

CALL FOR SUBMISSIONS



Research on Family-School Partnerships

Susan M. Sheridan, Ph.D. and Elizabeth M. Kim, Series Co-Editors

An Interdisciplinary Examination of the State of the Science and Critical Needs

Purpose

This series advances disciplinary and multidisciplinary inquiry into family-school partnerships and relationships, family engagement, and family-school intervention. It is concerned with providing provocative information about what is known and what still needs to be discovered to set research agendas intended to advance science in the area. The overall objective is to set forth futuristic thinking and articulate significant directions in the area of family-school partnerships research. Authors of volumes in this series must provide their best and most current thinking to move the research base forward on the topic. Each contribution (volume and chapters therein) must provide only a brief summary or synopsis of authors' or others' historical work on the topic of interest and dedicate the bulk of their writing to new research directions. Rather than focus on the "state of the field" or what is already known, the primary objective of each volume and, hence, contributing chapter is to articulate future directions, primary questions, and research needs.

Overview

Interactions and experiences within home and school systems, uniquely and together, form the foundation for developmental trajectories throughout students' educational careers. As a lifelong resource, families represent the first essential system and source of support for the learning and development of children and adolescents (Henderson & Mapp, 2002). Decades of research has revealed that when parents are engaged in their children's learning, students experience increased achievement and academic performance, stronger self-regulatory skills, fewer discipline problems, better study habits, more positive attitudes toward school, improved homework habits and work orientation, and higher educational aspirations (Aeby et al., 1999; Fan & Chen, 2001; Grolnick & Slowiaczek, 1994; Masten & Coatsworth, 1998; Senechal, 2006; Sheridan et al., 2001). Benefits to students appear to be evident after students' abilities and socioeconomic status (SES) are taken into account (Barnard, 2004; Miedel & Reynolds, 2000), and some research has suggested magnified effects for families of low SES (Domina, 2005). Despite general support, inconsistencies are evident in the research, with some large scale reviews of the literature finding little to no effect on student achievement or parent or teacher behavior (Mattingly et al., 2002), for enhancing student grades (Fan & Chen, 2001), or for improving educational outcomes for students with disabilities (White et al., 1992). These variable findings could be due to the inconsistencies with which the construct has been investigated, lack of clarity in operative processes that influence effects, measurement imprecision, failure to attend to cultural or contextual variations, or some combination of these and other issues. In addition, the "siloeed" approach used in most research investigations, characterized by individual researchers from separate disciplines working in isolated settings and publishing findings in targeted (versus generalized) outlets has kept meaningful advances in the field at bay. Dedicated, thoughtful, and progressive attention to the issues facing family-school research is needed, with leading researchers articulating what needs to happen to advance a constructive and informative trajectory of meaningful work.

Book proposals submitted for series consideration must be current, provocative, and agenda setting. Volumes published within the series are not considered terminal products with definitive answers. Rather, these books are intended to be flexible and responsive to the needs of the field. This structure ensures that the series, and the volumes contained therein, to advance a timely, constructive, progressive purpose and have significant impact. Adhering to this editorial mission ensures that the series and its volumes promote new and innovative research to address the issues raised.

Audiences

Books are of interest to academicians, basic and applied researchers, upper-level undergraduate and graduate students in the fields of education, psychology, sociology, human development, educational and school psychology, special education, family studies, public policy, social work, and allied disciplines. Volumes target a core audience but still appeal to others interested in understanding the state of the science and developing research agendas in the area of family-school relationships and partnerships. Volumes are appropriate for upper-level undergraduate and graduate course use.

The Series Editors

Susan M. Sheridan, Ph.D., is Director of the Nebraska Center for Research on Children, Youth, Families and Schools and George Holmes University Professor of Educational Psychology at the University of Nebraska-Lincoln. Professor Sheridan is widely recognized as one of the leading contributors in the field of family-school relationships and partnerships, with a special focus on evidence-based partnership interventions. In addition to having published numerous journal articles, Sheridan is the author or editor of 16 books. Elizabeth Moorman Kim, Ph.D. is currently a Lecturer in Psychology at Emory University. Dr. Kim's research interests fall within three primary areas: parents' involvement in children's learning, children's motivation and achievement in school, and family-school partnership interventions. She is co-principal investigator of a large-scale meta-analysis examining the effects of interventions targeting family involvement and family-school partnerships.

The Publisher

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Call for Submissions

Scholars from disciplines in the social, behavioral and educational sciences are encouraged to contribute to this series in a wide range of areas related to family-school partnerships, relationships, and parent engagement. The series seeks edited manuscripts comprised of original chapters around a central theme. In most cases, an introductory chapter contextualizing the volume, and a commentary offering a synthesis of the chapters, are included. Chapters within each volume are typically approximately 30 pages of narrative and no more than 40 total pages, inclusive of tables, figures, and references.

Submitting a Book Proposal

For a book idea to be considered as a title in this series, please send a brief proposal containing the following: A brief description of the content and focus of the proposed book; an annotated table of contents; a proposed list of authors and brief biographies; the intended audience and market; anticipated manuscript length and special features (if any), such as tables and charts; a timeline; and professional information about the editor, including a c.v. that details previous relevant publications, institutional affiliations, and academic background. Submit your proposal and any inquiries electronically to Dr. Susan Sheridan at ssheridan2@unl.edu.

The Review Process

The series editor typically responds to authors' brief prospectus within a few days. If your manuscript is to be considered for the series, the editor will request a complete book proposal for consideration following guidelines set forth by Springer. The series editor will guide authors through the process to ensure the development of a high quality proposal. Publisher review of the proposal will follow. Authors whose proposals are accepted for publication will be furnished with written guidelines for preparing their final manuscript. Once the completed manuscript is submitted, the series editor will closely review the manuscript and work with volume editors to shepherd it through the production process. For more information or to discuss a potential book development project, please contact series co-editor Susan Sheridan via email at ssheridan2@unl.edu.





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