Heike M. Buhl & Johanna Hilkenmeier

Professionalism in parent-teacher conversations: Aspects, determinants, and consequences. A competence-oriented discussion

It is common knowledge that parent-teacher conversations are not very popular with teachers or with parents. Accordingly, research using self-report data and analyses of the conversations (Bennewitz & Wegner, 2017; Sacher, 2014) has shown dissatisfaction on both sides, and difficult situations during these talks. However, parent-teacher conversations are without doubt important: Because of the increasing significance of cooperation between schools and families, with the goal of partnership regarding the child's education, communication between teachers and parents is a precondition of cooperation (e.g., Epstein, 2009; Neuenschwander et al., 2005; Sacher, Sliwka, Tschöpe-Scheffler, Walper, & Wild, 2013).

Thus, the catchy title of the special issue "Who is afraid of talking to parents?" points to a relevant problem in every teacher's life. We can ask two further questions: Why are teachers afraid of talking to parents? Moreover, what is to be done to reduce this problem? With the interest in professionalism in parent-teacher conversations, the questions suggest problems of competence, and especially the development of teacher competence (Aich, 2011; Bruder, 2011; Gartmeier, 2011; Gerich et al., 2017; Hertel, 2009).

To structure the discussion of professionalism, the different approaches regarding teacher competence in parent-teacher conversations can be integrated in a model of determinants and consequences of teachers' professional competence following Kunter, Kleickmann, Klusmann, and Richter (2013).

Professionalism and professionalization: A model of determinants and consequences of teachers' professional competence in parent-teacher conversations

The basis of this model is the prominent multidimensional model of teachers' professional competence (Baumert & Kunter, 2013). Competence is composed of pro-

Professor Dr. Heike M. Buhl (corresponding author) · Johanna Hilkenmeier, Department of Psychology, Paderborn University, Warburger Straße 100, 33098 Paderborn, Germany
e-mail: heike.buhl@uni-paderborn.de
          johanna.hilkenmeier@upb.de

fessional knowledge (content knowledge, pedagogical content knowledge, pedagogical and psychological knowledge, organizational knowledge, and counseling knowledge), beliefs, motivational orientations, and self-regulation skills. To point to determinants and consequences of teachers' competence, Kunter, Kleickmann, Klusmann, and Richter (2013) further formulated a model of the development of this type of professional competence. First of all, the model emphasizes that teachers' professional competence is learnable. The development of professional competence depends on the uptake of formal and informal learning opportunities. Thus, teachers can acquire their competence through the period of qualification and beyond. However, certain entry characteristics, such as motivational and self-regulatory aspects, can have an influence even before entering the period of professional qualification; the model therefore considers both individual differences and differences in learning opportunities (Kunter et al., 2013). Various determinants, such as personal characteristics, context, and learning opportunities, lead to professional competence, professional practice, and ultimately to the teaching outcome or professional success, such as positive student and teacher consequences. Kunter et al. (2013) pointed out that teaching practices comprise more than instructional quality in classrooms. For instance, meeting with students and parents is a relevant aspect of teachers' professional practice. Thus, looking at professional knowledge, it is not surprising that Baumert and Kunter (2013) differentiated professional knowledge into different types, and others counseling knowledge. Of important note is that professional knowledge is composed of declarative and procedural knowledge.

On the basis of this original model (Kunter et al., 2013) the different approaches regarding research on parent-teacher conversations in this issue can be integrated into the following model adapted for parent-teacher conversations (Figure 1).

The core concept and prerequisite for the understanding of professionalism is professional competence. Regarding parent-teacher conversations, various theoretical and empirical approaches have engaged in the explication of competence aspects or facets. Even in the given issue, different competence models are used, which are shortly characterized and compared in the following.

The research group of Hertel, Schmitz, and colleagues formulated a competence model of counseling. Running a number of investigations, they used multi-methodological measurement approaches with paper-pencil surveys as well as behavioral observations. As a starting point, Hertel (2009) expected five competence facets: Personal resources, social skills regarding collaboration, counseling skills and pedagogical knowledge, process competence, and coping. Personal resources have included aspects of task-monitoring and self-reflection. Social skills regarding collaboration comprise the ability to acknowledge and include others' perspectives, cooperative behavior, and cooperative aspirations. Counseling skills and pedagogical knowledge have included diagnostic competence and communicational competence. Process competence comprises the adaption of strategies, as well as orientation toward a goal and available resources. Coping comprises the ability to handle criticism and difficult counseling situations. The empirical analyses led to the assumption that a model with two to three factors could possibly fit better (Hertel,

Figure 1: Model of determinants and consequences of teachers' professional competence in parent-teacher conversations (following Kunter et al., 2013, p. 67)
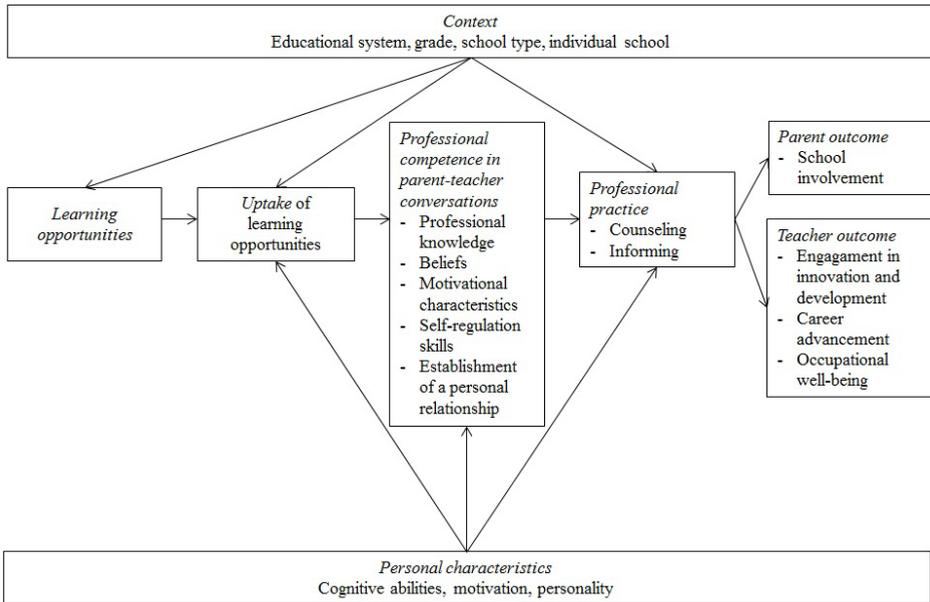
2009). Bruder (2011) continued Hertel's work. Her research led to four competence facets: Counseling skills, diagnostic/pedagogical knowledge, collaboration/perspective taking, and coping. Interested additionally in determinants of counseling competence, she showed that reflected experience, knowledge, and job experience play a significant role in predicting counseling competence. Gerich et al. (2017) followed this research path. They tested the four dimensional model postulated by Bruder (2011) in a more heterogeneous sample of primary school teachers, as well as lower-track and higher-track secondary school teachers. The four dimensions were slightly adapted and a second-order model was tested. Hence, the facets communication skills and coping skills remained the same. Two new modeled facets were the facet diagnostic skills comprising the aspects problem definition, searching for possible causes, and perspective taking; and second, the facet problem-solving skills, including the aspects strategy application, goal orientation, solution and resources orientation, and cooperative actions.

Also looking at teacher competences in counseling parents, and coming from a humanistic background, Aich (2009) focused on the three person-centered aspects by Rogers (1983): Empathic response, congruent communication, and unconditional positive regard. The main goal of these facets is the establishment of a positive, trusting relationship (Aich, 2009). Further, Aich (2009) describes the competence facets of recognition and communication about one's own and others' position and beliefs, as well as transactional communicational rules and strategies, and finally the recognition of a problem. The facets were operationalized through the rating of simulated and real parent-teacher conversations. Especially the person-centered

aspects turned out to be relevant because they could be modified through a training program in various samples.

Another conceptualization of teachers' competence in parent-teacher conversations was developed by Gartmeier et al. (2011). In comparison with Hertel and colleagues, as well as Aich (2009), they had a stronger focus on the conversation itself, conceptualizing communication competence. Three main facets were described and operationalized: advancing in problem solution, building a supportive interpersonal relationship, and structuring the conversation. Advancing in problem solution describes the competence of identifying, finding consensus, as well as defining a problem and a possible solution through specific questions, short summaries, and specific consensual action plans. The facet of structuring a conversation includes goal-orientation, transparency, the regulation of content and timing of the conversation, and metacommunication. Building a supportive interpersonal relationship can be further described through the words acceptance, appraisal, and empathy (e.g., listening actively). Also following a multimethodological approach, the authors used computer-based key-feature assessments using case vignettes. However, simulated conversations were videotaped and rated. The model was evaluated through data of secondary school pre-service teachers; a second-order model fit the data adequately (Wiesbeck, 2015).

Most of the competence facets named here can be allocated to the professional competences postulated in the model of the development of teachers' competence (Kunter et al., 2013). Thus, pedagogical knowledge, diagnostic competence and counseling skills (Bruder, 2001; Gerich et al., 2017; Hertel, 2009), the facets advancing problem solutions and structuring conversations (Gartmeier et al., 2011), problem definition and the search for possible causes (Gerich et al., 2017), and recognition and communication about one's own and others' position and problem (Aich, 2009) can be seen as aspects of professional knowledge. Personal resources (such as task-monitoring and self-reflection; Hertel, 2009) and coping (Bruder, 2011; Gerich et al., 2017) can be allocated to the competence facet self-regulation skills.

However, one competence facet we call "establishment of a personal relationship" should be added to the original model in order to comprehensively describe relevant competence facets in parent-teacher conversations. This facet includes the aspects of social skills regarding collaboration (Hertel, 2009), collaboration/perspective taking (Bruder, 2011), cooperative actions (Gerich et al., 2017), building a supportive interpersonal relationship (Gartmeier et al., 2011), and using a person-centered attitude through empathy, congruency, and unconditional positive regard in parent-teacher conversations (Aich, 2009).

Using this conceptualization of teachers' competence in parent-teacher conversations and its determinants and consequences as a framework, in the following we discuss the value of the four presented studies in this issue.

Professional competence, professional practice, and learning opportunities

To introduce the prerequisites of parent-teacher conversations, Gartmeier, Aich, Sauer, and Bauer (this issue) point to differences between teachers and parents. In doing so, they go beyond the concrete communication between these parties. They underline differences regarding the relationship to the child, the scope of responsibility for the child, and the role of the school system. In accordance with the model of teachers' professional competence in parent-teacher conversations (Figure 1), this introduction underlines the complexity of the problem. We have to consider *personal characteristics* not only of the teacher, but also of the parents and the child, in order to establish the teachers' and parents' relationship to the child, as well as a relationship between teacher and parents (in general and in a special dyad/ triad). Further, the *context* has to be taken into account in order to identify the role of the school system. As a professional facet of the conversation, teachers also have to consider the aspects discussed by Gartmeier et al. (this issue) as a part of their *professional knowledge*. They have to consider differences between conversation partners, and also should be able to take the perspective of parents into account during a conversation in terms of an *establishment of a personal relationship*.

Jucks and Päuler (this issue) have focused on the importance of perspective taking and the differences between teachers' and parents' perspectives. Qualitatively and quantitatively asking parents and teachers, they showed that, as part of their *beliefs*, parents reported a higher teacher focus in effective teaching than did teachers. Teachers realized that parents expected more teacher-focused teaching than they did themselves. Being aware of parental expectations and being able to take the parents' perspective is crucial when it comes to speaking with parents about leaning and teaching. This underlines perspective taking as a relevant facet of the *establishment of a personal relationship*. Also, teachers should be aware of parents' beliefs and perspectives in terms of *professional knowledge*. For further research, it might be interesting if teachers actualize this knowledge during parent-teacher conversations, as well as during their professional career course.

The article by Sauer (this issue) regards professional counseling following the competence model of Hertel (2009). With a special interest in a practical, incorporated part of professional knowledge, which can be contrasted with theoretical knowledge, teachers' concepts of parent-teacher counseling were reconstructed qualitatively using semi-structured interviews. The results led to different types of teacher perspectives: Teachers of Type A saw problem perceptions by the parents as a starting point of the parent-teacher conversations, whereas teachers of Type B saw problem-perception lying by the teachers. This illustrates different *beliefs* about the professional practice: Teachers of Type A saw counseling as a responsive support (i.e., *counseling* in the closest sense of the word), whereas teachers of Type B saw counseling as feedback prompted by the teacher, or as a stressful conflict based on parental complaint. Teachers of Type B wanted to convey their own

perspective. These heterogeneous goals went along with different beliefs about necessary competencies. Both types also differed in the *uptake of learning opportunities*. Although all interviewed teachers regretted the lack of *learning opportunities*, only teachers of Type A sought possibilities for specialist training. It is an open and important question which personal characteristics predict the distinctions between both types: Motivation and personality factors might play an important role.

The article by Wiesbeck et al. (this issue) concentrates, on the one hand on *professional competence* following the competence model of Gartmeier et al. (2011); on the other hand, it seeks for the *uptake of a learning opportunity*. In order to analyze professional conversation competence as a part of *professional competence*, advancing in coming to a problem solution, building a supportive interpersonal relationship, and structuring the conversation, were identified as crucial communicative skills (Gartmeier et al., 2011). Simulated conversations with trained actors were used as a method for assessing communicative competence. As the authors underline, this is a performance-oriented method for assessing competence. That is to say, they used aspects of the *professional practice* in parent-teacher conversations as an opportunity to assess the underlying competence (cf., Klieme & Hartig, 2007). The goal of the investigation was to establish simulated conversations as a suitable learning opportunity. From a methodological point of view, the reliability and construct validity of simulated conversations for assessing conversation competence were shown. For instance, communication competence was associated with *personal characteristics*, such as the final secondary-school examination grade and previous knowledge.

Further on, the article by Aich, Behr, and Kuboth (this issue) underlines the *learning opportunity* of a communication training as a possibility to improve aspects of *professional competence*. A pre-post design showed a significant and sustainable increase of all three investigated counseling skills (i.e., empathic response, congruent communication, and unconditional positive regard) after an intensive training (Gmuend Model for conducting parent-teacher conferences, cf. Aich, 2011). By contrast, theoretical education did not increase counseling skills. As further insight from a methodological point of view, similar to Wiesbeck et al. (this issue), the article introduced the possibility to assess counseling competence using global ratings of simulated videotaped conversations regarding the three named facets of *professional knowledge*. Again, professional practice indicated professional competence.

To sum up, the five articles investigate important facets of *professional competence* in parent-teacher conversations. It is considered that in this sample of five authors, three different models of competence are being used, each highlighting different aspects. Regarding the model of the proposed development of teachers' competence in parent-teacher conversations (Figure 1), motivational characteristics and beliefs are facets of professional teacher competence (Baumert & Kunter, 2013) that, until now, have received little attention in competence modeling efforts in the domain of parent-teacher conversations. Jucks and Päuler (this issue) and Sauer (this issue) have given insights into teacher beliefs on parent-teacher con-

ferences, and Sauer (this issue) points out the teachers' motivation for qualification. To achieve a further comprehensive perspective, future research should examine further whether teacher beliefs and teacher motivation can be integrated into existing models of professional competence in parent-teacher conversations. *Personal characteristics* are included in the articles of Gartmeier et al. (this issue), as well as Jucks and Päuler (this issue). As for other professional competencies, we can expect that cognitive abilities, motivation, and personality not only influence professional competence and professional practice directly (Mayr, 2014), but are also indirectly mediated by the uptake of learning opportunities (Bohndick, 2015). Indeed, the interplay of competence and the uptake of learning opportunities is indicated by Sauer (this issue).

Determinants and outcome variables

The model of determinants and consequences of teachers' professional competence (Figure 1) shows the next important steps in the research on parent-teacher conversations. In the long run, it is necessary to go beyond the concrete situation of conversation to investigate the context, determinants, and especially the consequences of professional competence and practice in parent-teacher conversations.

The *context* determines form, frequency, and participants of parent-teacher conversations. An obvious example includes differences between primary and secondary schools. Gartmeier et al. (this issue) already pointed out that the school system is highly relevant for the relationship between parents, teachers, and children. Additionally, the quality of collaboration and its benefit is perceived differently, depending on school type, grade, and size (Sacher, 2005). Bruder (2011) and Gerich et al. (2017) also showed that relevant teacher competences vary throughout different samples, such as primary school teachers, and lower-track and higher-track secondary school teachers. In this issue, different context variables, such as grade and school type, have been considered. Whereas Sauer (this issue) interviewed teachers but did not differ between school-types, Jucks and Päuler (this issue) questioned parents and teachers from elementary schools only. Asking quite a different sample, Wiesbeck et al. (this issue) and Aich et al. (this issue) analyzed data of university teacher students. Hence, context variables should be further included in future research to investigate whether different educational systems, school types, grades, and individual schools matter in parent-teacher conversations.

To answer the question, "Who's afraid of talking to parents," as a second determinant of teacher-parent conversations, the *learning opportunities and their uptake* must be considered. Their importance is already underlined in this issue. However, it should be taken into consideration even more so. In this issue, Sauer examines teachers' attitudes toward further qualification along with communicational experiences with parents. In her analysis, Sauer describes different types of teachers. Only one type, however (Type A-1), in which counseling is seen as a re-

sponsive support, seeks for further qualification through school-internal training (Sauer, this issue). None of the other types of teachers saw a need for professional development. It should be a subject of further research to investigate antecedents in terms of personal characteristics and experiences in parent-teacher conversations that led to the perceived need for further professional qualification. Quasi-experimental studies, such as training through simulated parent-teacher conversations (Aich et al., this issue; Wiesbeck et al., this issue), could offer insights into an experience-based perceived need for further qualification. Aich et al. (this issue) could show that a training through role playing leads to an increase in empathy, congruence, and unconditional regard. The authors themselves describe the training as a realistic possibility to enhance teacher well-being. This underlines the necessity of the existence and use of learning opportunities as a part of teacher education to increase teachers' competence in parent-teacher conversations. It should make up some of the content of the first phase of teacher education within the university, and definitely the second phase of teacher education, as well as professional development across the teaching career.

Beside the context, existence, and the uptake of learning opportunities, the third part of determinants of professional competence are teachers' *personal characteristics*. In her analysis, Hertel (2009) found that younger teachers who teach non-linguistic subjects, and who show a high degree of motivation for change, benefit more from counseling training than other teachers. Also, Hertel could show that counseling competence is associated with the perceived professional role, the degree of being informed about counseling, the perceived success in counseling, and teachers' self-efficacy. As discussed above, personal characteristics are already considered in this issue by Gartmeier et al., Jucks and Päuler, and Sauer. However, besides knowledge, grades (as indicators of cognitive abilities) and motivation, personality factors especially can be expected to influence parent-teacher conversations in a significant manner. This might be an interesting, yet mostly academic question.

Regarding their *outcome*, parent-teacher conversations aim to improve the relationship between teachers and parents, the school engagement of parents, and teachers' situation, with the superordinate goal to support children and adolescents in their school education. In the medium and long term, proper parental involvement can lead to an increase in students' motivation and academic achievement (e.g., Dumont, Trautwein, Nagy, & Nagengast, 2014; Hill & Tyson, 2009; Jeynes, 2012). Parent-teacher conversations are one opportunity for communication and collaboration that takes place in schools. Epstein et al. (2009) as well as Hoover-Dempsey and Sandler (1995, 2005) have described communication as one relevant aspect of parental school involvement. So far, research has shown that parent-teacher conversations, including parental consultation and information exchange, can lead to *parent outcome* variables, such as parental satisfaction, perceived benefit, and parental motivation toward school involvement (Akers, 2005; Grady, 2013; Hilkenmeier, Wiescholek, & Buhl 2017; Hilkenmeier & Buhl, 2017; Minke & Anderson, 2003; Sacher, 2005). However, it should be noted that it depends on

the quality of the conversation whether it successfully leads to an increase in parental motivation and well-being (Hilkenmeier, 2017).

Positive effects of professional competence in parent-teacher conversations can be expected, not only for parents and students, but also for teachers themselves. Regarding *teacher outcomes*, the well-known general outcomes of professional competence can be expected: High professional competence in parent-teacher conversation should go along with engagement in innovation, career advancement, and occupational well-being. Research on teacher outcome has shown that teachers who perceive parent-teacher conversations as beneficial offer additional communicational opportunities more often (Hertel et al., 2013). Hertel (2009) showed that a teacher training through simulated conversations leads to an increase in teacher self-efficacy and satisfaction with the conversation. Thus, to answer the question: Competent teachers are not afraid of talking to parents.

Methodological considerations

This special issue shows that research on parent-teacher conversations has already achieved a broad knowledge base, with relevant and detailed insights. Also, excellent research methods are presented in the given articles. As a special benefit, the articles use different assessments, which complement each other.

Asking for the interplay of professional competence, personal characteristics, and the uptake of learning opportunities, Jucks and Päuler (this issue) and Sauer (this issue) used self-report data. Jucks and Päuler concentrated on a special aspect of professional competence: different beliefs about teaching of parents and teachers, and teachers' knowledge about these differences. Participants were asked in a standardized quantitative manner with an established instrument. To assess mutual perspective taking, an open-ended question was added. The data were evaluated applying a content analysis. Thus, the information given here stems from a combination of quantitative and qualitative research, as well as self-assessment and external assessment. In contrast to this explicit knowledge of teachers, Sauer (this issue) asked for implicit practical knowledge. She used a qualitative-reconstructive method resulting in different teachers' concepts of parent-teacher counseling. This method allowed for a deeper understanding of the entanglement of competence, practice, and the uptake of learning opportunities.

In the contributions by Wiesbeck et al. (this issue) and Aich et al. (this issue), the topic change was associated with a different methodology. Both articles ask for the assessment of professional competence using observation studies. In both studies, university students participated in simulated conversations. To test the quality of assessment, Wiesbeck et al. assessed the performance in conversations with trained actors. The performance was assessed by external observers' ratings, the partner (actor) in the conversation, and the participants themselves. The results underline the reliability and validity of the assessment method. With an additional interest in the effectiveness of learning opportunities – in this case, an extend-

ed teacher communication training – Aich et al. (this issue) realized a quasi-experimental within-subject design with three measurement points: Before and after the training, and a follow up. Again, trained raters conducted global ratings, which were reliable.

The overview of these four empirical investigations has shown an impressive variety of reliable and valid methods in the assessment of single aspects of parent-teacher conversations and their prerequisites. Bringing the referred methods together promises deeper understanding of professionalism in parent-teacher conversations.

Resume

Considering the initial questions of "Who is afraid of talking to teachers?", "Why are teachers afraid of talking to parents?", and "What is to be done to reduce this problem?" we can conclude that each article in this issue makes an important contribution toward answering these questions. The integration of the underlying competence models of counseling and communication in parent-teacher conversations, and especially of the empirical results given in this issue in a model of determinants and consequences of teachers' professional competence (Figure 1), has shown the necessity to bring the different approaches together. In a further step, the different aspects of competence can be combined with determinants and consequences of competence. Open questions regard the effects of contextual and personal factors on professional competence and practice, and the effect of different practices in parent-teacher conversations on parent and teacher outcomes, and, in the end, student outcomes. This would allow a deeper understanding of the problems and benefits of parent-teacher conversations. This special issue additionally has shown that there are methods to do so. A multi-method approach combining qualitative and quantitative methods, observational studies, and self-reports promise important insights into the professionalism in parent-teacher conversations.

References

Aich, G. (2011). *Professionalisierung von Lehrenden im Eltern-Lehrer-Gespräch. Entwicklung und Evaluation eines Trainingsprogramms*. Hohengehren, Germany: Schneider.

Aich, G., Behr, M., & Kuboth, C. (this issue). The Gmuend Model for teachers-parent conferences – Application and evaluation of a teacher communication training. *Journal for Educational Research Online*.

Akers, P. (2005). Conferencing the SMART way. *Principal, 84,* 47.

Baumert, J., & Kunter, M. (2013) The COACTIV model of teachers' professional competence. In M. Kunter, J. Baumert, W. Blum, U. Klusmann, S. Krauss, & M. Neubrand (Eds.), *Cognitive activation in the mathematics classroom and professional competence of teachers* (pp. 25–48). Boston, MA: Springer.

Bennewitz, H., & Wegner, L. (2017). „Er tut sich einfach schwer.". Eine gesprächsanalytische Untersuchung zur Mitteilung von Leistungsproblemen in Elterngesprächen. *Psychologie in Erziehung und Unterricht, 4*(2), 270–281.

Bohndick, C. (2015). *Überfachliche Kompetenzen Lehramtsstudierender. Persönliche Voraussetzungen, Determinanten der Nutzung von Lerngelegenheiten und Bestandteile professioneller Kompetenz.* Dissertation, Universität Paderborn, Germany.

Bruder, S. (2011). *Lernberatung in der Schule. Ein zentraler Bereich professionellen Lehrerhandelns.* Dissertation, Institut für Psychologie, Humanwissenschaften. TU Darmstadt, Germany.

Dumont, H., Trautwein, U., Nagy, G., & Nagengast, B. (2014). Quality of parental homework involvement: Predictors of reciprocal relations with academic functioning in the reading domain. *Journal of Educational Psychology, 106*(1), 144–161.

Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Rodriguez Jansorn, N. et al. (2009). S*chool, family and community partnerships: Your handbook for action* (3rd edition). Thousand Oaks, CA: Corwin Press.

Gartmeier, M., Aich. G., Sauer, D., & Bauer, J. (this issue). Editorial. *Journal for Educational Research Online.*

Gartmeier, M., Bauer, J., Fischer, M. R., Karsten, G., & Prenzel, M. (2011). Modellierung und Assessment professioneller Gesprächsführungskompetenz von Lehrpersonen im Lehrer-Elterngespräch. In O. Zlatkin-Troitschanskaia (Ed.), S*tationen Empirischer Bildungsforschung. Traditionslinien und Perspektiven* (pp. 412–426). Wiesbaden, Germany: VS.

Gerich, M., Trittel, M., Bruder, S., Klug, J., Hertel, S., Bruder, R., & Schmitz, B. (2017). Modeling, measuring, and training teachers' counseling and diagnostic competences. In D. Leutner, J. Fleischer, J. Grünkorn, & E. Klieme (Eds.), *Competence assessment in education. Research, models and instruments* (pp. 149–166). Dordrecht, Netherlands: Springer Science + Business Media B.V.

Grady, D. E. (2013). *Elements of parent-teacher conferences that foster parental engagement and home-school partnerships in a rural k-3 elementary school.* Doctoral dissertation, Edgewood college. ProQuest, UMI Dissertations Publishing, 3613808.

Hertel, S. (2009). *Beratungskompetenz von Lehrern – Kompetenzdiagnostik, Kompetenzförderung, Kompetenzmodellierung.* Münster, Germany: Waxmann.

Hertel, S., Bruder, S, Jude, N., & Steinert, B. (2013). Elternberatung an Schulen im Sekundarbereich: schulische Rahmenbedingungen, Beratungsangebote der Lehrkräfte und Nutzung von Beratung durch die Eltern. In N. Jude & E. Klieme (Eds.), *PISA 2009 – Impulse für die Schul- und Unterrichtsforschung* (Zeitschrift für Pädagogik, 59th Supplement) (pp. 40–62). Weinheim, Germany: Beltz.

Hoover-Dempsey, K. V., & Sandler, H. (1995). Parental involvement in children's education: Why does it make a difference? T*eachers College Record, 97*(2), 310–331.

Hoover-Dempsey, K. V., & Sandler, H. M. (2005). *Final Performance Report for OERI Grant # R305T010673: The Social Context of Parental Involvement: A Path to Enhanced Achievement.* Presented to Project Monitor, Institute of Education Sciences, U.S. Department of Education, March 22, 2005.

Hilkenmeier, J. (2017). *Förderung elterlichen Schulengagements. Elternsprechtage als Forschungs- und Handlungsfeld.* Dissertation, Universität Paderborn, Germany.

Hilkenmeier, J., & Buhl, H. M. (2017). Zur Bedeutung des Gesprächs am Elternsprechtag – Ein Blick in die Forschung In G. Aich, C. Kuboth, M. Gartmeier, & D. Sauer (Eds.) *Kommunikation und Kooperation mit Eltern* (pp. 76–85). Weinheim, Germany: Beltz.

Hilkenmeier, J., Wiescholek, S., & Buhl, H. M. (2017). Motivationsförderung am Elternsprechtag. Zum Zusammenhang zwischen eingeschätzter Leseleistung, Lehrer- und Elternverhalten. *Psychologie in Erziehung und Unterricht, 4*(2), 256–269.

Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology, 45*(3), 740–763.

Jeynes, W. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education, 47*(4), 706–742.

Jucks, R., & Päuler, L. (this issue) Teachers' and parents' beliefs about effective teaching and their assumptions on the other group's perspective. *Journal for Educational Research Online.*

Klieme, E., & Hartig, J. (2007). Kompetenzkonzepte in den Sozialwissenschaften und im erziehungswissenschaftlichen Diskurs. *Zeitschrift für Erziehungswissenschaft, 10*, 11–29.

Kunter M., Kleickmann T., Klusmann U., & Richter D. (2013) The development of teachers' professional competence. In M. Kunter, J. Baumert, W. Blum, U. Klusmann, S. Krauss, & M. Neubrand (Eds.), *Cognitive activation in the mathematics classroom and professional competence of teachers* (pp. 63–78). Boston, MA: Springer.

Mayr, J. (2014). Der Persönlichkeitsansatz in der Forschung zum Lehrerberuf – Konzepte, Befunde und Folgerungen. In E. Terhart, H. Bennewitz & M. Rothland (Eds.), *Handbuch der Forschung zum Lehrerberuf*, (2nd edition) (pp. 189–215). Münster, Germany: Waxmann.

Minke, K. M., & Anderson, K. J. (2003). Restructuring routine parent-teacher conferences: The family-school conference model. *The Elementary School Journal, 104*(1), 49–69.

Neuenschwander, M.P., Balmer, T., Gasser-Dutoit, A., Goltz, S., Hirt, U., Ryser, H., & Wartenweiler, H. (2005). *Schule und Familie*. Bern, Switzerland: Haupt.

Sacher, W. (2005). *Erfolgreiche und misslingende Elternarbeit. Ursachen und Handlungsmöglichkeiten. Erarbeitet auf der Grundlage der Repräsentativbefragung an bayerischen Schulen im Sommer 2004*. Nürnberg: Schulpädagogische Untersuchungen Nürnberg, Nr. 24.

Sacher, W. (2014). *Elternarbeit als Erziehungs- und Bildungspartnerschaft. Grundlagen und Gestaltungsvorschläge für alle Schularten*. Bad Heilbrunn, Germany: Klinkhardt.

Sacher, W., Sliwka, A., Tschöpe-Scheffler, S., Walper, S., & Wild, E. (2013). *Qualitätsmerkmale schulischer Elternarbeit. Ein Kompass für die partnerschaftliche Zusammenarbeit von Schule und Elternhaus*. Düsseldorf, Germany: Vodafone Stiftung.

Sauer, D. (this issue). Parent-teacher counselling: On 'blind spots' and didactic perspectives. *Journal for Educational Research Online.*

Wiesbeck, A., Bauer, J., Gartmeier, M., Kiessling, C., Möller, G. E., Karsten, G., Fischer, M. R., & Prenzel, M. (this issue). Simulated conversations for assessing professional conversation competence in teacher-parent and physician-patient conversations. *Journal for Educational Research Online.*

Wiesbeck, A. B. (2015). *An evaluation of simulated conversations as an assessment of pre-service teachers' communication competence in parent-teacher conversations*. Dissertation, Technische Universität München, Germany.