

Chapter 1: Family Engagement and the Responsive Educator

Test Bank

Multiple Choice

1. Which approach involves practices that respect the life experiences and viewpoints of classroom families and use those experiences to enrich the curriculum?

- A. family events
- B. family partnerships in action
- C. Title I of the Elementary and Secondary Education Act
- D. Culturally responsive family engagement

Ans: D

Learning Objective: 1-1: What does it mean to become a “partner” with families?

Cognitive Domain: Knowledge

Answer Location: Preparing for Family Partnerships: Actualizing the Process

Difficulty Level: Easy

2. Research shows that _____ matter in effective family engagement practices.

- A. opinions
- B. evidence-based practices
- C. relationships
- D. professional roles

Ans: C

Learning Objective: 1-1: What does it mean to become a “partner” with families?

Cognitive Domain: Knowledge

Answer Location: Preparing for Family Partnerships: Actualizing the Process

Difficulty Level: Easy

3. Culturally responsive educators recognize that all families are _____ even though they may share the same cultural background.

- A. similar
- B. relevant
- C. unique
- D. special

Ans: C

Learning Objective: 1-1: What does it mean to become a “partner” with families?

Cognitive Domain: Knowledge

Answer Location: Preparing for Family Partnerships: Actualizing the Process

Difficulty Level: Easy

4. Which answer is a critical component of collaborative partnerships between families and teachers?

- A. trust

- B. research
- C. time
- D. resources

Ans: A

Learning Objective: 1-1: What does it mean to become a “partner” with families?

Cognitive Domain: Comprehension

Answer Location: Preparing for Family Partnerships: Actualizing the Process

Difficulty Level: Medium

5. Research indicates that when teachers reach out to families, the families are _____ which results in _____.

- A. less likely to disagree with classroom and school rules and procedures; increased attendance
- B. less likely to ignore written communication from the school; more effective parent–teacher conferences
- C. more likely to attend scheduled classroom and school-wide events; decreases in the community’s dropout and incarceration rates
- D. more likely to be involved in their child’s education; student gains in academic achievement

Ans: D

Learning Objective: 1-1: What does it mean to become a “partner” with families?

Cognitive Domain: Analysis

Answer Location: Preparing for Family Partnerships: Actualizing the Process

Difficulty Level: Hard

6. Why is the term *family engagement* used in the text instead of *parent involvement*?

- A. because most families include at least one parent
- B. because it reflects the changing nature of the homes in which children reside
- C. because *engagement* implies “doing to” parents, while *involvement* implies “doing with” parents
- D. because the No Child Left Behind Act mandated it

Ans: B

Learning Objective: 1-2: How do I feel about developing home-school partnerships?

Cognitive Domain: Comprehension

Answer Location: Forming Family Partnerships: Self-Assessment Activity

Difficulty Level: Medium

7. Which feeling is often experienced by educators when they initially consider the idea of collaborating with families?

- A. terror
- B. ambivalence
- C. denial
- D. anger

Ans: B

Learning Objective: 1-2: How do I feel about developing home-school partnerships?

Cognitive Domain: Comprehension

Answer Location: Forming Family Partnerships: Self-Assessment Activity

Difficulty Level: Medium

8. It is most important for teachers to identify _____ that may be a barrier to effective family collaboration practices.

- A. attitudes
- B. resources
- C. funding sources
- D. scheduling issues

Ans: A

Learning Objective: 1-2: How do I feel about developing home-school partnerships?

Cognitive Domain: Knowledge

Answer Location: Forming Family Partnerships: Self-Assessment Activity

Difficulty Level: Easy

9. According to numerous research studies, which statement about high-quality family engagement programs is accurate?

- A. Students earn higher grades but often experience increased behavior problems.
- B. Students are less likely to go on to postsecondary education but are more likely to attend school regularly.
- C. Students are more likely to be placed in special education classes and report they like school.
- D. Students are less likely to be retained in a grade and more likely to have better social skills.

Ans: D

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Analysis

Answer Location: Benefits for Students

Difficulty Level: Hard

10. What happens when families are engaged in their children's education?

- A. Children are placed in classrooms with teachers they like.
- B. Their skills and confidence increase.
- C. Teacher efficacy improves.
- D. Family health and well-being are evident.

Ans: B

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Comprehension

Answer Location: Benefits for Families

Difficulty Level: Medium

11. The family engagement represented by a PTO is most likely to be involved with which of these benefits for educators and schools?

- A. increased campus safety
- B. greater gains on test scores
- C. financial

D. achievement of federally mandated standards

Ans: C

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Analysis

Answer Location: Benefits for Educators and Schools

Difficulty Level: Hard

12. A lack of _____ is a lack of confidence in being able to help your child succeed in school.

A. family efficacy

B. discretionary time

C. exclusivity

D. engagement

Ans: A

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Knowledge

Answer Location: Family Barriers: Individuals or Groups

Difficulty Level: Easy

13. Which of the following is most likely to create barriers that keep parents from fully participating in their children's education?

A. parents who had a positive personal school experience

B. parents' sense of pride over remarks made by teachers during conferences

C. parents' embarrassment over not being able to help their children with assignments

D. parents' pleasant interactions with teachers and administrators

Ans: C

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Analysis

Answer Location: Family Barriers: Individuals or Groups

Difficulty Level: Hard

14. According to research, how do locked doors, increased security procedures, and the size of schools affect family engagement?

A. They are physical barriers that can unintentionally discourage family engagement.

B. They create a false sense of protection for students, which can undermine family engagement.

C. They present minimal challenges that can be easily bypassed by persistent families.

D. They are programmatic barriers that are created to purposely limit family engagement.

Ans: A

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Comprehension

Answer Location: School, District, or Community Barriers

Difficulty Level: Medium

15. Schools should consider how certain _____, such as prohibiting younger siblings

from attending in-school events, create additional _____ to family engagement.

- A. opportunities; advantages
- B. rules; supports
- C. statements; scaffolds
- D. policies; barriers

Ans: D

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Comprehension

Answer Location: School, District, or Community Barriers

Difficulty Level: Medium

16. Family engagement programs are legislatively mandated, but school districts have options about how they _____ these programs and may bypass the mandates by failing to _____ effective family engagement programs.

- A. allocate; adopt
- B. fund; fully fund
- C. initiate; research
- D. staff; implement

Ans: B

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Analysis

Answer Location: School, District, or Community Barriers

Difficulty Level: Hard

17. School activities designed for families, such as Halloween parades or family tree activities, can be considered _____ activities, because not all families can participate.

- A. culturally biased
- B. barrier
- C. exclusive
- D. volunteer

Ans: C

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Comprehension

Answer Location: School, District, or Community Barriers

Difficulty Level: Medium

18. A major barrier for families who are new immigrants includes the inability to understand _____.

- A. educators who are fluent in legal discourse of education laws
- B. why they should support their children's success
- C. the political elements of the curriculum
- D. the majority language of the new school

Ans: D

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Comprehension

Answer Location: Barriers for Culturally and Linguistically Diverse Families

Difficulty Level: Medium

19. Some _____ believe that the teacher's role is to educate the child and the family's role is to rear the child at home.

- A. religions
- B. curricula
- C. cultures
- D. schools

Ans: C

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Comprehension

Answer Location: Barriers for Culturally and Linguistically Diverse Families

Difficulty Level: Medium

20. School, family, community, and programmatic barriers can limit family engagement in _____ schools.

- A. only urban and rural
- B. only urban and suburban
- C. only suburban and rural
- D. urban, suburban, and rural

Ans: D

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Comprehension

Answer Location: Barriers for Culturally and Linguistically Diverse Families

Difficulty Level: Medium

21. Which of the following contains two of the three conditions by which people are considered to be family, as defined by the U.S. Census Bureau?

- A. birth and marriage
- B. marriage and remarriage
- C. adoption and blended families
- D. birth and foster care

Ans: A

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Comprehension

Answer Location: Current Trends in Family Demographics

Difficulty Level: Medium

22. Cohabiting couples living without children are considered a/an _____ household.

- A. nonfamily
- B. adult
- C. nonchild
- D. single adult

Ans: A

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Knowledge

Answer Location: Nontraditional Family Configurations

Difficulty Level: Easy

23. Which family arrangement represented the majority (69%) of children in 2016?

- A. same-sex households, including married and unmarried parents
- B. foster care situations
- C. two married parents, including biological parents, adoptive parents, or grandparents
- D. single-parent families although the parent may cohabitate with a nonparent to whom they are not married

Ans: C

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Comprehension

Answer Location: Traditional Family Configurations

Difficulty Level: Medium

24. Compared with previous years, the percentage of single-parent families has _____ and the percentage of two-parent families has _____.

- A. increased; increased
- B. decreased; decreased
- C. decreased; increased
- D. increased; decreased

Ans: D

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Comprehension

Answer Location: Single-Mother or Single-Father Families

Difficulty Level: Medium

25. Compared with previous decades, contemporary American adults are marrying _____ in life and having _____ children.

- A. later; more
- B. later; fewer
- C. earlier; more
- D. earlier; fewer

Ans: B

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Comprehension

Answer Location: Marriage Ages and Birth Rates

Difficulty Level: Medium

26. Divorce rates vary depending on a couple's _____.

- A. age and gender
- B. race and length of marriage
- C. level of education and income
- D. number of prior marriages and age at first marriage

Ans: B

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Comprehension

Answer Location: Divorce

Difficulty Level: Medium

27. For divorced adults who went on to remarry, what was the average length of time between divorce and second marriage?

- A. 7–8 years
- B. 5–6 years
- C. 4–5 years
- D. 3–4 years

Ans: D

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Knowledge

Answer Location: Remarriage

Difficulty Level: Easy

28. Children who are being raised by relatives other than their parents or grandparents receive _____ care.

- A. migratory
- B. foster
- C. kinship
- D. respite

Ans: C

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Comprehension

Answer Location: Grandparent Caregivers

Difficulty Level: Medium

29. Greater percentages of _____ children live in poverty than children from other races/cultural backgrounds.

- A. Asian or Pacific Islander and Hispanic
- B. Caucasian and Native American/Eskimo
- C. Hawaiian and Greek
- D. African American and Latino

Ans: D

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Knowledge

Answer Location: Economic Status of Today's American Families

Difficulty Level: Easy

30. Extreme child poverty is defined as children living in families with incomes below _____ of the federal poverty level.

- A. 25%
- B. 50%
- C. 75%
- D. 100%

Ans: B

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Knowledge

Answer Location: Economic Status of Today's American Families

Difficulty Level: Easy

31. Which statement about the race and ethnicity of today's American families is accurate?

A. The percentage of Latino and Asian American families are projected to show the most growth, while the percentage of White families will decrease.

B. The U.S. Census Bureau calculates that by 2060, White non-Hispanics will represent 56% of the U.S. population.

C. The number of minority births is expected to exceed the number of White, non-Hispanic births by 2050.

D. It is projected that one in four U.S. residents will be Latino within 70 years.

Ans: A

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Analysis

Answer Location: Race and Ethnicity of Today's American Families

Difficulty Level: Hard

32. Which identifier was first included in the U.S. Census Bureau survey in 2010 and is one of the fastest-growing categories in the country?

A. undocumented

B. transgender

C. immigrant

D. multiracial

Ans: D

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Analysis

Answer Location: Race and Ethnicity of Today's American Families

Difficulty Level: Hard

33. Which of the following describes a culturally responsive teacher?

A. A teacher who establishes a classroom climate that is not demanding.

B. A teacher who uses one teaching strategy that works wells with his non-native English speakers.

C. A teacher who learns her students' verbal and nonverbal communication styles.

D. A teacher who uses instructional materials that promote the dominant culture's values.

Ans: C

Learning Objective: 1-5: How can I practice culturally responsive family engagement?

Cognitive Domain: Analysis

Answer Location: Culturally Responsive Teaching

Difficulty Level: Hard

34. The influence of personal family experiences form the _____ through which

educators view and understand their students and their students' families.

- A. lens
- B. relationships
- C. values
- D. ethical standards

Ans: A

Learning Objective: 1-5: How can I practice culturally responsive family engagement?

Cognitive Domain: Knowledge

Answer Location: Culturally Responsive Teaching

Difficulty Level: Easy

35. Teachers need to use culturally responsive teaching practices and _____ that are responsive to students' cultural and community backgrounds.

- A. ethical practices
- B. build relationships
- C. family engagement strategies
- D. interaction styles

Ans: C

Learning Objective: 1-5: How can I practice culturally responsive family engagement?

Cognitive Domain: Comprehension

Answer Location: Culturally Responsive Teaching

Difficulty Level: Medium

36. Which activity reflects the National Association for the Education of Young Children (NAEYC) *Code of Ethical Conduct's* approach to how teachers should collaborate with families?

- A. telling families about volunteer opportunities at school
- B. sharing a bilingual newsletter about a recent field trip
- C. sending a list of requested supplies for the first day of school
- D. requesting baby photos for a Mother's Day project

Ans: B

Learning Objective: 1-6: What does it mean to have ethical practice in family engagement?

Cognitive Domain: Application

Answer Location: Ethical Practice

Difficulty Level: Medium

37. Ethical guidelines require that teachers respect all families' right to _____.

- A. access the classroom whenever they wish to visit
- B. review the ethical standards upon demand
- C. provide independent medical evaluations to school health personnel
- D. privacy relating to family matters

Ans: D

Learning Objective: 1-6: What does it mean to have ethical practice in family engagement?

Cognitive Domain: Comprehension

Answer Location: Ethical Practice

Difficulty Level: Medium

True/False

1. Developing a class website and providing frequent updates on class activities are effective ways to foster active engagement and collaborative partnerships with families.

Ans: T

Learning Objective: 1-1: What does it mean to become a “partner” with families?

Cognitive Domain: Comprehension

Answer Location: Preparing for Family Partnerships: Actualizing the Process

Difficulty Level: Medium

2. Teachers may be unsure about how to engage families, especially if they are not parents themselves.

Ans: T

Learning Objective: 1-2: How do I feel about developing home-school partnerships?

Cognitive Domain: Knowledge

Answer Location: Forming Family Partnerships: Self-Assessment Activity

Difficulty Level: Easy

3. Researchers have found that family engagement at the elementary level can account for up to 60% of the variance in students’ achievement levels.

Ans: F

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Knowledge

Answer Location: Benefits for Students

Difficulty Level: Easy

4. Being highly engaged in their children’s education can help families learn ways to handle discipline and other parenting issues.

Ans: T

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Knowledge

Answer Location: Benefits for Families

Difficulty Level: Easy

5. A fear of criticism should lead teachers to limit family access to their classrooms.

Ans: F

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Comprehension

Answer Location: School Barriers: Educators

Difficulty Level: Medium

6. Today’s families often have plentiful discretionary time.

Ans: F

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Comprehension

Answer Location: Family Barriers: Individuals or Groups

Difficulty Level: Medium

7. Some cultural traditions may discourage family involvement in children's schools or classrooms.

Ans: T

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Comprehension

Answer Location: School, District, or Community Barriers

Difficulty Level: Medium

8. It is more likely that high school teachers will have students in the midst of parental divorce and remarriage than will elementary school teachers.

Ans: F

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Comprehension

Answer Location: Remarriage

Difficulty Level: Medium

9. A greater percentage of children living in single-father homes are in poverty when compared to children living in single-mother homes.

Ans: F

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Comprehension

Answer Location: Economic Status of Today's American Families

Difficulty Level: Medium

Essay

1. Why is a culturally responsive approach to family engagement more time-intensive?

Ans: It takes time to build trusting relationships. It requires more open/flexible scheduling and often more time in school for teachers outside the normal workday to respond to family needs (e.g., transportation, shift work, childcare needs).

It takes time to create/update various avenues of communication (class websites, newsletters, e-mail, etc.).

Learning Objective: 1-5: How can I practice culturally responsive family engagement?

Cognitive Domain: Analysis

Answer Location: Chapter Introduction

Difficulty Level: Hard

2. Why are teachers urged to use the term *family engagement* rather than *parent involvement*?

Ans: *Family* is more inclusive than *parents* (not all children live with parents; many live with grandparents, foster families, etc.).

Family better reflects the changing nature of the lives of today's children (multiple family configurations).

Family engagement welcomes the contributions of a range of family members, not just parents, including children's grandparents, foster parents, siblings, and others.

Parent involvement implies a bidirectional flow of activity with families simply responding to school demands; *family engagement* reflects a "coming together" in active participation among homes, schools, and communities.

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Analysis

Answer Location: Preparing for Family Partnerships: Actualizing the Process

Difficulty Level: Medium

3. What skills, attitudes, and beliefs regarding family engagement should administrators look for in teacher candidates when seeking to hire a culturally responsive educator?

Ans: Candidates should:

view family participation as positive and family input as valuable.

believe they can build trust and relationships with families.

know how to collaborate with others and work as part of a team.

know how to create a welcoming environment.

be able to create challenging curricula.

work to understand individual students' abilities and adjusts teaching to address their needs.

be respectful of others.

value diversity.

be good listeners and communicators.

be flexible and able to adjust to the needs of others.

be reflective and willing/able to consider their own beliefs and biases.

Learning Objective: 1-5: How can I practice culturally responsive family engagement?

Cognitive Domain: Application

Answer Location: Preparing for Family Partnerships: Actualizing the Process

Difficulty Level: Medium

4. Do you agree or disagree with this statement, and why? *Teachers' beliefs about family engagement are as important as, if not more important than, the number and quality of family engagement policies and programs established by the school.*

Ans: Relationships matter! Negative attitudes or biases toward families or about the value of family input can thwart all other efforts at family engagement. Without genuine trust and respect, partnering relationships cannot be developed. Negative attitudes will stop the process before it even begins.

Teachers who believe that family engagement is not worth the time or effort required will not fully engage in programs/activities themselves or encourage families to participate; they may even hope such programs fail.

Learning Objective: 1-2: How do I feel about developing home-school partnerships?

Cognitive Domain: Application

Answer Location: Preparing for Family Partnerships: Actualizing the Process

Difficulty Level: Medium

5. After taking a course in college on building home-school-community relationships and reading numerous research articles on the benefits of family engagement in children's education, Mr. Larkins, a first-year teacher at Jefferson Middle School, wants to develop genuine family partnerships with his students' families. He knows the process will require a lot of time and effort on his part, but he believes it will be worth it. What benefits does Mr. Larkins hope to see for himself, his students, and their families as a result of his family engagement efforts?

Ans: higher student grades and test scores

decreased likelihood of failing courses/repeating grades

better student attendance

greater likelihood students will graduate from high school

better social skills

fewer negative student behavior reports

students who like school

more positive family attitudes about teacher and school

increased willingness/ability on family's part to help child with learning at home

increased understanding of children's growth/development, parenting skills, and school structure/programs

increased school safety

increased likelihood of meeting federal/state accountability standards

increased family participation in school and community issues/initiatives

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Application

Answer Location: Benefits of Effective Family Engagement Practices

Difficulty Level: Hard

6. What must Mr. Larkins do to begin the process of developing partnerships with his students' families?

Ans: He must:

first value and welcome family participation in classroom/education.

understand his own beliefs, experiences, and biases that may hinder the creation of respectful, reciprocal relationships.

reach out to families in a variety of ways, including face-to-face communication via home visits, phone calls, and conferences; and indirect communication, through notes home, invitations to school events, and e-mail and website avenues.

gather family information and seek to understand family worldviews, cultures, traditions, and practices.

solicit family input and concerns about children's education and practice active listening. communicate to families genuine care, trust, and respect.

plan a variety of family engagement activities and keep scheduling flexible in response to family needs.

identify family barriers to active family engagement and collaborate with school and community sources to help remove those barriers, such as lack of transportation, child care, and so on.

Learning Objective: 1-1: What does it mean to become a "partner" with families?

Cognitive Domain: Application

Answer Location: Preparing for Family Partnerships: Actualizing the Process

Difficulty Level: Medium

7. Discuss how school safety/security practices can both help and hinder family involvement in the school and children's education.

Ans: School safety/security practices can help assure families and show that the school cares about keeping children safe; however, safety procedures may make it difficult for families to even enter the school--lack of proximal parking, identification requirements--and may hamper families from volunteering due to excessive paperwork and the hassle of security practices.

Families whose first language is not English may have difficulty completing paperwork or obtaining adequate identification.

Learning Objective: 1-3: What are the benefits and barriers of family engagement?

Cognitive Domain: Comprehension

Answer Location: Barriers to Authentic Family Engagement

Difficulty Level: Medium

8. The Tanner family lives in extreme poverty. What are some other likely characteristics of the Tanner family based on U.S. Census Bureau reports?

Ans: The Tanner family income is less than about \$11,000 per year (half of the federal poverty level).

The Tanner family is a single-mother household.

The head of the Tanner household may be unemployed or underemployed.

The Tanner family most likely lives in the South.

The Tanner children represent 20% of all American children.

The Tanner family is most likely American Indian, African American, or Hispanic.

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Application

Answer Location: Configuration of Today's American Families

Difficulty Level: Medium

9. How does a school indirectly communicate its vision of family engagement to families?

Ans: the friendliness and welcoming attitudes of all staff, from receptionists to educators to administrators

the tone and type of language used to communicate to families in posted signs and other forms of verbal and nonverbal communication

the school's written and "unwritten" policies regarding family participation in school activities

hospitality and accessibility of school buildings to families

type and scheduling of school events that relate to families' needs and abilities

Learning Objective: 1-1: What does it mean to become a "partner" with families?

Cognitive Domain: Application

Answer Location: Throughout the chapter

Difficulty Level: Medium

10. What are some of the changes occurring in family demographics and composition, and why is it important for educators to understand these changes?

Ans: The majority of children live in traditional nuclear families (two married parents).

Increasing numbers of children live in single-parent homes.

Increasing numbers of children live in binuclear families (stepfamilies).

Divorce rates are still at about 50% for White and Black women, but rates vary according to race and cultural background.

Most divorce occurs in the first 8–10 years of marriage. Preschool- to elementary-age children are more likely to experience parents' divorce and remarriage than older children.

Parents are waiting longer to marry and start families.

Families are smaller (fewer children per household).

More single women are giving birth, although teen pregnancy rates are decreasing.

There are increased numbers of young children living in poverty, particularly children living with single mothers (about 21% of all children in the United States live at or below poverty levels).

There are increased numbers of children being reared by grandparents.

The U.S. population is increasing in its diversity. Asian and Latino families show the greatest growth in population, and multiracial families reflect the fastest-growing demographic in the United States.

Teachers and school administrators must first recognize and seek to understand the family and cultural contexts of students in order to create relevant, meaningful curriculum and to build partnerships with families and communities that support and encourage active participation in children's education and overall development.

Learning Objective: 1-4: What are today's families like in structure and culture?

Cognitive Domain: Analysis

Answer Location: The Administrator as a Responsive Leader | Current Trends in Family Demographics

Difficulty Level: Hard