particular example is that schools must understand not only their student demographics but also their family demographics. By making this a bilingual event, Thomas and his colleagues made the event more appealing to the Spanish-speaking families who may not have come had the games only been in English.

In terms of the continuum, this family involvement activity demonstrates that agency remains with the school since families had to come to the school to participate. In addition, families had little input in terms of what would be occurring during the event.

Hosting a Cultural Celebration (Between the Left End and the Middle of the Continuum)

Katrina is a first grade teacher in an elementary school that has a large Hispanic population. Katrina decided to host a cultural celebration in her classroom—families would come to her classroom during the day to learn about the cultures of the students in the class and to learn about other families. She also gave the families the option of sharing a traditional food item from their culture.

Katrina tied the event to a classroom project for which students researched their heritage cultures. Each student created a poster about their family's culture and displayed it in the classroom during the event. Katrina also displayed diverse books the families could read together before the event started.

When reflecting on the event, Katrina mentioned that one of her biggest challenges was lack of family response to volunteer for the event. She posited that could have been due to the language barrier or parents' work schedules. Though she could not do anything about their work schedules, she made sure to send a Spanish version of the parent letters home. She also sent reminders and mentioned the event in her class's website.

Before the event, only six parents had RSVP'd, which left Katrina nervous. However, she was very pleasantly surprised when 12 family members attended and some brought food from their cultures to share. Katrina attributed the attendance to her students' enthusiasm in preparing their posters while they were at home.

One of the highlights was when she mentioned to students that three of their classmates were from Colombia, the Philippines, and Mexico, and she saw the pride in those three students' faces, as well as the amazement of the rest of the class. Upon reflection on this project, Katrina said she recognized the importance of connecting with families and encouraging them to share their cultural backgrounds, which she was not doing prior to learning about culturally responsive instruction.

In terms of the continuum, this project falls somewhere between the left end and middle of the continuum. It is partly a family involvement event since the families had to come to the school for it and did not have much agency into what the event would entail. However, the project approaches the second point on the continuum since it allowed families to discuss their home cultures with their children while the students worked on their posters and decided what would be shared. Also, working on the poster allowed children to share their cultures with Katrina and their classmates. As Katrina noted in her reflection, "Learning about each other's cultures can create a special connection between families, students, and educators, both academically and socially."

Creating Family Books (Middle of the Continuum)

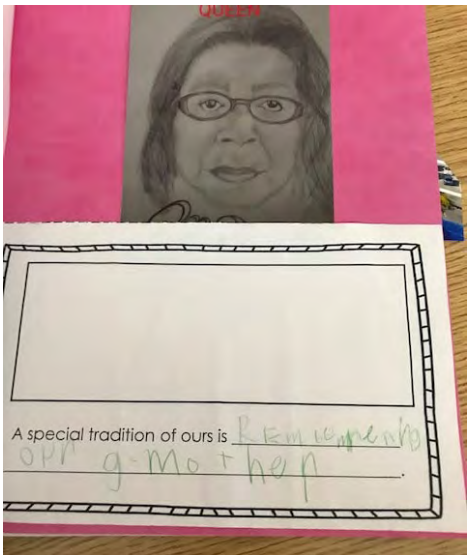
Jennifer is a kindergarten teacher in a suburban district which has become more culturally diverse over the past 10 years. English learners comprised nearly 30% of the school population, with a number of students who are refugees from Myanmar. Jennifer decided to have her students create family books as a way to get to know her students and their families better.

For this project, Jennifer provided students with a book template. The students had to take this home and work with their parents on filling out each book page with information about their family with both text and pictures (see Figure 3). Then, when students returned the books back to school, they read the books with their classmates.

When Jennifer designed this project, she hoped that it would allow her to build better relationships with her students. What she did not anticipate was the community building it would facilitate within her classroom. For example, Jennifer had a student, Yuna, who was originally from Japan and who was very quiet in class and would sometimes shut down and cry. Yuna would skip morning share time and hardly participated in classroom discussions.

After hearing her classmates share their family books, Yuna mustered up the courage to share hers as well. The response Yuna received from her classmates about her family book was extremely positive and increased her confidence. After presenting her family book, Yuna also led the class in singing "Head, Shoulders, Knees, and Toes" in Japanese. Completing the family book and presenting it really brought Yuna out of her shell.

Figure 3. Example of Page From a Family Book



Creating family books is a simple yet effective way of engaging families in their child's education. Families could support their child on this project regardless of whether they spoke English or not because the information was about *them.* This also showed Jennifer's interest in knowing more about each of her students and their families and engaging them with the curriculum.

In terms of the continuum, this would be an example of family involvement with schooling. Even though the project was provided by the school and agency remained mostly with the school, students would not be able to complete it without their family's input. The families also had agency in terms of what information they wanted to include in the project. The families were free to write whatever they wanted to share about themselves. Aside from providing agency to the families, the family book project also helped in building positive relationships between Jennifer and her students' families since she could learn more about them.

Home Visits (Close to the Right End of the Continuum)

Amanda is a first grade teacher in a large suburban district. Of students in her district, 61% are ELs, and majority speak Arabic as their native language. In addition, 63% of families qualify for free or reduced lunch.

In order to address family engagement, Amanda conducted home visits with 10 of her 22 families. After securing permission from her principal for the home visits, Amanda then contacted families through various ways (during Open House, through Class Dojo, through phone calls). She emphasized to families that she was conducting home visits to build relationships with and learn more about them. Once she had a list of families who were open to home visits, she conducted these after school.

Amanda initially only scheduled 20 minutes per home visit, but some of them lasted up to one and one-half hours. In terms of what happened doing the home visits, Amanda made sure it was more family-led. She did not go in with an agenda. It really was an opportunity to learn more about her student and his/her family. Amanda said she learned a lot of things that she otherwise would not have learned. For instance, she learned about some of the cultural traditions of her students, such as a Bengali tradition of close family members feeding each other by hand, and that her student experienced this when eating at home.

All of these families were nonnative English speakers. Amanda did not have an interpreter with her, but she said all of the visits went well. There was at least one adult who was able to communicate well in English in each home. One family even had an aunt who lived in London on speakerphone in case there were any language barriers, but there were none.

Upon reflecting on her experience, Amanda indicated that conducting home visits created a very positive relationship with her students' families. She shared that out of the 10 families that she visited, eight attended parent–teacher conferences. All of them would have shown up, but one of them was sick, and another sent her a message that he could not leave work.

Even though Amanda was entering her fifth year of teaching, she had not done home visits prior to conducting her FACE project. Amanda indicated that home visits have been a very meaningful way to learn about her students and their families, and she now plans to conduct home visits at the beginning of every school year. While she acknowledges the investment of time, Amanda reflected that the information she gains about students and families is worth it.

As Amanda noted,

> Now I can ask about how a family member is doing or connect math and writing to something I noticed or learned about a specific child [during the home visit]. I can choose to read a book that I know a child will find joy in because of home visits.

Amanda also stated that after conducting home visits, she has transformed from being a teacher who silently hopes no one shows up to parent events to a teacher who feels comfortable communicating with and reaching out to families. Amanda reflected, "I hope to continue to develop a deeper understanding of the community I am working in and build upon this in our classroom learning environment and my teaching."

In terms of the continuum, conducting home visits is close to the right end. Adopting an inquiry stance during a home visit allows the agency to remain more with families. Amanda arrived at the home wanting to learn from the family about their interests, values, and beliefs around learning and had them take the lead during the home visit (Whyte & Karabon, 2016).

Modifying Kindergarten Round-Up (Activities Span the Continuum)

Two kindergarten teachers, Tina and Teresa, teach in a linguistically diverse urban school. Of the school population, 46% are Asian, and another 46% are White. Among those that indicated White as their race are immigrants from the Middle East, such as students whose families were originally from Turkey. There are 24 languages represented among the student population.

For their FACE project, Tina and Teresa decided to modify their school's existing kindergarten round-up activity to make it more engaging for families. For those unfamiliar, kindergarten round-up is an event held in April or May in order to welcome the following school year's incoming kindergarteners and their families.

When they reflected on the current structure of kindergarten round-up, Tina and Teresa noted that it was not very welcoming for students and families. First, the children were separated from their families during the event, which could be very stressful as it was a new environment, especially for the children. Second, the families were overwhelmed with curricular information provided. Third, all teachers were not required to help or attend the event, and so families did not get a chance to meet the teaching staff. Finally, the school did not seek information *from* the families; rather, the event was mostly about transmitting information to families.

Given what they had learned in their ESL program, Tina and Teresa decided to overhaul the format to make it more engaging for all stakeholders. They enlisted the help of most of the teaching staff as changes to the event would require everyone's contributions and participation. A minor but important change to the event was that students would not be separated from their families. They would go through the night together, starting with a tour of the school. This was done in small groups, with a teacher leading each tour.

Another significant change was the inclusion of various stations around the school. These stations were meant to make the event more hands-on. At each station, each family would learn information, and then they would also have "make and takes," materials that families could take home and use to practice the skills and strategies they learned during the event. Topics for the stations were literacy tips at home, math tips at home, the importance of play, independence/self-help skills, and the importance of gross motor/physical activity.

Tina and Teresa wanted to also use the event to learn more about the students and families who would be joining their school next year. Around the school they had different posters with questions that families were asked to respond to. Examples of questions included: "What is your favorite family story?" and "What is your favorite family meal?" They also created a map on which families could place a star to indicate where they are from or what culture they identify with (see Figure 4). Tina and Teresa said they hoped this map would allow all families to see the diversity of students that would be entering kindergarten with their child.

Feedback from the event was very positive. Families enjoyed the format and indicated they learned a lot. A couple of families did suggest, however, they wanted to know what a typical day would be like for their child in kindergarten.

Upon reflecting on the information gathered about families during kindergarten round-up, Tina and Teresa realized they only were able to gather basic facts, and they needed more information. Thus, they decided to have families complete a survey during the administration of the kindergarten screening.

Figure 4. Map on Which Families Indicated Their Heritage Country

Tina and Teresa used the data gathered from kindergarten roundup and the survey to enhance their reading and writing curriculum. For instance, in their unit on reading workshop, students read and shared their family's favorite storybook. As another example, Tina and Teresa invited families to participate in the how-to writing unit by demonstrating how to cook their favorite foods from their culture. They could participate by coming to school or preparing a video of the activity at home. Tina and Teresa reported that families were enthusiastic in learning about the how-to genre while at the same time sharing part of their culture.

This example spans the continuum. First, Tina and Teresa took a traditional family involvement initiative that existed in their school and transformed it into one that shifted the agency from the school towards the families. This example also demonstrates the complexities of how to shift the agency given the schools' role in organizing events and initiatives. When families' favorite learning activities outside of school become part of the school curriculum (sharing their favorite storybook in school or demonstrating their favorite meal), then the goal of family engagement in learning has been met.

Implications

Through this report from the field, we want to encourage schools to take an inventory of what family engagement initiatives look like in their respective contexts. This involves conversations with all school personnel, not just administrators and teachers. For instance, some of the teachers in our programs interviewed their school secretaries, since these individuals often interact with family members. Through these conversations, an analysis can be conducted around the level of engagement family initiatives are currently achieving.

In addition to talking with school personnel, gathering input from families is a critical step. This could be done in multiple ways. One way would be to conduct a survey for families asking them how they would want to be engaged. It is important to consider family needs when conducting the survey. When working with non-English speaking families, make sure to have the survey translated and make it clear that for open-ended questions, they could also respond in their native language. Although not presented as an example, one of our teachers conducted such a survey in her school and had it translated in both Spanish and Burmese since this represented the population of the ELs at her school. One of the noteworthy results was that they had Burmese families responding to the survey, families with which they had minimal communication with before.

It would also be important to consider socioeconomic diversity with such a survey. For instance, for those teaching in a district with low socioeconomic status, a paper survey should be conducted rather than an electronic, internet-based survey. As an example of how socioeconomic diversity could impact engagement, another teacher's district sought input from families and found out that attendance was low at evening events because many of the Arabic fathers worked second shift and the mothers did not drive. Upon learning this, the school moved their family initiatives to breakfast events, and there was a drastic increase in attendance.

As Amanda's example illustrated, home visits can be powerful and transformative. Amanda went from being someone who felt unprepared to work with families to now being an advocate for conducting home visits. Several students in our program actually conducted home visits, and all of them recognized the importance of doing these because of the information that can be gathered as well as the degree of positive relationships that can be formed. We would like to emphasize the idea of conducting home visits from an inquiry stance so that families understand that teachers are coming to their homes to learn more about their child and their family's interests and values, not to share information from the school (which would make this practice more in line with the middle of the continuum).

Once input, narratives, or stories are obtained from families, educators should then examine the curriculum. Are there opportunities to incorporate family values and interests into curricular projects or disciplinary curricula? Similar to the examples of Tina and Teresa, it is not enough to simply gather data from the families. To make it even more meaningful while simultaneously acknowledging and honoring the backgrounds of ELs and their families, steps need to be made to integrate this information into the classroom.

Conclusion

These cases illustrate there are numerous ways in which teachers can engage with EL families—beyond the traditional notions of family involvement in schools. We want to encourage educators, administrators, and school communities to create and implement family engagement initiatives that target the right end of the continuum (see Figure 1), focusing more on family engagement with learning. We recognize the limitations of some of these examples as they hover towards the left end of the continuum. For example, while event-based initiatives, such as Thomas's game night, may be helpful in getting families in the school, we would encourage educators to think about how to sustain family engagement over time and how to embed their active engagement inside and outside of school as it relates to their student's lifelong learning. This example, though, could serve as a starting point in fostering relationships with families so that educators could find out more about how they could support family engagement with learning at home.

Other examples presented, such as Jennifer's family books, could do more to integrate family traditions and practices into the curriculum, but these cases are presented as windows into possibilities. Educators learn best from reflecting on what works and what we might do differently next time to maximize ways that we engage with families.

It is also important to emphasize the need to learn from families through these initiatives. For instance, Amanda's example is supported by other studies on home visits such as Cornett, Paulick, and van Hover (2020) wherein their teacher participant used what she learned from home visits to successfully differentiate instruction for students.

In addition, the examples presented are these teachers' first attempts to increase family engagement in their schools and classrooms. For the most part, they worked individually or with a couple of willing partners to try to engage with families of ELs in their school settings. We wanted to showcase what is possible given the limited resources these teachers had. We cannot expect an overhaul of family engagement initiatives overnight; however, we can encourage educators and school leaders to think about planning initiatives that span the continuum, with a focus on the right end of *family engagement with learning*, rather than having a laser focus on the left end which covers *family involvement with school.*

Cohan, Honigsfield, and Dove (2019/2020) indicated that "the critical goal for teachers, administrators, and program coordinators is to build and sustain relationships with families so that their *children* benefit" (p. 39). We echo these authors' call for more transformative partnerships with families. If this is achieved, everyone benefits—teachers, families, and most importantly, students.

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