

# Conceptualizing and Defining Family-School Partnerships for Research

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# Session 1 Goal:

- Gain clarity around a definitional and conceptual framework for family-school partnerships and identify gaps in research that preclude the scientific advancement for research on family-school partnerships.



# Feeling and Doing

- The Power of Information
  - Two-way street
  - The value of qualitative methods
- Parallel Settings
  - A conceptual sequence of partnership components
- Where Relational Components Fit



# Developmental Considerations

- Family-School Partnerships and Child/Adolescent Independence
  - The school as space
  - Age/stage-specific measurement with eye on developmental tasks
- School Transitions
  - Multi-way operationalizations



# Two Final Thoughts

- Defining Successful Outcomes of Family-School Partnerships
- The New Family Life Course of Young People



# Session 1 Framing Questions:

- How are family-school partnerships conceptualized at various points in development? In other words, how do we best capture differences in family-school partnerships across development?
- How does the construct of relationship (mesosystem) contribute to our understanding of family-school partnerships? How is the dyadic relationship conceptualized in family-school partnerships?
- How can we utilize the most innovative methodological techniques to improve our measurement of family-school partnerships?
- What are one to two issues that still need to be explored or refined in our attempt to define the construct of family-school partnerships?



THANK YOU 