

# THE SCHOOL COMMUNITY JOURNAL

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## Business and Editorial Office

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## Editorial Policy and Procedure

*The School Community Journal* is committed to scholarly inquiry, discussion, and reportage of topics related to the community of the school. Manuscripts are considered in four categories: (1) research (original, review, and interpretation), (2) essay and discussion, (3) reports from the field, including descriptions of programs, and (4) book reviews. The journal follows the format suggested in the *Publication Manual of the American Psychological Association, Fifth Edition*.

Contributors should send two copies of the manuscript; an abstract of no more than 250 words; key word list; a one paragraph description of the author; and a phone number, fax number, and e-mail address where the author can be reached to:

Editor, *The School Community Journal*  
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Please send an electronic copy as an e-mail attachment to editor@adi.org OR include a copy of the manuscript on diskette (in Word if possible, APA format with titles italicized). The cover letter should state that the work is not under simultaneous consideration by other publication sources. Manuscripts are returned only if accompanied by a self-addressed, stamped envelope.

As a refereed journal, all submissions undergo a blind peer review as part of the selection process. Therefore, please include the author's description and other identifying information on a separate page and in a separate electronic file.

## Subscription to *The School Community Journal*

*The School Community Journal* is published twice annually – fall/winter and spring/summer. Beginning with the current issue, *The School Community Journal* will become an open access, online-only publication. Therefore, we are no longer accepting subscriptions.

The archives to the journal may be accessed at <http://www.adi.org/>

## Contents

Communicating with Families Across Cultures: An Investigation of Teacher Perceptions and Practices	7
<i>Jody L. Eberly, Arti Joshi, and Jean Konzal</i>	
Multi-Ethnic Schools' Parental Involvement Policies and Practices	27
<i>Eddie Denessen, Joep Bakker, and Marieke Gierveld</i>	
Ecomaps as Visual Tools for Deconstructing Reciprocal Influences: Triage with Disruptive Students at an Alternative School	45
<i>Tracy Carpenter-Aeby, Victor G. Aeby, and Jane S. Boyd</i>	
The Development and Validation of the Elementary School Ethical Climate Index	73
<i>Kay A. Keiser and Laura E. Schulte</i>	
Preparing Preservice Teachers to Partner with Parents and Communities: An Analysis of College of Education Faculty Focus Groups	89
<i>Carolyn B. Flanigan</i>	
The Impact of a Freshman Year Community-Based Service-Learning Experience on the Achievement of Standards Articulated for Teacher Candidates	111
<i>Kari Knutson Miller, Carmen Zuniga Dunlap, and Amber Gonzalez</i>	
Book Review—Listening to Teach: Connecting With Students Across Differences	123
<i>Martha J. Strickland</i>	
Book Review—Focusing on the Community in School-Community Partnerships: A Book Review	129
<i>Karen Estep</i>	

## Requests for Manuscripts

*The School Community Journal* publishes a mix of:

(1) research (original, review, and interpretation), (2) essay and discussion, (3) reports from the field, including descriptions of programs, and (4) book reviews.

The journal seeks manuscripts from scholars, administrators, teachers, school board members, parents, and others interested in the school as a community. Please see editorial policy on page 2 for submission information.

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## Editor's Comments

Welcome to the first online-only issue of *The School Community Journal*! We at the Academic Development Institute are very excited about the flexibility and opportunities this open access format will provide for us and our readers. Soon a search engine allowing key word searches of all of our past issues, archived online, will also be available.

This issue contains a couple of recurring themes, both concerned with the end goal of helping students learn successfully: helping prepare preservice and inservice teachers to partner with families and communities, and addressing issues of cultural differences to better connect and collaborate within a school community.

Eberly, Joshi, and Konzal provide a sampling of teacher voices on the issue of communicating with families across cultures with the goal of improving educators' outreach. Denessen, Bakker, and Gierveld give a fascinating look into the multicultural issues faced by educators in the Netherlands and the various approaches taken by different schools.

Carpenter-Aeby, Aeby, and Boyd have written about the ecomap, a visual diagram used to help facilitate communication among troubled students, their families, schools, and other involved community persons or agencies. This tool was instrumental in creating partnerships to help these students in complex and difficult situations.

Keiser and Schulte have followed up their previously published work on their Ethical Climate Index for Middle and High Schools (see *The School Community Journal*, Spring/Summer 2003 and Fall/Winter 2002 issues) with the development of the Elementary School Ethical Climate Index.

Flanigan examines the views of college faculty involved in preparing preservice teachers to partner with families and communities. Miller, Dunlap, and Gonzalez examine a particular service learning program and its effect on preservice teachers in terms of their views on collaboration and knowledge of community resources to support student learning.

Finally, we have two book reviews. Strickland's review of a book by Schultz examines the use of listening as a pedagogical tool to connect with diverse students. Estep's review regards a book by Sanders about effectively connecting with community partners to benefit schools. We hope you find this issue beneficial! We welcome your feedback and suggestions on the new format.

Lori Thomas  
October 2007

