

FAMILY AS FACULTY PROGRAM
Dade/Monroe Personnel Development Partnership (PDP)
Housed at Florida International University

<p style="text-align: center;">The PDP Team:</p> <p>Dr. Patricia Barbetta Principal Investigator barbetta@fiu.edu</p> <p>Melanie Morales Grant Coordinator Melanie.Morales@fiu.edu</p> <p>Website: www.fiu.edu/cspd~</p>	<p>The need for positive, collaborative partnerships between schools and families is a critical element in the search for ways to enhance positive student outcomes. Family As Faculty was developed in response to this need. This unique program brings parents and educators together, offering opportunities for teachers, administrators, paraprofessionals, counselors, and others working with children with special needs to (a) deepen their understandings of the family perspective, (b) develop more effective communication skills with families, and (c) develop skills that will support their students' progress.</p> <p>Through Family As Faculty, you can request one of our parents of children with disabilities (or a panel of parents) to speak on a variety of topics related to the delivery of quality education. Grounded in the family's personal story, each parent brings a positive message designed to increase educators' understandings of how to best collaborate with families in the interest of meeting their children's educational needs.</p> <p style="text-align: center;">Review of the literature</p> <p>A review of research from the past two decades confirms the importance of parental involvement (Epstein, 2001; Hiatt-Michael, 2001). Teachers' efforts to involve families promote the following: better student attendance; higher graduation rate from high school; fewer retentions in the same grade; increased levels of parent and student satisfaction with school; more accurate diagnosis students for educational placement in classes; reduced number of negative behavior reports; and, most notably, higher achievement scores on reading and math tests.</p> <p>Teacher education courses that deal with parent involvement issues and practices do make a difference in subsequent classroom practice. An assessment study by Katz and Bauch (1999) on graduates from teacher education programs at Peabody College, Vanderbilt University indicated that these new teachers felt prepared and engaged in a diverse number of parent involvement practices because they had received parent involvement training in their courses. The State Performance Plan, Part B, Indicator 8 focuses on the State's</p>
--	---

plan to collect data on the percent of parents with a child receiving special education report that schools facilitated involvement as a means of improving services and results for children with disabilities.

America 2000: An Education Strategy (U. S. Department of Education, 1991) emphasized family and parents as key elements in ensuring systemic educational reform. Existing research documents the positive impact of family involvement on student academic achievement, improved school attendance, positive attitudes, and other measures of student outcomes (Berger, 1991; Greenwood & Hickman, 1991; Epstein, 1988). Teacher preparation course experiences have the potential to equip prospective teachers with the knowledge, skills, and attitudes that enable them to work effectively with families (Morris & Taylor, 1998).

In 2005-06, the Miami/Dade PDP sponsored Family as Faculty sessions at Florida International University and at Florida Memorial University.

The following are the Family as Faculty (FAF) Data Outcomes for 2005-06:

- 100% of the participants indicated a good to excellent impact on the following variables:
 - Value of family perspectives to teacher preparation and professional development programs.
 - Impact of the presentation on positive future teacher behavior.

If you would like more information about Family As Faculty, please contact Melanie Morales via email at Melanie.Morales@fiu.edu or at 305-348-2390

The Dade/Monroe Personnel Development Partnership mission is to increase and support the number of highly qualified teachers, related services professionals and early intervention professionals for individuals with disabilities, ages birth to 21, in south Florida. The partnership includes two school districts (Miami-Dade and Monroe), parents, Early Steps, regional institutions of higher education, and related school and community stakeholders.

