



# STATE OF THE STATES



Family, School, and Community Engagement within State  
Educator Licensure Requirements

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## Acknowledgements

The National Association for Family, School and Community Engagement (NAFSCE) is the first membership association focused solely on advancing family, school, and community engagement (FSCE). Our mission is advancing high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.

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# PART I: OVERVIEW

## A Introduction

Just as astronauts, engineers, and physicists must work together to ensure a successful space launch, families, schools, and communities each play a crucial role in launching and sustaining a child's learning and development. Yet, for generations family, school, and community engagement (FSCE) has been considered a desirable, but not essential, component of a child's education. In contrast, research proves that family engagement is foundational for student achievement, particularly in communities that have been historically underserved based on race, ethnicity, and income.

For educators to effectively engage families, teachers and administrators must be trained on high-impact family engagement strategies before they enter the classroom. However, most teachers lack the training and capacity to effectively engage families. (Epstein, 2018; Epstein & Sanders, 2006; Shartr and, Weiss, Kreider & Lopez, 1997). According to *Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships* released by the U.S. Department of Education, both families and school staff currently lack the capacity for strong FSCE partnerships. These types of partnerships require a set of capabilities, connections, confidence, and cognition which are not universally part of the programs that prepare teachers and administrators for their roles, nor do families regularly have access to building these capabilities unless offered by the school. Instead, relationships may be further distanced by a lack of knowledge, skills, capabilities, and mindsets held by staff and families, such as the commonly held belief that many families are not interested in their child's education.<sup>1</sup>

When educators fail to engage families, student achievement suffers as does teacher satisfaction and retention. A 2012 Public Agenda Poll found that teachers attribute lack of preparation as one of their greatest barriers to increased family engagement. A 2010 Public Agenda study discovered what teachers value: 84 percent of educators said they would prefer to work in a school where student behavior and parental support are significantly higher, over a school that offered a significantly higher salary.

*State of the States: Family, School, and Community Engagement within State Educator Licensure Requirements* identifies existing practices and gaps in educator and administrator preparation in family, school, and community engagement. The report analyzes the current minimum requirements for educator preparation programs (EPPs) set by the 50 U.S. states and six U.S. territories that license educators and administrators, highlighting the professional practice standards and field requirements most directly addressing family, school, and community engagement. Because there are no national family engagement standards for educator preparation, the National Association for Family, School,

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<sup>1</sup> "One-third of teachers and nearly half of parents said that most or many parents take too little interest in their children's education. One-third of teachers and four in 10 parents said that most or many parents fail to motivate their children to learn in school." Markow, Ph.D., Dana. et al (2013) *The MetLife Survey of the American Teacher: Challenges for School Leadership* Retrieved from MetLife website: <https://www.metlife.com/content/dam/microsites/about/corporate-profile/MetLife-Teacher-Survey-2012.pdf>



and Community Engagement (NAFSCE) examined how several national education and early childhood organizations addressed family engagement in their model standards. Based on that analysis, four foundational elements of effective family engagement were chosen to serve as the focus of this report: collaboration and partnership, communication, culture and diversity, and relationships and trust.

The study found that only 17 of the 56 U.S. states and territories explicitly address training teachers in all four foundational elements identified as essential to effective family and just 25 of 56 address all four elements for the training of administrators. This means that nearly 70 percent of states are not requiring EPPs to adequately train future teachers on all of these family engagement fundamentals. Less than half of the states and territories are requiring administrator training in all four areas. The need for teachers to establish strong relationships and trust with families was the least represented of the four foundational elements, with fewer than 40% of states addressing this essential tenant of family engagement.

NAFSCE believes that the lack of pre-service family engagement preparation for educators is one of the most significant obstacles to the advancement of family engagement as a strategy for student achievement and school improvement. This report is the first milestone in a multi-phased effort to equip educators and administrators with the knowledge, skills, and experiences needed to effectively engage families and communities. At the center of this effort is a seven-state Family Engagement Consortium on Pre-service Educator Preparation. The Consortium has brought together representatives from state education agencies, select educator preparation programs, and leading educational organizations to consider promising new approaches to preparing educators for family engagement, and to develop a framework that will inform both policy and practice. In the final phase, teaching colleges will be chosen to create, execute, and evaluate pilot programs based on the model framework created by the Consortium. The seven teams chosen from a competitive pool of applicants to serve on the Consortium are California, Colorado, Hawaii, Maryland, North Dakota, South Carolina, and Wisconsin. The National Education Association (NEA), MAEC, the Council for the Accreditation of Educator Preparation (CAEP), and the American Association of Colleges for Teacher Education (AACTE) have joined NAFSCE as partners in this effort. The W.K. Kellogg Foundation and the National Education Foundation have provided generous support for the initiative.

State of the States: Family, School, and Community Engagement within State Educator Licensure Requirements has been developed by the National Association for Family, School and Community Engagement (NAFSCE), with the support of the W.K. Kellogg Foundation and National Education Association. Since 2014, NAFSCE has been engaged in advancing high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement. NAFSCE is the first membership association focused solely on advancing family, school, and community engagement (FSCE). NAFSCE is committed to providing nonpartisan research that enhances family engagement as a universally practiced and essential strategy for improving children's learning and advancing equity.

## **B** Family Engagement Defined

NAFSCE endorses the family engagement definition developed in 2010 by the National Family, School and Community Engagement Working Group, many members of which are now on NAFSCE's Board.

- Family engagement is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development.
- Family engagement is continuous across a child's life and entails enduring commitment but changing parent roles as children mature into young adulthood.
- Effective family engagement cuts across and reinforces learning in the multiple settings where children learn- at home, in prekindergarten programs, in school, in after school programs, in faith-based institutions, and in the community.

### **What do we mean by High-Impact Family Engagement?**

High-impact family and community engagement is collaborative, culturally competent, and focused on improving children's learning.

Some examples of high-impact strategies are:

- Building personal relationships, respect, and mutual understanding with families through home visits, community walks, and class meetings.
- Sharing data with families about student skill levels.
- Modeling effective teaching practices so families can use them at home.
- Listening to families about their children's interests and challenges, then using this information to differentiate instruction.
- Incorporating content from families' home cultures into classroom lessons.
- Aligning family engagement activities with school improvement goals.

Practices like these are even more effective when combined. Contrast these with traditional events and activities for families, which research finds have small effects on student achievement.

## i. The Importance of Family Engagement

There is an established body of research supporting the value of meaningful family engagement as a factor that supports student outcomes, as well as research that identifies key components of high impact strategies.

“Over 50 years of research links the various roles that families play in a child’s education—as supporters of learning, encouragers of grit and determination, models of lifelong learning, and advocates of proper programming and placements for their child—with indicators of student achievement including student grades, achievement test scores, lower drop-out rates, students’ sense of personal competence and efficacy for learning, and students’ beliefs about the importance of education.”<sup>2</sup>

The *Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships* report, released by the U.S. Department of Education in 2013, offers a framework for building the capacity of schools and families to engage in effective family–school partnerships supporting student achievement & school improvement. The framework is built on research for effective partnerships. The updated second version of the Dual Capacity-Building Framework (*see page 10*), released by Dr. Karen Mapp in 2019, includes:

- the addition of the essential conditions of "asset-based" and "culturally responsive & respectful,"
- "Relational: built on mutual trust" moved to be the leading process condition
- and, "the most fundamental change in Version 2 is reflected in the flow and direction of the graphic,"<sup>3</sup> which positions the essential conditions, on the left, as being foundational for accomplishing the capacity outcomes, included on the right.

The Framework identifies the following essential conditions that need to be in place for effective partnerships:

### Process Conditions

- Relational: A major focus of the initiative is on building respectful and trusting relationships between home and school.
- Linked to Learning: Initiatives are aligned with school and district achievement goals and connect families to the teaching and learning goals for the students.

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<sup>2</sup> Mapp, Karen L. and Kuttner, Paul J. (2013). *Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships*. Retrieved from the U.S. Department of Education website: <http://www2.ed.gov/documents/family-community/partners-education.pdf>

<sup>3</sup> Mapp, Karen L. (2019). *The Dual Capacity-Building Framework for Family–School Partnerships (version 2)*. Retrieved from the Dual Capacity website: <https://www.dualcapacity.org/whats-new-in-version-2>



- Asset-based
- Culturally responsive and respectful
- Collaborative: Learning is conducted in group rather than individual settings and is focused on building learning communities and networks.
- Interactive: Participants are given opportunities to test out and apply new skills.

## Organizational Conditions

- Systemic: Initiatives are purposefully designed as core components of educational goals such as school readiness, student achievement, and school turnaround.
- Integrated: Capacity-building efforts are embedded into structures and processes such as training and professional development, teaching and learning, curriculum, and community collaboration.
- Sustained: Programs operate with adequate resources and infrastructure support.

The Framework goes on to set as the goal of family engagement activities building the capacity of school staff and families across the following four components:

- Capabilities: Human Capital, Skills, and Knowledge
- Connections: Important Relationships and Networks—Social Capital
- Cognition: Assumptions, Beliefs, and Worldview
- Confidence: Individual Level of Self-Efficacy

This focus on capacity building empowers staff to “connect family engagement to learning and development, engage families as co-creators, honor family funds of knowledge, and create welcoming cultures.” It also engages families in multiple ways as “co-creators, supporters, encouragers, monitors, advocates, and models.” Similarly, the seminal research by Joyce Epstein identified six types of parent involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community. Family engagement activities and the impact they produce in each of these roles looks distinct and requires a different set of capabilities.

## The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



Research from the University of Chicago has demonstrated the significance of family engagement to strengthening the effectiveness of schools. UChicago Impact's Five Essentials is an evidence-based climate survey system that incorporates the perspectives of teachers, families, and students (high school only). According to 20 years of University of Chicago research, "A low score in even just one of the core measures of the five essentials reduced the likelihood of improvement to less than 10%." One of those five essential areas, Involved Families, measures:

- Teacher-Parent Trust
- Parent Involvement in School, and
- Parent Influence on Decision-Making in Schools

There are endless possibilities for how these core, reinforcing characteristics of effective family engagement can look in particular schools or communities. They can include a variety of activities like parent cafés, family literacy and math nights, and open houses, as well as programs that deeply engage families in leadership councils or parent-led trainings. While these specific activities can be effective in engaging families, the research shows that it is the intentionality and purpose behind the activities that is a common thread for improving student outcomes. In order for family engagement to be high-impact, it has to be aligned to impact that improves student and family outcomes. For example, NAFSCE has developed an outcomes-oriented Theory of Change (*see page 24*) for SEAs to use their own Strategic Levers of Change to strengthen local Essential Conditions for family school partnerships which are aligned to school improvement and student achievement goals.

## ii. ESEA: From Parental Involvement to Family Engagement

As the field of family engagement evolves, through new research from across various fields of human development and through the development and evaluation of new programs and services, there has been a policy shift from parental involvement to family engagement. The Elementary and Secondary Education Act of 1965 (ESEA) included a pivotal emphasis for a quality and equitable education for all students under Title I provisions<sup>4</sup>. The No Child Left Behind Act of 2001 (NCLB) reauthorized ESEA. NCLB defined “parental involvement” as:

20 U.S.C. 9101(32) PARENTAL INVOLVEMENT- The term parental involvement’ means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring —

- (A) That parents play an integral role in assisting their child’s learning;
- (B) That parents are encouraged to be actively involved in their child’s education at school;
- (C) That parents are full partners in their child’s education and are included, as appropriate, in decisionmaking and on advisory committees to assist in the education of their child;
- (D) The carrying out of other activities, such as those described in section 1118.

Under NCLB, in April of 2004, the Department of Education issued guidance on parental involvement for families, educators and communities to work together to improve teaching and learning.<sup>5</sup> The guidance recognized the importance of schools and families working together.

"Secretary Paige put it succinctly when he stated, '[s]chools can't improve without the help of parents.' Three decades of research provide convincing evidence that parents are an important influence in helping their children achieve high academic standards. When schools collaborate with parents to help their children learn and when parents participate in school activities and decision-making about their children's education, children achieve at higher levels. In short, when parents are involved in education, children do better in school and schools improve."

<sup>4</sup> United States. (1965). Elementary and secondary education act of 1965 : H. R. 2362, 89th Cong., 1st sess., Public law 89-10. Reports, bills, debate and act. [Washington] :[U.S. Govt. Print. Off.]

<sup>5</sup> United States Department of Education. (2004). Parental Involvement: Title I, Part A. Retrieved from the U.S. Department of Education website: <https://www2.ed.gov/programs/titleiparta/parentinvguid.doc>

In 2015, the Every Student Succeeds Act (ESSA) reauthorized ESEA and went further to describe deeper engagement between schools, families and the community. Section 1116(a)(2) describes the requirements that each LEA develop a family engagement policy which includes:

The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will—

- (A) Involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).
- (B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- (C) Coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;
- (D) Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—
  - (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  - (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - (iii) strategies to support successful school and family interactions;
- (E) Use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and
- (F) Involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

For LEAs receiving at least \$500,000 of Title I, Part A, Subpart 2, ESSA sets-aside at least one percent of Title I funding to support research-based, high-impact family engagement activities. In addition, up to 10% of that 1% set-aside may be kept and used by the school district for district-level engagement activities, an increase from 5% under the former NCLB. This presents the opportunity for more robust, district-level capacity building FSCE activities.

“Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency's allocation under subpart 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.”  
[Sec. 1116 (a)(3)(A)]

Family engagement requirements are found across federal educational programs, not only Title I. Title III, 21st Century Community Learning Centers, Full-Service Community Schools, Statewide Family Engagement Centers, Individuals with Disabilities Education Act (IDEA), McKinney-Vento Homeless Education, Head Start, the Child Care Development Block Grant, and the Preschool Development Grant B-5 are some of the federal development and education programs with explicit requirements for family engagement.

Additionally, while it does not explicitly address family engagement, Title II funding can be used to train educators on effective, research-based family engagement practices. It could potentially even support joint professional development opportunities for families and educators.

TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, OR OTHER SCHOOL LEADERS SEC. 2001. [20 U.S.C. 6601] PURPOSE. The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

- (1) Increase student achievement consistent with the challenging State academic standards;
- (2) Improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) Provide low-income and minority students greater access to effective teachers, principals, and other school leaders

### iii. Educator and Administrator Capacity Gap

Both research and policy speak to the importance of equipping educators and administrators to plan for, execute, and evaluate FSCE strategies to support school goals, while meeting families where they are; to engage in two-way dialogue with family and community around important issues affecting children; creating spaces for, facilitating, and supporting family and community participation in decisions that impact children; and perhaps most importantly, building trusting and respectful relationships with family and community. A Public Agenda poll found that, given a choice between two otherwise similar schools, 84% of educators preferred to work in a school where student behavior and parental support were significantly higher, over a school that offered a significantly higher salary.<sup>6</sup> Despite the importance of engaging families and the heightened policy mandates under ESSA, research has found that neither educators nor administrators consistently have the requisite capacity to engage in effective family-school partnerships. As articulated in the *Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships*:

“...these mandates are often predicated on a fundamental assumption: that the educators and families charged with developing effective partnerships between home and school already possess the requisite skills, knowledge, confidence, and belief systems—in other words, the collective capacity—to successfully implement and sustain these important home–school relationships. Unfortunately, this assumption is deeply flawed. Principals and teachers receive little training for engaging families and report feeling under-prepared, despite valuing relationships with families.”

For years, the *MetLife Survey of the American Teacher* surveyed educators, parents, and administrators to identify their needs and challenges. Family engagement has consistently been identified as a key challenge. The most recent *MetLife Survey of the American Teacher* focused on school leadership. In the 2013 report, engaging parents and the community in improving the education of students was identified as one of three top leadership challenges by 72% of principals and 73% of teachers. This survey has consistently found that the challenge is exacerbated in secondary school, with 82% of secondary principals vs. 68% of elementary school principals identifying it as a top challenge.

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<sup>6</sup> Learning Point Associates and Public Agenda, *Retaining Teacher Talent: The View from Generation Y*, 2010. Retrieved from: <https://files.eric.ed.gov/fulltext/ED508142.pdf>



In the context of urban, low-income, rural schools, and low-performing schools, family engagement is seen as more challenging by school leaders. Urban school principals rated family engagement as a challenge 82% of the time, compared to 71% from rural schools and 63% from suburban schools. Principals in schools with two-thirds or more low-income students rated family engagement as a challenge nearly twice more than schools with one-third or fewer low-income students. Principals in schools that are two-thirds or more minority identified the challenge 86%, versus 63% in counterpart low-minority schools. Findings were similar for low-performing schools. These findings suggest that different contexts require different approaches to be effective. According to the U.S. Census<sup>7</sup>, adults in families living below the poverty level are disproportionately more likely to have lower levels of educational attainment, with more than a quarter having less than a high school diploma; larger households, rent instead of own their home, and be unemployed. Households are also more likely to be single-mother-led households and are significantly more likely to be African-American, Latino, Asian, or Native-American. Poverty can affect disposable income for school supplies and supplemental support. Working adults may have less flexible work schedules, work evening or night shifts, have multiple jobs, or other conditions which affect engagement at home and at school. In immigrant communities, English is less likely to be spoken well or very well. To address achievement gaps and promote equity, administrators should be equipped to effectively engage families across contexts. It should be noted that while identified as being a challenge more so in schools with certain characteristics, engaging families was consistently identified as a challenge by at least three out of five administrators across all types of schools except those serving primarily high-income students, where it was still identified by 46% of principals.

While principals working in urban and low-income communities found engagement to be significantly more challenging, these communities actually found more value in the engagement with school resources. According to the 2012 *MetLife Survey of the American Teacher: Teachers, Parents and the Economy*, when parents were surveyed regarding how important they thought the principal, PTA/PTO, parent or community liaisons, and other parents were as essential or very important sources of information, urban parents consistently found these to be more significant sources of information than suburban or rural parents. Parents with no more than a high school education also rated these as valuable sources of information at higher rates than college educated parents. The paradox is that school leaders find the greatest challenge in engaging families in the places where families perceive their role and the role of the school community as being more essential or at least important. These findings begin to identify some of the equity challenges facing practitioners in family engagement.

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<sup>7</sup> U.S. Census, 2013-2017 American Community Survey 5-Year Estimates: Poverty Status in Last 12 Months of Families, NAFSCE Analysis

New educators are also often unequipped to engage families when they enter the workforce. Massachusetts, for example, is one of the few states that explicitly articulates expectations for family engagement within its Professional Standards for Teachers and Professional Standards for Administrative Leadership with an entire standard dedicated to it; however, execution of those expectations is not yet as effective as it needs to be. Standard 3 is Family and Community Engagement. These standards not only inform requirements for educator and administrator preparation, but are also aligned to the Massachusetts' Educator Evaluation Framework. Despite being addressed in Massachusetts' mandatory educator preparation program standards, a survey of first year educator candidates and their supervising practitioners found that when asked "Overall, how well prepared was the teacher to meet performance expectations outlined in," each of the standards, each group consistently ranked Standard 3 the lowest.<sup>8</sup> Around curriculum, planning, and assessment; teaching all children; and professional culture, candidates had confidence levels of 95%, 94%, and 96%, respectively. For family and community engagement, their sense of preparedness dropped to 78%. After a year of teaching, still only 80% of teachers felt they had been adequately prepared to address family and community engagement. These findings are in the context of an explicit and comprehensive standard for family and community engagement which is addressed in educator preparation programs and within the state's educator evaluation system. Most states, as will be demonstrated in this report, do not have such robust and explicit expectations.

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<sup>8</sup> Educator Preparation Stakeholder Surveys 2016-2017 Statewide Summary of Results, Analysis and Trends, retrieved from Massachusetts Department of Elementary and Secondary Education website: <http://www.doe.mass.edu/edprep/surveys/2017summary.pdf>

## D Building Capacity

NAFSCE believes that educator and administrator preparation programs should equip educators and administrators with the foundational skills needed for their future roles. In-service mentoring and induction programs, coaching, and professional development can and should be used for continuous improvement towards mastery of those initial requirements, but they should not be the point at which educators are first introduced to family engagement. Are educator preparation programs setting up practitioners to fail by not equipping them with the capabilities, connections, confidence, and cognition necessary to engage families in meaningful and impactful ways?

## E A Look at Licensure

This report will explore the state educator and administrator licensure policies that shape and drive educator preparation programs. “Regulated professions in the United States are licensed at the state level, and most licensed professions require some formal postsecondary education or training as a prerequisite for entry...Although some states occasionally use the term 'certification' to refer to licensure, the term 'licensure' generally refers to an official process, administered by a state-level authority, that is required by law in order for an individual to practice his or her profession.”<sup>9</sup> Each state has distinct requirements for educator and administrator licensure, often including standards, coursework, clinical/field experience, exams, as well as other requirements. This report will focus on professional standards and clinical/field experience requirements for FSCE. Professional standards are typically the foundation for review of pre-service preparation programs, as well as evaluation systems and ongoing professional development. Clinical and field experiences offer candidates their first opportunity to observe and utilize the knowledge and skills they are learning within a supervised environment. This report will explore whether states explicitly address family engagement in their standard and clinical requirements, and identify common threads for how family engagement is addressed within the standards.

Professional standards vary from state to state. There are no national standards; however, a number of model standards exist which some states have adopted or adapted, as reflected in the state profiles. The Council of Chief State School Officers, in collaboration with other national partners as part of the Interstate Teacher Assessment and Support Consortium (InTASC), has released the InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0<sup>10</sup>. Standard 10 of the InTASC standards addresses family engagement most directly: “Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.”

<sup>9</sup> U.S. Department of Education, Professional Licensure, retrieved from <https://sites.ed.gov/international/professional-licensure/>

<sup>10</sup> Council of Chief State School Officers. (2013, April). Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development. Washington, DC: Author. Available at: [https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

Engaging families and community is also addressed throughout other InTASC standards within the performance (P), critical knowledge (CK), or disposition indicators:

- P 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
- CD 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.
- P 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- EK 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- EK 2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.
- CD 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- P 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- CD 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- CD 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community
- P 8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- CD 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- P 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- P 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- P 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- EK 10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- CD 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

The National Policy Board for Educational Administration (NPBEA), also in collaboration with many national accrediting and professional organizations, released the Professional Standards for Educational Leaders<sup>11</sup> (PSEL), a revised version of the ISLLC standards initially published in 1996 and updated in 2008. Within the PSEL standards, FSCE is primarily addressed in Standard 8. Meaningful Engagement of Families and Community: "Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being."

<sup>11</sup> National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author. Available at: <https://ccsso.org/sites/default/files/2017-10/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>

The elements which elaborate on Standard 8 are:

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

FSCE is also addressed in the following elements:

Effective leaders:

- 1 b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- 1 f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- 2 d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity
- 9 c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- 9 k). Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- 10 a) Seek to make school more effective for each student, teachers and staff, families, and the community.

Both, the InTASC and PSEL standards, were developed through broad and extensive consultation with institutions and practitioners. It is important to take these standards into consideration; however, until standards are actually adopted by states and linked to licensure requirements, there is no incentive to align educator and administrator preparation programs to these standards.

As these national model standards have been revised, some states have not updated their policies to adopt the updated standards. Other states are in the process of adopting or revising their standards. When states revise their standards or adopt new standards, the process of program redesign and implementation typically means it will be many years before there are educators in the classroom prepared in programs aligned to the new or revised standards. Where a state was identified to be in transition, that is reflected in the "Other Relevant Policies/Context" section of the state's profile; however, the standards in place at the time of the analysis were utilized for the profile.

In addition to their own state standards, some states have alternative pathways to licensure through programs accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP has its own standards for teacher preparation. Depending on the agreement with the state, CAEP may utilize its own standards or apply state standards in its accreditation review. In its CAEP 2018 K-6 Elementary Teacher Preparation Standards<sup>12</sup>, FSCE is addressed narrowly, primarily as a function of responsive learning through Standard 1: “Understanding and Addressing Each Child’s Developmental and Learning Needs- Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.” FSCE is further described within two components:

- 1.b – Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.
- 1.c – Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.

In early childhood, there is a diverse landscape of standards and expectations for programs and professionals, and within those, there are diverse expectations for family and community engagement. Many states have unique infant and toddler, preschool, child care, and home visiting programs; Quality Rating and Improvement Systems; and workforce knowledge and competency frameworks, often each with its own expectations. With Head Start programs in every U.S. state and territory, funding nearly 900,000 children in FY 2018<sup>13</sup>, Head Start offers an important common reference for early learning programs and professional standards. Head Start released a revised 2nd edition of the Head Start Parent, Family, and Community Engagement Framework (PFCE)<sup>14</sup> aligned to their program performance standards. The Office of Head Start also developed an aligned series of Relationship-Based Competencies to Support Family Engagement including the *Relationship-Based Competencies to Support Family Engagement: A Guide for Early Childhood Professionals Who Work with Children in Group Settings*<sup>15</sup> for teachers and child care workers. These ten competencies are entirely focused on supporting family engagement. They are:

- 1. Positive, Goal-Oriented Relationships- Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes
- 2. Self-Aware and Culturally Responsive Relationships- Respects and responds to the cultures, languages, values, and family structures of each family

<sup>12</sup> Available at <http://caepnet.org/~media/Files/caep/standards/2018-caep-k-6-elementary-teacher-prepara.pdf>

<sup>13</sup> Office of Head Start, Head Start Program Facts: Fiscal Year 2018, available at: <https://eclkc.ohs.acf.hhs.gov/about-us/article/head-start-program-facts-fiscal-year-2018>

<sup>14</sup> U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Available at: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>

<sup>15</sup> U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Relationship-based competencies to support family engagement: A guide for early childhood professionals who work with children in group settings. Available at: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/rbc-sfe-guide-pro-children-group-settings.pdf>



- 3. Family Well-Being and Families as Learners- Supports families’ reflections on and planning for their safety, health, education, well-being, and life goals
- 4. Parent-Child Relationships and Families as Lifelong Educators- Partners with families to build strong parent-child relationships and supports parents as the first and lifelong educators of their children
- 5. Family Connections to Peers and Community- Works with families to strengthen their support networks and connections with other parents and community members who can address families’ strengths, interests, and challenges
- 6. Family Access to Community Resources- Supports families’ use of community resources to make progress toward positive child and family outcomes
- 7. Leadership and Advocacy- Works alongside parents to build on their strengths as advocates for their families and as leaders in the program and community
- 8. Coordinated, Integrated, and Comprehensive Services- Works with other professionals and agencies to support coordinated, integrated, and comprehensive services for families across the organization, community, and system
- 9. Data-Driven Services and Continuous Improvement- Collects information with families and reflects with them to inform goalsetting, planning, and implementation to effect progress and outcomes for families, children, programs, and communities
- 10. Professional Growth- Shows professionalism and participates actively in opportunities for ongoing professional development related to family engagement

These competencies are further unpacked through additional practices, knowledge, and skills. Rubrics and guidance for educator supervisors provide additional resources for meeting these competencies. While the competencies are informative for the professional development of Head Start educators, alignment to these competencies is not required for the preparation of educators. They are more comparable to the standards some states use for educator evaluation, intended to guide practice but not necessarily to guide professional preparation.

The National Association for the Education of Young Children (NAEYC) is a “professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research.” Among its roles, NAEYC is an accreditor of early childhood programs and higher education educator preparation programs for early childhood teachers.

“The NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs describe what early childhood professionals are expected to know and do, defining essential learning outcomes for professional preparation programs and presenting a shared vision of excellence. The Commission on the Accreditation of Early Childhood Higher Education Programs uses these standards as the basis for the accreditation of associate, baccalaureate and initial-license master's degree programs. The standards are also used as the basis for recognition of baccalaureate, master's, and doctoral early childhood degree programs as part of the Council for the Accreditation of Educator Preparation's (CAEP) accreditation of schools, colleges, and departments of education ("Educator Preparation Providers" or EPPs)”<sup>16</sup>

<sup>16</sup> National Association for the Education of Young Children, NAEYC Professional Preparation Standards, available at: <https://www.naeyc.org/our-work/higher-ed/standards>

In their Initial Early Childhood Professional Preparation Programs standards, FSCE is addressed in several standards:

STANDARD 2. Building Family and Community Relationships - Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. Key elements of Standard 2

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

STANDARD 3. Observing, Documenting, and Assessing to Support Young Children and Families - Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. [Selected] key elements of Standard 3:

- 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

STANDARD 4. Using Developmentally Effective Approaches - Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

NAEYC also released a second draft of its Professional Standards and Competencies for Early Childhood Educators in April 2019. These standards are intended to guide "critical professional and policy structures" including state licensure requirements and national credentials. These standards address FSCE in the following ways:

Standard 1. Child Development and Learning in Context

1c: Understanding the ways that child development and the learning process occur within multiple contexts, including family, culture, language, and community as well as within a larger societal context of structural inequities

Standard 2. Family and Community Partnerships

2a: Knowing about, understanding and valuing the diversity of families and communities

2b: Engaging as partners with families in young children's development and learning through respectful and reciprocal relationships

2c: Using community resources to support families and young children as well as working to support the community

Standard 3. Child Observation, Documentation, and Assessment

3d: Building assessment partnerships with families and professional colleagues

Standard 6. Professionalism as an Early Childhood Educator

6e. Using strong communication skills to effectively support young children's learning and development and work with families and colleagues

Each of these national model standards provides insight into different approaches for addressing FSCE, as well as for how FSCE relates to other aspects of education, such as assessment, curriculum development, and integrating the child's culture and background. With multiple national model standards, there are currently no definitive model standards or frameworks to compare against. Therefore, this report extrapolates four core themes from existing standards in order to provide some comparative look across states. The four themes used in the analysis were also informed by the family engagement research. They are not intended to comprehensively address all family engagement knowledge and skills, though do address some of the elements important to family engagement and supported by research.

This report does not attempt to define model professional standards for family engagement, only to identify what standards are currently in place. NAFSCE intends to utilize the information learned in this report to bring together a Consortium on Higher Education to develop a best-practice model family engagement framework for educator and administrator pre-service programs. That framework will inform educator preparation programs, as well as state policies, such as state educator and administrator standards, coursework and field requirements, and how funds for teacher quality enhancement can be leveraged under Title II of the Higher Education Opportunities Act.

FSCE in educator preparation programs may only be a chapter in a course at some institutions, a course not integrated with other courses, integrated into a variety of courses, or a combination therein. Experiences with families and communities may or may not be explicitly required in student teaching and field experiences. FSCE should have dedicated and integrated coursework, as well as wholistic field experiences offered by partnering school sites. "Colleges of education cannot use a one-shot course, even one that is thoughtful and well researched. There are too many complex issues and strategies in an ever-changing lens of what constitutes parent involvement and family engagement. The key is for all to collaborate—the local school district, the local community, and the teacher preparation programs. More importantly, this approach needs to be centered at school sites that include all: the students, families, teachers, school administrators, preservice teachers, teacher educators, regional directors, and even state directors or personnel."<sup>17</sup> School districts and higher education programs should work together in preparing teachers to be family and community engagement ready when they start their practice in the classroom.

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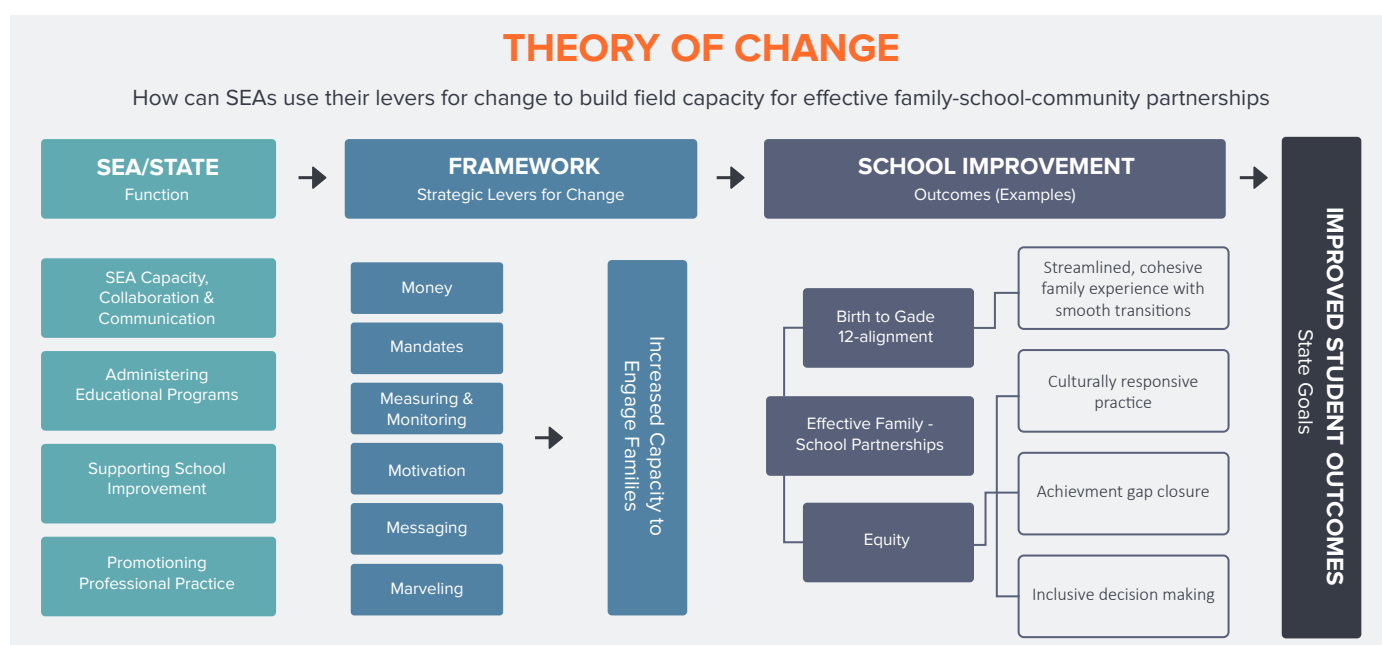
<sup>17</sup> Ferrara, Margaret M. "Understanding Family Engagement through the Focus of the National Standards for Family-School Partnerships: Secondary Preservice Teachers' Perspectives." *School Community Journal* 27, no. 2 (2017): 161.

## F How to Use This Report

This report is designed to highlight the importance of addressing FSCE within educator and administrator pre-service preparation programs, to provide readers with a look at their state's requirements, and provide a high-level comparison overview of state policies. Given the limitations of the methodology, it would benefit interested readers to visit their state requirements and look at the identified standards in the context of the full requirements. Readers can also look at the common concepts and highlighted state practices to help inform review of their own state's standards. Once informed, NAFSCE encourages readers to take action and advocate for FSCE to be more robustly addressed within state policies, particularly educator and administrator standards. Stakeholders who are part of the educator and administrator preparation pipeline, whether as faculty, supervising teachers, or evaluators, can utilize the information in this report to reflect on and revise their own coursework, field requirements, and supports for rising teachers.

Stakeholders at State Education and Higher Education Agencies can influence educator preparation through their policies and policy guidance. NAFSCE has engaged with 19 State Education Agencies (SEAs) through a national Family Engagement Consortium, in partnership with the Council of Chief State School Officers and other organizations, to advance state policy and practice around family, school and community engagement by developing and implementing a state birth-to-grade-12 family engagement framework. SEAs are well-positioned to initiate the type of pre-service change identified in this report through revisions to their standards, licensure requirements, and guidance to Educator Preparation Programs. That work, as well as the 11 Statewide Family Engagement Centers funded in 2018 and 2019 by the U.S. Department of Education, offer promising opportunities to build the capacity of the field and, in-turn, of families to engage in partnerships that support student success.

NAFSCE has developed a Theory of Change which identifies how SEAs can utilize Strategic Levers for Change as they carry out their day-to-day functions in order to increase local capacity to engage families. Increased local capacity to engage families, in turn, leads to more effective family-school-community partnerships which can be designed to positively impact student achievement and school improvement.



Policy makers can use their influence to move practice within their state through policies that apply their Levers for Change<sup>18</sup> towards building field FSCE capacity. Policy makers can create change via:



### MANDATES

that educator preparation programs meet more robust licensure requirements by revising standards to align to expectations outlined in this report and creating explicit field requirements for candidates to observe and participate in FSCE activities.



### MONEY

Use state and federal money, such as Title II funds, to offer grants to IHEs to redesign their programs to include enhanced FSCE.



### MEASURING AND MONITORING

how well prepared educators and administrators perceive having been prepared to address FSCE in their preparation programs, how well educators and administrators perform on FSCE competencies through evaluation systems, or how well candidates from specific IHEs perform on FSCE performance tasks or content assessments.



### MOTIVATING

IHEs to enhance FSCE in their programs through incentive grants, state partnerships, or special designations.



### MESSAGING

the importance of addressing FSCE to Dean's of Colleges of Education, faculty and educator preparation program associations, the state higher education agency, and other such audiences.



### MARVELING

at the practices of those institutions who have successfully addressed FSCE within their programs by highlighting their practices at conferences, on the agency website, in newsletters, and in other ways.

NAFSCE will continue to conduct and disseminate research and tools around educator and administrator preparation to advance high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.

<sup>18</sup> The SEA Levers for Change were developed by NAFSCE as part of the Family Engagement Opportunity Canvas, to help SEAs explore different ways they can advance FSCE within their state and federal program administration, school improvement efforts, accountability, standards and assessments, and professional development work, as well as to build their own internal FSCE capacity. The Levers for Change are money, mandates, measuring and monitoring, motivation, messaging, and marveling.

## PART II CROSS-STATE ANALYSIS

### A Methodology

The *State of the States* report was researched by scanning and reviewing State Education Agency (SEA) websites and accompanying sites to identify state teacher and administrator licensure requirements and standards in FSCE. The data was collected with an initial scan and pull of data that referenced family, school and community engagement. In the initial research data collection, information gathered was uniform, comprehensive and objective across the 50 states and 6 territories. The initial scan looked for the explicit mention of family, school and community engagement in state pre-service educator and administrator requirements. One limitation of this scan is that FSCE is more complex than just the explicit inclusion of key words, such as “family,” “parent,” or “community.” Related terms may be intended to include families, such as “stakeholders,” albeit do not explicitly identify families as essential stakeholders. There is value in identifying these concepts; however, when families are not explicitly identified, programs may not explicitly address them. Alternatively, larger concepts may be foundational for strong family engagement practice, such as utilizing culturally responsive and appropriate practices; however, they may not be articulated in the context of working with families. Identifying these concepts is important because they identify foundational FSCE knowledge or skills which are addressed by standards, but candidates may not be taught how to use them in the context of working with families.

The next step of the content analysis looked for emerging terminology that was used consistently across the states and in alignment with the comprehensive family, school and community research. Four indicators were consistently used across the states and assigned a color to note their representation in the analysis included in this report: collaborat/ & partner; cultur/ and divers/; communicat/; and relationship & trust. More on these concepts and their alignment to the research is in the next section. To accurately capture the intent of the terminology across a varied standards data set the roots of some of the indicators were used to gather all states that used the terminology for analysis. The root words that were used include collaborat/, cultur/, divers/, and communicat/ and their uses are included in the Table 1 below.

**Table 1**

Root Word	Use 1	Use 2	Use 3
Collaborat/	Collaboration	Collaborate	
Cultur/	Culture	Cultures	Cultural
Divers/	Diverse	Diversity	
Communicat/	Communicate	Communicates	Communication

The words were then coded by color orange, red, green and blue respectively. A portion of the Indiana Standards are provided as an example below in Table 2 that are indicative of the use across all of the fifty-six states and territories that were analyzed.



**Table 2**

TEACHER STANDARD	ADMINISTRATOR STANDARD
<p><b>1.</b> Student Development and <i>Diversity</i>, <b>1.1.</b> major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades P–12, and factors in the home, school, community, and broader environment that influence student development.</p> <p><b>2.</b> Learning Processes, <b>2.10.</b> knowledge of how various individual factors (e.g., prior learning and experiences, interests, talents) and factors in the home, school, and community influence learning processes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes.</p> <p><b>6.</b> The Professional Environment, <b>6.1.</b> the ability to apply skills and strategies for establishing <i>collaborative relationships</i> with parents/guardians, other professionals, and community <i>partners</i> to support and enhance student learning. <b>6.2.</b> knowledge of <i>diverse</i> family and community characteristics, structures, dynamics, roles, <i>relationships</i>, and values, and the ability to use this knowledge to build effective <i>partnerships</i> with <i>diverse</i> families and communities.</p>	<p><b>5.</b> <i>Culture</i> of Achievement, <b>5.8.</b> developing family and community <i>partnerships</i> that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the school’s goals for student growth and achievement.</p> <p><b>4.</b> Building <i>Relationships</i>, School building leaders build <i>relationships</i> to ensure that all key stakeholders work effectively with each other to achieve transformative results, including: <b>4.1.</b> establishing an organizational <i>culture</i> of urgency in which students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence, <b>4.2.</b> skillfully and clearly <i>communicating</i> school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites). <b>4.3.</b> using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change. <b>4.4</b> working <i>collaboratively</i> with individuals and groups inside and outside the school, striving for an atmosphere of <i>trust</i> and respect.</p>

Based on the initial research, a state profile sheet was created and disseminated to SEA’s requesting their review and verification of the accuracy of the information and requesting additional context or requirements relevant to family engagement within their licensure requirements. NAFSCE did not receive a response from all of the states. Those states from which a response was received have that indicated on their profile page. A summary of the cross-state analysis is found in Part II of this report. Individual state profiles are in Part III.

## B QUALITY STANDARDS

Given the robust expectations for family engagement identified in the Dual-Capacity Building Framework and described within ESSA, what does this mean and look like in educator preparation standards across the United States? Upon preliminary examination of state educator standards four themes emerged as important for family, school and community engagement included across the states and territories: collaboration and partnership; communication; culture and diversity; and relationships and trust.

Collaboration &  
Partnership

Communication

Culture &  
Diversity

Relationships  
& Trust

**Collaboration and Partnership** emerged as the largest common factor across teacher standards and administrator standards. For teacher standards in Table 3, 46 out of 56 states/territories include collaboration or partnership in their standards. In Table 4, administrator standards follow closely with 43 out of 56 states and territories including collaboration and partnership. For example:

- o “Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.” **Louisiana**
- o “Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.” **New York**

**Communication** with families, particularly two-way communication, is a tenet of the family engagement literature. 30 states and territories included communication with families in educator standards and 36 within administrator standards. As an example, Connecticut includes a strong commitment to effective communication in their administrator standards.

“Responsibility to the student’s family - The professional school administrator, in full recognition of the responsibility to the student’s family, shall: (1) Respect the dignity of each family, its culture, customs and beliefs; (2) Promote and maintain appropriate, ongoing and timely written and oral **communications** with the family; (3) Respond in a timely fashion to families’ concerns; (4) Consider the family’s perspective on issues involving its children; (5) Encourage participation of the family in the educational process; and (6) Foster open **communication** among the family, staff and administrators.”

**Culture and diversity** standards that specifically address family engagement emerged in 42 states for educators and 39 states for administrators. For example:

- o “The leader in community relations has the knowledge and ability to promote the success of all students including students with disabilities and students who are culturally and linguistically diverse by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.” **New Mexico**
- o “The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.” **Arkansas**<sup>19</sup>

**Relationships and trust-building** between the school, family and the community is one of the strongest indicators of high-impact family, school and community engagement according to the research literature yet, was not as strongly emphasized within the standards. Only 22 states included building trust and relationships with family and community in teaching standards and 37 in administrator standards. For example:

- o “Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of the students.” **Arizona**
- o “The ability to apply skills and strategies for establishing collaborative relationships with parents/guardians, other professionals, and community partners to support and enhance student learning” **Indiana**

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<sup>19</sup> Adopted by Arkansas from the 2011 Model Core Teaching Standards developed by Interstate Teacher Assessment and Support Consortium (InTASC) convened by the Council of Chief State School Officers. More on InTASC standards is available at: <https://ccsso.org/taxonomy/term/208>



## Cross-State Review of Teacher Standards

The state-by-state analysis below indicates whether any term associated with one of the four themes (Collaboration and Partnership, Communication, Culture and Diversity, and Relationship and Trust) was included. Overall, within teacher educator standards, collaboration and partnership was the leading indicator at eighty-two percent across the states, the next three indicators fell between thirty-nine and seventy-five percent across the states.

**Table 3**

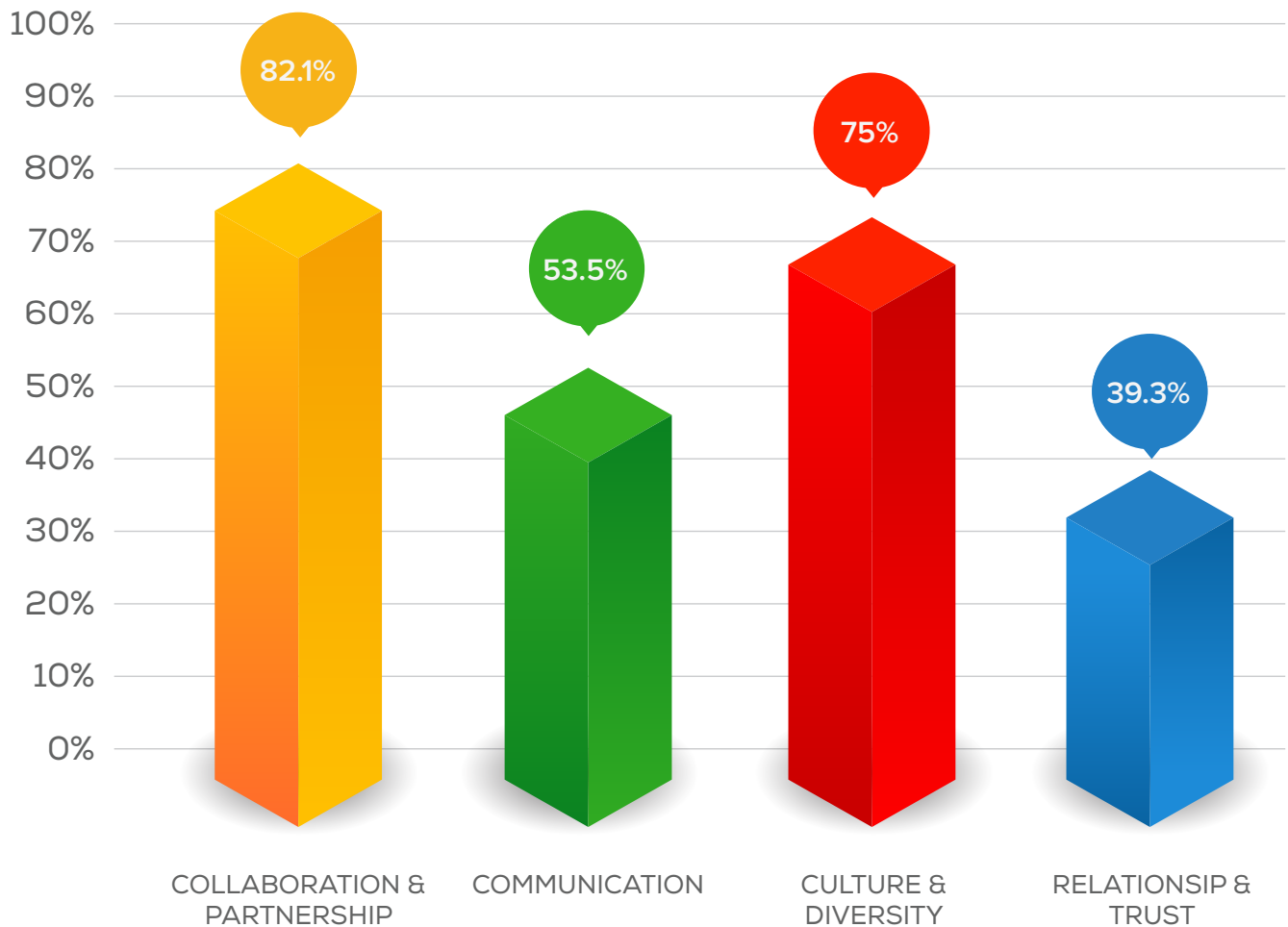
Teacher Educator Standards for Family, School, Community and Engagement

STATE	Collaborat/ partner/	Communicat/	Cultur/divers/	Relationship/ Trust
Alabama	✓	✓	✓	
Alaska	✓	✓	✓	✓
Arizona	✓	✓	✓	✓
Arkansas	✓		✓	
California	✓		✓	
Colorado	✓		✓	
Connecticut	✓	✓	✓	✓
Delaware	✓	✓	✓	
Florida				
Georgia	✓	✓	✓	
Hawaii	✓		✓	
Idaho	✓	✓	✓	
Illinois	✓	✓	✓	✓
Indiana	✓	✓	✓	✓
Iowa	✓	✓		
Kansas	✓	✓	✓	
Kentucky	✓			
Louisiana	✓	✓		
Maine	✓	✓	✓	
Maryland				
Massachusetts	✓	✓	✓	
Michigan	✓	✓	✓	✓
Minnesota	✓	✓	✓	✓
Mississippi	✓		✓	
Missouri	✓		✓	✓

Montana	✓		✓	
Nebraska	✓	✓	✓	
Nevada	✓	✓	✓	✓
New Hampshire	✓	✓	✓	
New Jersey	✓		✓	✓
New Mexico	✓		✓	
New York	✓	✓	✓	✓
North Carolina	✓		✓	✓
North Dakota	✓	✓	✓	✓
Ohio	✓		✓	
Oklahoma	✓	✓	✓	✓
Oregon	✓	✓	✓	✓
Pennsylvania		✓	✓	
Rhode Island	✓		✓	✓
South Carolina				
South Dakota				✓
Tennessee	✓	✓	✓	✓
Texas	✓	✓	✓	✓
Utah	✓		✓	
Vermont	✓	✓	✓	✓
Virginia	✓	✓		
Washington	✓	✓	✓	✓
District of Columbia	✓		✓	
West Virginia	✓			
Wisconsin	✓			
Wyoming			✓	
American Samoa				
Guam				
Northern Mariana Islands.				
Puerto Rico	✓	✓	✓	✓
U.S. Virgin Islands				
	<b>46</b>	<b>30</b>	<b>42</b>	<b>22</b>
	82.1%	53.6%	75%	39.3%
	46/56	30/56	42/56	22/56

Chart 1

## Teacher Standards : Percentage of States Addressing Indicators for FSCE





## D Cross-State Review of Administrator Standards

The comprehensive state of states includes an indicator if the terminology was used in relation to specific family, school and community engagement in the administrator state standards below in Table 4. Overall within the administrator educator standards collaboration and partnership was the leading indicator at seventy-seven percent across the states, with the next three indicators falling between sixty-four and seventy percent across the states.

**Table 4**

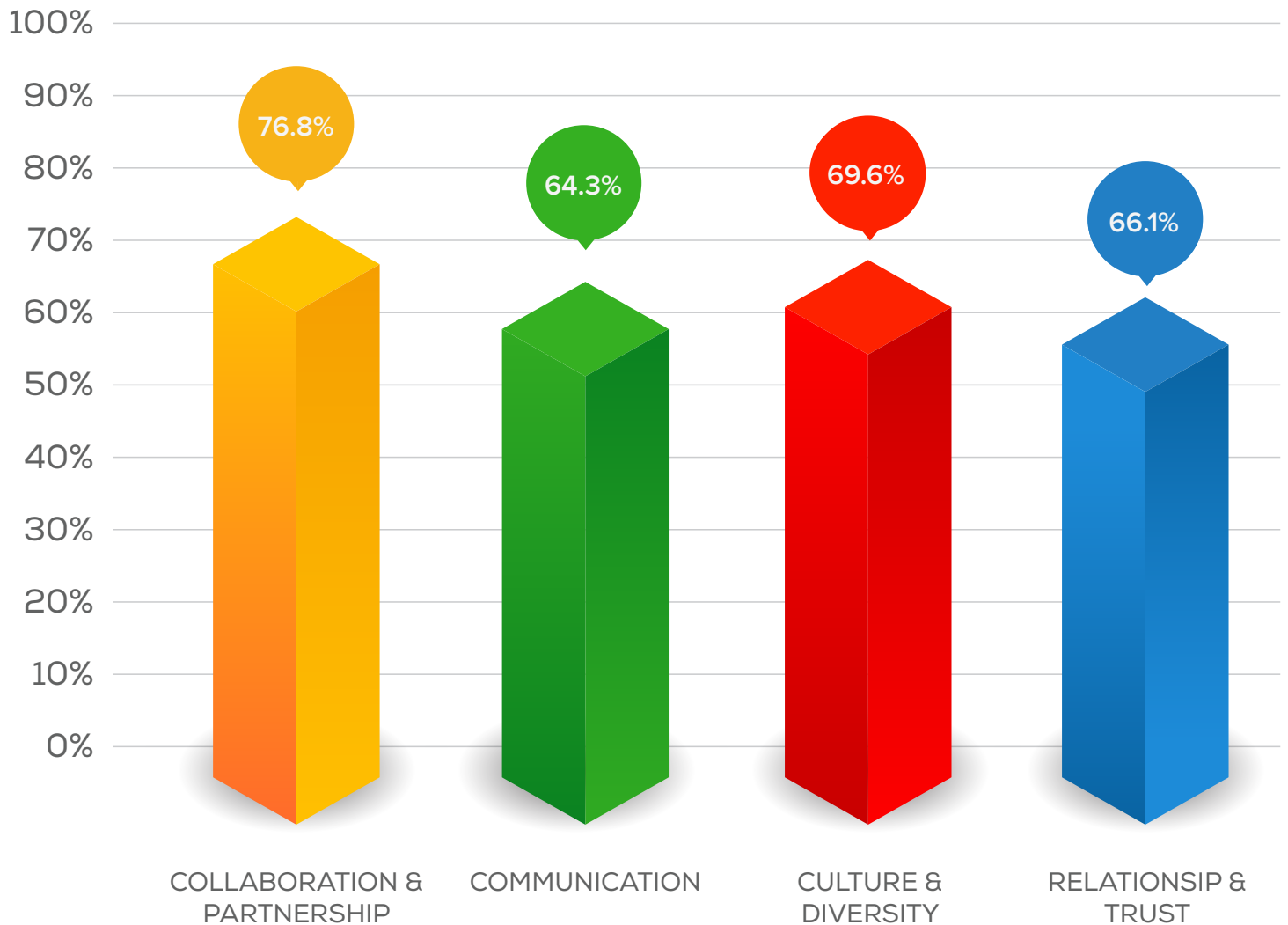
Educational Administration Standards Family, School, Community and Engagement

STATE	Collaborat/ partner/	Communicat/	Cultur/divers/	Relationship/ Trust
Alabama	✓		✓	✓
Alaska	✓		✓	
Arizona	✓	✓	✓	✓
Arkansas	✓		✓	✓
California	✓		✓	
Colorado	✓	✓	✓	✓
Connecticut	✓	✓	✓	✓
Delaware	✓	✓	✓	✓
Florida	✓	✓		✓
Georgia	✓	✓	✓	✓
Hawaii				
Idaho	✓	✓	✓	✓
Illinois	✓	✓	✓	✓
Indiana	✓	✓	✓	✓
Iowa	✓		✓	
Kansas	✓	✓	✓	✓
Kentucky	✓		✓	✓
Louisiana	✓		✓	✓
Maine	✓	✓	✓	✓
Maryland	✓	✓	✓	✓
Massachusetts	✓	✓		✓
Michigan	✓	✓	✓	✓
Minnesota		✓		
Mississippi				
Missouri		✓		✓
Montana	✓	✓	✓	✓
Nebraska	✓	✓	✓	✓

Nevada	✓	✓	✓	✓
New Hampshire	✓		✓	✓
New Jersey	✓	✓	✓	✓
New Mexico	✓	✓	✓	✓
New York	✓	✓		
North Carolina		✓		✓
North Dakota	✓	✓	✓	✓
Ohio	✓		✓	
Oklahoma	✓	✓	✓	✓
Oregon	✓	✓	✓	✓
Pennsylvania	✓	✓		
Rhode Island	✓	✓	✓	
South Carolina	✓	✓	✓	✓
South Dakota	✓	✓	✓	✓
Tennessee			✓	
Texas	✓	✓	✓	✓
Utah	✓		✓	
Vermont	✓	✓	✓	✓
Virginia	✓	✓		✓
Washington	✓	✓	✓	✓
District of Columbia	✓	✓	✓	✓
West Virginia	✓	✓	✓	
Wisconsin				
Wyoming				✓
American Samoa				
Guam				
Northern Mariana Islands.				
Puerto Rico				
U.S. Virgin Islands				
	<b>43</b>	<b>36</b>	<b>39</b>	<b>37</b>
	76.8%%	64.3%	69.6%	66.1%
	43/56	36/56	39/56	37/56

Chart 2

## Administrator Standards : Percentage of States Addressing Indicators for FSCE



## **E Differences in Depth, Breadth, and Scope Across States**

Going beyond the analysis of key concepts, a closer look at the standards of specific states demonstrates significant variation between their expectations. While some standards may use the same terms, they use them in different ways and may or may not elaborate on what those terms mean. For example, in the Alaskan teacher standards included in Table 5 (below) the terms partner, communication, culture and relationship are used in the context of building family, school and community engagement. Moving from parent involvement to family, school and community engagement, the two standards in the table demonstrate contrasting expectations, from the teacher only sharing “the importance and outcomes of student assessment data with the student’s parent/caregiver(s)” to “the teacher works as a partner with parents, families and the community,” then going on to articulate what that partnership includes.

**Table 5**

TEACHER STANDARD - ALASKA	TEACHER STANDARD - FLORIDA
<p><b>3.</b> A teacher teaches students with respect for their individual and <b>cultural</b> characteristics. Performances that reflect attainment of this standard include <b>a.</b> incorporating characteristics of the student’s and local community’s <b>culture</b> into instructional strategies that support student learning; <b>c.</b> applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources.</p> <p><b>4. e.</b> staying current in the teacher’s content area and demonstrating its <b>relationship</b> with and application to classroom activities, life, work, and community.</p> <p><b>5. d.</b> organizing and maintaining records of students’ learning and using a variety of methods to <b>communicate</b> student progress to students, parents, administrators, and other appropriate audiences;</p> <p><b>7.</b> A teacher works as a <b>partner</b> with parents, families, and the community. <b>a.</b> promoting and maintaining regular and meaningful <b>communication</b> between the classroom and students’ families; <b>b.</b> working with parents and families to support and promote student learning; <b>c.</b> participating in school wide efforts to <b>communicate</b> with the broader community and to involve parents and families in student learning; <b>d.</b> connecting, through instructional strategies, the school and classroom activities with student homes and <b>cultures</b>, workplaces, and the community; and <b>e.</b> involving parents and families in setting and monitoring student learning goals.</p>	<p><b>4. e.</b> Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s);</p>

## PART III: STATE AND TERRITORY PROFILES

The pages that follow are profile pages for each U.S. state and territory. Each state profile page includes:

- The link to the relevant standards
- Whether or not the state accepts coursework taken in educator preparation programs accredited by the Council for the Accreditation of Educator Preparation (CAEP) to meet their licensure coursework requirements. The extent of CAEP-accreditation recognition and agreements varies from state-to-state. CAEP-accredited programs must meet CAEP standards but may not meet state professional standards.
- The FSCE-relevant text from the state’s educator and administrator standards.
- Any FSCE-specific field requirement, if one was found.
- Whether there are accountability measures related to the standards within the state’s evaluation system.
- Other relevant policies or context - This includes additional information provided by State Education Agencies.

NAFSCE conducted research to ensure the accuracy of the data that follows, to the best of its ability, at the time the research was conducted. Licensure requirements in each state get revised periodically. In addition, many states have multiple pathways to licensure, including alternative pathways which may not require graduating from an educator preparation program that meets the state’s professional standards. To learn more about a state’s licensure system, visit the state’s licensure website or contact the state’s licensing body.

# ALABAMA

Standards Available at :

Alabama Core Teaching Standards 290-3-3-.03 and Instructional Leadership 290-3-3-.48:  
<http://alabamaadministrativecode.state.al.us/docs/ed/290-3-3.pdf>

Recognizes CAEP -  
Accredited Programs :

YES

State Reviewed :

YES

## FSCE Educator Standards

1. **c.** The candidate **collaborates** with families, communities, colleagues, and other professionals to promote learner growth and development. **k.** The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.
2. **d.** The candidate brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and **cultural** norms. **m.** The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
3. **a.** The candidate **collaborates** with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. **n.** The candidate is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
7. **h.** The candidate **communicates** with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives. **q.** The candidate values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
10. Leadership and Collaboration. The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to **collaborate** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **d.** The candidate works **collaboratively** with learners and their families to establish mutual expectations and ongoing **communication** to support learner development and achievement. **g.** The candidate uses technological tools and a variety of **communication** strategies to build local and global learning communities that engage learners, families, and colleagues. **m.** The candidate understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. **q.** The candidate respects families' beliefs, norms, and expectations and seeks to work **collaboratively** with learners and families in setting and meeting challenging goals.

## FSCE Administrator Standards

- h.** Meaningful Engagement of Families and Community. Effective instructional leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:
  1. Be approachable, accessible, and welcoming to families and members of the community.
  2. Create and sustain positive, **collaborative**, and productive **relationships** with families and the community for the benefit of students.
  3. Engage in regular and open two-way **communication** with families and the community about the school, students, needs, problems, and accomplishments.
  4. Maintain a presence in the community to understand its strengths and needs, develop productive **relationships**, and engage its resources for the school.
  5. Create means for the school community to **partner** with families to support student learning in and out of school.
  6. Understand, value, and employ the community's **cultural**, social, intellectual, and political resources to promote student learning and school improvement.
  7. Develop and provide the school as a resource for families and the community.
  8. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
  9. Advocate publicly for the needs and priorities of students, families, and the community.
  10. Build and sustain productive **partnerships** with public and private sectors to promote school improvement and student learning.



### Field-Experience Requirement

290-3-3-.48 Instructional Leadership. 3(e)(1)(iv) Field placements provide opportunities to work with diverse students, teachers, parents, and communities.

### Accountability/Evaluation Measures

Continuous Improvement in Educator Preparation: <https://www.alsde.edu/sec/ep/Program%20Reviews/CIEP%20Template%2003%20Alabama%20Core%20Teaching%20Standard--revised%2010-8-2018.docx>  
LEA developed teacher and leader rubrics: <https://www.alsde.edu/sec/ee/Pages/professionalpractice-all.aspx?navtext=Teaching%20Effectiveness:%20Professional%20Practice>

### Other Relevant Policies/Context

# ALASKA

Standards Available at :

Alaska's Professional Content and Performance Standards for Teachers and Administrators:  
[https://education.alaska.gov/akaccountability/educator/content\\_performance\\_standards\\_ak\\_educators.doc](https://education.alaska.gov/akaccountability/educator/content_performance_standards_ak_educators.doc)

Recognizes CAEP - Accredited Programs :

YES

State Reviewed :

-

## FSCE Educator Standards

- 3.** A teacher teaches students with respect for their individual and **cultural** characteristics. Performances that reflect attainment of this standard include **a.** incorporating characteristics of the student's and local community's **culture** into instructional strategies that support student learning; **c.** applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources.
- 4. e.** staying current in the teacher's content area and demonstrating its **relationship** with and application to classroom activities, life, work, and community.
- 5. d.** organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences;
- 7.** A teacher works as a **partner** with parents, families, and the community. **a.** promoting and maintaining regular and meaningful **communication** between the classroom and students' families; **b.** working with parents and families to support and promote student learning; **c.** participating in schoolwide efforts to **communicate** with the broader community and to involve parents and families in student learning; **d.** connecting, through instructional strategies, the school and classroom activities with student homes and **cultures**, work places, and the community; and **e.** involving parents and families in setting and monitoring student learning goals.
- f.** The following **cultural** standards for educators apply to a teacher, including a teacher who is an administrator or a special service provider: **2.** a **culturally-responsive** educator uses the local environment and community resources on a regular basis to link what the educator is teaching to the everyday lives of the students; **3.** a **culturally-responsive** educator works closely with parents to achieve a high level of complementary educational expectations between home and school;

## FSCE Administrator Standards

- 4.** An administrator coordinates services that support student growth and development. **c.** coordinating outreach for students, staff and school programs, community organizations, agencies and services; **d.** being responsive to parent and family requests for information, involvement in student learning, and outreach assistance;
- 6.** An administrator uses assessment and evaluation information about students, staff, and the community in making decisions. **a.** developing tools and processes to gather needed information from students, staff, and the community;
- 9.** An administrator understands the influence of social, **cultural**, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities.
- 10.** An administrator facilitates the participation of parents and families as **partners** in the education of children **a.** supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community; **b.** ensuring that teachers and staff engage parents and families in assisting student learning; **c.** maintaining a school or program climate that welcomes parents and families and invites their participation; and **d.** involving parents and community in meaningful ways in school or program decision-making.
- f.** The following cultural standards for educators apply to a teacher, including a teacher who is an administrator or a special service provider: **2.** a **culturally-responsive** educator uses the local environment and community resources on a regular basis to link what the educator is teaching to the everyday lives of the students; **3.** a **culturally-responsive** educator works closely with parents to achieve a high level of complementary educational expectations between home and school;

### Field-Experience Requirement

No explicit family engagement requirement found

### Accountability/Evaluation Measures

Standards-aligned evaluation: [https://education.alaska.gov/akaccountability/educator/resources\\_sd/teacher\\_standards\\_framework\\_alignment.pdf](https://education.alaska.gov/akaccountability/educator/resources_sd/teacher_standards_framework_alignment.pdf)

### Other Relevant Policies/Context

# ARIZONA

Standards Available at :

Arizona's Professional Teaching Standards: <https://cms.azed.gov/home/GetDocument-File?id=57f6dbacaadebf0a04b269cd>

Arizona's Professional Administrative Standards: <https://cms.azed.gov/home/GetDocument-File?id=57f6da96aadebf0a04b26950>

Recognizes CAEP - Accredited Programs :

YES

State Reviewed :

YES

## FSCE Educator Standards

**C. Standard 2.** Learning Differences: The teacher uses understanding of individual differences and **diverse cultures** and communities to ensure inclusive learning environments that enable each learner to meet high standards. The teacher: **1.** Designs, adapts, and delivers instruction to address each student's **diverse** learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. **3.** Designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. **4.** Brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and **cultural** norms.

**D. Standard 3. 1.** **Collaborates** with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. **3.** **Collaborates** with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**J Standard 9. 13.** Is committed to deepening understanding of his/her own frames of reference (e.g., **culture**, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and **relationships** with learners and their families.

**K. Standard 10. 4.** Works **collaboratively** with learners and their families to establish mutual expectations and ongoing **communication** to support learner development and achievement. **5.** Working with school colleagues, builds ongoing connections with community resources to enhance student learning and well being. **13.** Understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning

## FSCE Administrator Standards

**I. Standard 8.** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and wellbeing. Effective leaders: **1.** Are approachable, accessible, and welcoming to families and members of the community. **2.** Create and sustain positive, **collaborative**, and productive **relationships** with families and the community for the benefit of students. **3.** Engage in regular and open two-way **communication** with families and the community about the school, students, needs, problems, and accomplishments. **4.** Maintain a presence in the community to understand its strengths and needs, develop productive **relationships**, and engage its resources for the school. **5.** Create means for the school community to partner with families to support student learning in and out of school. **6.** Understand, value, and employ the community's **cultural**, social, intellectual, and political resources to promote student learning and school improvement. **7.** Develop and provide the school as a resource for families and the community. **8.** Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. **9.** Advocate publicly for the needs and priorities of students, families, and the community. **10.** Build and sustain productive **partnerships** with public and private sectors to promote school improvement and student learning.

**J. Standard 9.** Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. Effective leaders: **3.** Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

### Field-Experience Requirement

No explicit family engagement requirement found

### Accountability/Evaluation Measures

Flexible - State Model incorporates standards and parent surveys for principal <http://www.azed.gov/hetl/teacherprincipal-evaluation/>

### Other Relevant Policies/Context

Per State: Family engagement is not currently included within the state's educator certification requirements, although many Arizona Educator Preparation Programs include this component. The state is exploring making some updates to the current program approval process and will be looking at possibly including a family engagement component.

# ARKANSAS

Standards Available at :

Arkansas Teaching Standards: [http://www.arkansased.gov/public/userfiles/HR\\_and\\_Educator\\_Effectiveness/Educator\\_Prep/Arkansas\\_Teaching\\_Standards\\_2012.pdf](http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf)  
Standards for School Administrators in Arkansas: [http://www.arkansased.gov/public/userfiles/HR\\_and\\_Educator\\_Effectiveness/HR\\_EducatorEffectiveness/Beginning\\_Admin/Standards\\_for\\_School\\_Administrators\\_in\\_Arkansas\\_Revised031015.pdf](http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_EducatorEffectiveness/Beginning_Admin/Standards_for_School_Administrators_in_Arkansas_Revised031015.pdf)

Recognizes CAEP - Accredited Programs :

YES

State Reviewed :

-

## FSCE Educator Standards

**Standard 2.** Learning Differences The teacher uses understanding of individual differences and **diverse cultures**/communities to ensure inclusive learning environments that enable each learner to meet high standards. Performances, **c.** The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. **d.** The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and **cultural** norms. **j.** The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, **culture**, family, and community values. **k.** The teacher knows how to access information about the values of **diverse cultures** and communities and how to incorporate learners' experiences, **cultures**, and community resources into instruction.

**Standard 8.** Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. **c.** The teacher **collaborates** with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**Standard 10:** Leadership and **Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to **collaborate** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **m.** The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

## FSCE Administrator Standards

**Standard 4.** An education leader promotes the success of every student by **collaborating** with faculty and community members, responding to **diverse** community interests and needs, and mobilizing community resources. Functions: **a.** Collect and analyze data and information pertinent to the educational environment, **b.** Promote understanding, appreciation, and use of the community's **diverse cultural**, social, and intellectual resources, **c.** Build and sustain positive **relationships** with families and caregivers **d.** Build and sustain productive **relationships** with community **partners**

### Field-Experience Requirement

Clinical practice should provide candidates opportunities to demonstrate competence in standards related to family engagement. Candidates are evaluated on TESS rubric during clinical experience, which includes 4c. Communicating with Families

### Accountability/Evaluation Measures

Teacher Excellence & Support System Rubric - 4c - Communicating with Families: [http://www.arkansased.gov/public/userfiles/Educator\\_Effectiveness/TESS/EdReflect\\_TESS\\_Rubric\\_Descriptors.jun.18.docx](http://www.arkansased.gov/public/userfiles/Educator_Effectiveness/TESS/EdReflect_TESS_Rubric_Descriptors.jun.18.docx)

Leader Excellence and Development System standards-aligned rubric - Domain 2 D. Family & Community Engagement - Communication, Meaningful Family Involvement, Strategic Community Partnerships: [http://www.arkansased.gov/public/userfiles/Educator\\_Effectiveness/LEADS\\_2019/ARKANSAS\\_LEADS\\_2018\\_PRINCIPAL\\_RUBRIC.FinalToPost.23apr19.pdf](http://www.arkansased.gov/public/userfiles/Educator_Effectiveness/LEADS_2019/ARKANSAS_LEADS_2018_PRINCIPAL_RUBRIC.FinalToPost.23apr19.pdf)

### Other Relevant Policies/Context

# CALIFORNIA

Standards Available at :

"California Standards for the Teaching Profession (2009): <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf>  
California Professional Standards for Educational Leaders: <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cpsel-booklet-2014.pdf>"

Recognizes CAEP - Accredited Programs :

YES

State Reviewed :

YES

## FSCE Educator Standards

**Standard 1.** Engaging and Supporting All Students in Learning; Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect California Standards for the Teaching Profession (2009) 5 subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the **diverse** learning needs of students. **1.1.** adapt my teaching to reflect knowledge of my students? • get to know parents and connect with the community where I teach?

**Standard 4. 4.2** Establishing and articulating goals for student learning • establish learning goals that address school, district, and community expectations?

**Standard 6. 6.4** Working with families to support student learning • value and respect students' families and appreciate their role in student learning? • develop an understanding of families' racial, **cultural**, linguistic, and socioeconomic backgrounds? • engage families as sources of knowledge about students' strengths, interests, and needs in support of their learning and personal growth and development? • present the educational program to all families in a thorough and comprehensible fashion? • provide opportunities for all families to participate in the classroom and school community? **6.5** Engaging local communities in support of the instructional program • increase my understanding of the **cultures** and dynamics of my students' communities? • value and respect the students' communities and appreciate the role of community in student learning? • promote **collaboration** between school and community? • identify and draw upon school, district, and local community social service resources to benefit students and their families? • seek out and use additional resources from the local community and businesses to support student learning? • provide my students with community-based experiences that support their learning?

## FSCE Administrator Standards

**Standard 4.** Family and Community Engagement; Education leaders **collaborate** with families and other stakeholders to address **diverse** student and community interests and mobilize community resources. **Element 4A.** Parent and Family Engagement Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs. **Element 4B.** Community **Partnerships** Leaders establish community **partnerships** that promote and support students to meet performance and content expectations and graduate ready for college and career. **Element 4C.** Community Resources and Services Leaders leverage and integrate community resources and services to meet the varied needs of all students.



### Field-Experience Requirement

No family-engagement specific requirement identified for all teachers. Special Education teachers are required to participate in an IEP during their field experience.

### Accountability/Evaluation Measures

Locally determined by LEAs: <https://www.cde.ca.gov/pd/ps/evaluationsystems.asp>

### Other Relevant Policies/Context

# COLORADO

Standards Available at :

Colorado Teacher Quality Standards: <https://www.cde.state.co.us/educatoreffectiveness/teacherqualitystandardsreferenceguide>  
Colorado Principal Quality Standards: <https://www.cde.state.co.us/educatoreffectiveness/principalqualitystandards>

Recognizes CAEP - Accredited Programs :

YES

State Reviewed :

YES

## FSCE Educator Standards

2. Teachers establish a safe, inclusive and respectful learning environment for a **diverse** population of students. **ELEMENT B.** Teachers demonstrate a commitment to and respect for **diversity**, while working toward common goals as a community and as a country. **ELEMENT E.** Teachers provide proactive, clear and constructive feedback to families about student progress and work **collaboratively** with the families and significant adults in the lives of their students.
5. Teachers demonstrate leadership. **ELEMENT C.** Teachers advocate for schools and students, **partnering** with students, families and communities as appropriate.

## FSCE Administrator Standards

1. **ELEMENT C.** Leading Change; Principals solicit input and **collaborate** with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes for all students.
3. Principals demonstrate school **cultural** and equity leadership. **ELEMENT A.** Intentional and **Collaborative** School **Culture**; Principals articulate, model and positively reinforce a clear vision and values of the school's **culture**, and involve students, families and staff in creating an inclusive and welcoming climate that supports it. Principals demonstrate managerial leadership.
5. **ELEMENT B.** Conflict Management and Resolution; Principals proactively and efficiently manage the complexity of human interactions and **relationships**, including those among and between parents/guardians, students and staff. **ELEMENT C:** Systematic **Communication**; Principals facilitate the design and utilization of various forms of formal and informal **communication** with all school stakeholders.
6. Principals demonstrate external development leadership. **ELEMENT A.** Family and Community Involvement and Outreach; Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school. **ELEMENT C.** Advocacy for the School; Principals develop systems and **relationships** to leverage the school district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.

### Field-Experience Requirement

No family-engagement specific requirement identified

2.01(32) Student teaching: Part of the 800 hours of field experience required in a teacher preparation program, it is an in-depth, direct teaching experience conducted in a school and classroom setting. It is considered a culminating field-based experience for the basic teacher preparation program where candidates practice and demonstrate professional skills and knowledge.

### Accountability/Evaluation Measures

State model rubric includes element D on family engagement: <https://www.cde.state.co.us/educatoreffectiveness>

### Other Relevant Policies/Context

State Advisory Council for Parent Involvement in Education established by the General Assembly: <https://www.cde.state.co.us/sacpie>.

[Senate Bill 12-193](#) - created the Office of Family-School-Community Partnerships, the State Advisory Council for Parent Involvement in Education, and enhanced FSCE requirements for schools and districts.

Colorado Revised Statutes 2018: 22-7-304(4) "The council, in consultation with the department of education and the department of higher education, shall identify key indicators of successful parent engagement in education and use the indicators to develop recommendations for methods by which the department of education and the department of higher education may measure and monitor the level of parent engagement with elementary and secondary public schools and with institutions of higher education in Colorado."

# CONNECTICUT

Standards Available at :

2010 Common Core of Teaching: <https://portal.ct.gov/-/media/CA1519B5964A47DBA11BC-29CE99E857E.pdf>  
Common Core of Leading: <https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/CCL-CSLS.pdf>

Recognizes CAEP - Accredited Programs :

YES

State Reviewed :

YES

## FSCE Educator Standards

**Domain 5. 5.6.** Supporting students' progress by **communicating** academic and behavioral performance expectations and results with students, their families and other educators;

**Domain 6. 6.3.** **Collaborating** with colleagues, administrators, students and their families to develop and sustain a positive school climate; **6.6** Proactively **communicating** in **culturally** respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning; **6.7** Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process; **6.8** Understanding how one's race, gender and **culture** affect professional interactions with students, families and colleagues; **6.10 Collaborating** with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects;

### Professional Code of Conduct

**d. Responsibility to the community:** **1.** The professional educator, in full recognition of the public **trust** vested in the profession, shall: **A.** Be cognizant of the influence of educators upon the community-at-large, obey local, state and national laws; **B.** Encourage the community to exercise its responsibility to be involved in the formulation of educational policy; **C.** Promote the principles and ideals of democratic citizenship; and **D.** Endeavor to secure equal educational opportunities for all students.

**e. Responsibility to the student's family** **1.** The professional educator in recognition of the public trust vested in the profession, shall: **A.** Respect the dignity of each family, its **culture**, customs, and beliefs; **B.** Promote, respond, and maintain appropriate communications with the family, staff and administration; **C.** Consider the family's concerns and perspectives on issues involving its children; and **D.** Encourage participation of the family in the educational process.

## FSCE Administrator Standards

**Performance Expectation 4.** Families and Stakeholders - Education leaders ensure the success and achievement of all students by **collaborating** with families and other stakeholders to respond to **diverse** community interests and needs and to mobilize community resources. **Element A. Collaboration** with Families and Community Members: Leaders ensure the success of all students by **collaborating** with families and other stakeholders. **Element B.** Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families. **Element C.** Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

**Performance Expectation 6.** The Education System; **Element A.** Professional Influence: Leaders improve the broader social, **cultural** economic, legal, and political, contexts of education for all students and families.

### Professional Code of Conduct

**d. Responsibility to the community** The professional school administrator, in full recognition of the public **trust** vested in the education professional, shall: **1.** Be cognizant of the influence of school administrators upon the community at large and, therefore, not knowingly misrepresent facts or make false statements; **4.** Encourage the community to exercise its responsibility to be involved in the formulation of educational policy; **9.** Endeavor to secure equal educational opportunities for all children.

**e. Responsibility to the student's family** The professional school administrator, in full recognition of the responsibility to the student's family, shall: **1.** Respect the dignity of each family, its **culture**, customs and beliefs; **2.** Promote and maintain appropriate, ongoing and timely written and oral **communications** with the family; **3.** Respond in a timely fashion to families' concerns; **4.** Consider the family's perspective on issues involving its children; **5.** Encourage participation of the family in the educational process; and **6.** Foster open **communication** among the family, staff and administrators.

### Field-Experience Requirement

Field experiences should be aligned to Coommon Core of Teaching Competencies, which includes family engagement.

### Accountability/Evaluation Measures

Rubric for Effective Teaching - Domain 6 is consolidated into another domain: <https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/CCTRubricForEffectiveTeaching2017.pdf>

EdTPA is now required for initial teachers: [https://www.edtpa.com/PageView.aspx?f=GEN\\_Connecticut.html](https://www.edtpa.com/PageView.aspx?f=GEN_Connecticut.html)

### Other Relevant Policies/Context

# DELAWARE

Standards Available at :

Delaware Professional Teaching Standards: <http://regulations.delaware.gov/AdminCode/title14/1500/1597.shtml>  
 Delaware Administrator Standards: <http://regulations.delaware.gov/AdminCode/title14/1500/1590.shtml>  
 CCSSO InTASC Standards (adopted by the state): <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

Recognizes CAEP - Accredited Programs :

SPA Program Review

State Reviewed :

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## FSCE Educator Standards

**"8.0** Planning for Instruction; The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**10.** Professional Learning and Ethical Practice; The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**11.0** Leadership and **Collaboration**; The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to **collaborate** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

InTASC Standards, Performances, Essential Knowledge, **Critical Dispositions:**

**1(c)** The teacher **collaborates** with families, communities, colleagues, and other professionals to promote learner growth and development. **1(k)** The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**2(d)** The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and **cultural** norms. **2(j)** The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, **culture**, family, and community values. **2(k)** The teacher knows how to access information about the values of diverse **cultures** and communities and how to incorporate learners' experiences, **cultures**, and community resources into instruction. **2(m)** The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

**3(a)** The teacher **collaborates** with learners, families, and colleagues to build a safe, positive learning climate of

## FSCE Administrator Standards

**"10.0 Standard 8 10.1** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. **10.2** Effective leaders: **10.2.1** Are approachable, accessible, and welcoming to families and members of the community; **10.2.2** Create and sustain positive, **collaborative**, and productive **relationships** with families and the community for the benefit of students; **10.2.3** Engage in regular and open two-way **communication** with families and the community about the school, students, needs, problems, and accomplishments; **10.2.4** Maintain a presence in the community to understand its strengths and needs, develop productive **relationships**, and engage its resources for the school; **10.2.5** Create means for the school community to **partner** with families to support student learning in and out of school; **10.2.6** Understand, value, and employ the community's **cultural**, social, intellectual, and political resources to promote student learning and school improvement; **10.2.7** Develop and provide the school as a resource for families and the community; **10.2.8** Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community; **10.2.9** Advocate publicly for the needs and priorities of students, families, and the community; and **10.2.10** Build and sustain productive **partnerships** with public and private sectors to promote school improvements and student learning.

**Standard 9. 11.2.3** Effective leaders: Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement; **11.2.11** Develop and administer systems for fair and equitable management of conflict among students, faculty, and staff, leaders, families, and community;

**Standard 10. 12.2** Effective leaders: **12.2.1** Seek to make school more effective for each student, teachers and staff, families, and the community;"

openness, mutual respect, support, and inquiry.

**3(n)** The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

**7(o)** The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

**8(c)** The teacher **collaborates** with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**Standard 9.** Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **9(m)** The teacher is committed to deepening understanding of his/her own frames of reference (e.g., **culture**, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

**Standard 10.** Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to **collaborate** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **10(g)** The teacher uses technological tools and a variety of **communication** strategies to build local and global learning communities that engage learners, families, and colleagues. **10(m)** The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. **10(q)** The teacher respects families' beliefs, norms, and expectations and seeks to work **collaboratively** with learners and families in setting and meeting challenging goals."

### Field-Experience Requirement

No explicit family engagement requirement found

### Accountability/Evaluation Measures

No explicit family engagement measure identified

### Other Relevant Policies/Context

"1.3 In accordance with 14 Del.C. §§1201 and 1205 (b), the InTASC Model Core Teaching Standards (CCSSO, 2011) are hereby incorporated by reference and adopted as Delaware's Professional Teaching Standards. InTASC Model Core Teaching Standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement."

# FLORIDA

Standards Available at

:

Florida Educator Accomplished Practices: [https://www.flrules.org/gateway/notice\\_Files.asp?ID=9648413](https://www.flrules.org/gateway/notice_Files.asp?ID=9648413)  
Florida Principal Leadership Standards: [https://www.flrules.org/gateway/notice\\_Files.asp?ID=10760324](https://www.flrules.org/gateway/notice_Files.asp?ID=10760324)

Recognizes CAEP -  
Accredited Programs

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Yes

State Reviewed

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## FSCE Educator Standards

**4. e.** Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);

## FSCE Administrator Standards

**2. Standard 7.** Leadership Development. Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader: e. Develops sustainable and supportive **relationships** between school leaders, parents, community, higher education and business leaders.

**4. Standard 9. Communication.** Effective school leaders practice two-way **communications** and use appropriate oral, written, and electronic **communication** and **collaboration** skills to accomplish school and system goals by building and maintaining **relationships** with students, faculty, parents, and community. The leader: a. Actively listens to and learns from students, staff, parents, and community stakeholders; **b.** Recognizes individuals for effective performance; **c.** **Communicates** student expectations and performance information to students, parents, and community; **d.** Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school; **e.** Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues. **f.** Utilizes appropriate technologies for **communication** and **collaboration**;

**1. Standard 10. c.** Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;



### Field-Experience Requirement

No explicit family engagement requirement found

### Accountability/Evaluation Measures

As part of the teacher evaluation system--- 3. Failure to communicate appropriately with and relate to colleagues, administrators, subordinates, or parents;

As part of the principal evaluation system--- e. Confirmation that the school district provides opportunities for parents to provide input into performance evaluations, when the school district determines such input is appropriate. c. Confirmation that the school district provides opportunities for parents and instructional personnel to provide input into performance evaluations, when the school district determines such input is appropriate.

### Other Relevant Policies/Context

# GEORGIA

Standards Available at :

Georgia Standards for the Approval of Educator Preparation Providers and Educator Preparation Programs: [https://www.gapsc.com/EducatorPreparation/Downloads/Georgia%20Standards\\_2016-Revised\\_2018.pdf](https://www.gapsc.com/EducatorPreparation/Downloads/Georgia%20Standards_2016-Revised_2018.pdf)  
 Ed Prep Rules: <https://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.01.pdf>  
 CCSSO InTASC Standards (adopted by Rule 505-3-.01): <https://ccsso.org/resource-library/in-tasc-model-core-teaching-standards-and-learning-progressions-teachers-10>  
 PSEL & Georgia Educational Leadership Standards (GELS): [https://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.77.pdf?dt=%3C%25#Eval\(strTimeStamp\)%20%3Eal%20Leadership%20Programs%20-%20V2%20March%202019.pdf](https://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.77.pdf?dt=%3C%25#Eval(strTimeStamp)%20%3Eal%20Leadership%20Programs%20-%20V2%20March%202019.pdf)

Recognizes CAEP - Accredited Programs :

YES

State Reviewed :

YES

## FSCE Educator Standards

InTASC Standards, Performances, Essential Knowledge, **Critical Dispositions:**

**1(c)** The teacher **collaborates** with families, communities, colleagues, and other professionals to promote learner growth and development. **1(k)** The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**2(d)** The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and **cultural** norms. **2(j)** The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, **culture**, family, and community values. **2(k)** The teacher knows how to access information about the values of diverse **cultures** and communities and how to incorporate learners' experiences, cultures, and community resources into instruction. **2(m)** The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

**3(a)** The teacher **collaborates** with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. **3(n)** The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

**7(o)** The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

**8(c)** The teacher **collaborates** with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**Standard 9.** Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and

## FSCE Administrator Standards

**Standard 4 (ix)** Monitor and evaluate the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

**Standard 8.** Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Education leaders build and sustain productive **relationships** with families and other community **partners** in the government, non-profit, and private sectors. They promote understanding, appreciation, and use of the community's diverse **cultural**, social, and intellectual resources. They **communicate** regularly and openly with families and community partners, and seek their input and support for continuous improvement efforts. Effective Leaders: **(i)** Are approachable, accessible, and welcoming to all families and community members. **(ii)** Create and sustain positive, **collaborative**, and productive **relationships** with families and the community for the benefit of students. **(iii)** Engage in regular and open two-way **communication** with families and the community about the school, students, needs, challenges, and accomplishments. **(iv)** Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school. **(v)** Create means for the school community to **partner** with families to support student learning in and out of school. **(vi)** Build and sustain mutually beneficial productive partnerships with public and private sectors to share resources and promote school improvement and student learning. **(vii)** Create an environment that values diversity, serves as a resource for families and the school community, and welcomes family engagement in school activities. **(viii)** Understand, value, and employ the community's **cultural**, social, intellectual, and political resources to promote student learning and school improvement. **(ix)** Advocate publicly for the needs and priorities of the school, district, students, families, and the community. **(x)** Work with the community to collect.

**Standard 9. (iii)** Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and

adapts practice to meet the needs of each learner. **9(m)** The teacher is committed to deepening understanding of his/her own frames of reference (e.g., **culture**, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

**Standard 10.** Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to **collaborate** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **10(g)** The teacher uses technological tools and a variety of **communication** strategies to build local and global learning communities that engage learners, families, and colleagues. **10(m)** The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. **10(q)** The teacher respects families' beliefs, norms, and expectations and seeks to work **collaboratively** with learners and families in setting and meeting challenging goals.

assessment; student learning community; professional capacity and community; and family and community engagement. **(xi)** Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

### Field-Experience Requirement

No explicit requirement. Field experiences must align with InTASC standards which address family engagement. Requirements for Partnerships, and Field Experiences and Clinical Practice: [https://www.gapsc.com/EducatorPreparation/Downloads/Georgia%20Standards\\_2016-Revised\\_2018.pdf](https://www.gapsc.com/EducatorPreparation/Downloads/Georgia%20Standards_2016-Revised_2018.pdf)

For Educational Leaders: "The residency experiences shall provide candidates with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with appropriate staff, students, parents, and community leaders, including school board members."

### Accountability/Evaluation Measures

No explicit family engagement measure identified

### Other Relevant Policies/Context

Newly revised Elementary Education Programs have additional family engagement expectations: <https://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-14.pdf>

# HAWAII

Standards Available at :

Hawaii Teacher Performance Standards:

<https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/Hawaii-Teacher-Performance-Standards.pdf>

Recognizes CAEP - Accredited Programs :

YES

State Reviewed :

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## FSCE Educator Standards

**2(d)** The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and **cultural** norms, including Native Hawaiian history and **culture**. **2(j)** The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, **culture**, family, and community values. **2(m)** The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. **2(k)** The teacher knows how to access information about the values of **diverse cultures** and communities and how to incorporate learners' experiences, **cultures**, and community resources into instruction.

**Standard 7.** Planning for Instruction; The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **7(m)** The teacher knows when and how to access resources and **collaborate** with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations). **7(o)** The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

**8(c)** The teacher **collaborates** with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**Standard 9.** Professional Learning and Ethical Practice; The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **9(d)** The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

**10(m)** The teacher understands that alignment of family,

## FSCE Administrator Standards

School leaders are certified through Hawaii Certification Institute for School Leaders (HICISL), no standards were found.

school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. **10(k)** The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

### Field-Experience Requirement

No explicit requirement found: <http://hawaiiteacherstandardsboard.org/content/wp-content/uploads/EPP-State-Review-Template.pdf>

### Accountability/Evaluation Measures

Comprehensive Evaluation System for School Administrators:

1. Student Outcomes -Develops strong school-community leadership teams
2. Professional Growth and Learning Considers feedback from faculty, staff, parents, students, and community/university partners in identifying strengths and needs
3. School Planning and Progress Identifies a networking system to actively engage all audiences of the school community and stakeholders in the school improvement process
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources -Collect and analyze data and information pertinent to the educational environment -Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources -Build and sustain positive relationships with families and caregivers -Build and sustain productive relationships with community partners
6. Stakeholder Support and Engagement Initiates and facilitates parent and community participation in school-wide activities and initiatives Engages openly in shared problem-solving and decision making, maintaining a school culture of transparency and trust within the school community Promotes open, effective, and collaborative modes of communication with staff, families, and the surrounding community -Builds positive relationships that are culturally responsive to diverse stakeholders

### Other Relevant Policies/Context

School Quality Survey is conducted with students, parents, and school staff to inform school planning, improvement, and other purposes: <http://arch.k12.hi.us/school/sqs/sqs.html>

# IDAHO

Standards Available at

:

Revised Idaho Core Teaching Standards & Idaho Standards for School Principals:

<http://www.sde.idaho.gov/cert-psc/psc/standards/files/standards-initial/Standards-for-Initial-Certification-for-Program-Reviews-after-July-1-2020.pdf>

Recognizes CAEP -  
Accredited Programs

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YES

State Reviewed

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YES

## FSCE Educator Standards

**Standard 2.** Learning Differences. The teacher uses understanding of individual differences and **diverse cultures** and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 7.** Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard 9.** Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard 10.** Leadership and **Collaboration**. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to **collaborate** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## FSCE Administrator Standards

**Standard 8.** Meaningful Engagement of Families and Community – School principals engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote all students' academic success and well-being. Knowledge **8(a)** The school principal understands how to create and sustain positive, **collaborative**, and productive **relationships** with families and the community for the benefit of students. **8(b)** The school principal understands and values the community's **cultural**, social, and intellectual, resources to promote student learning and school improvement. **8(c)** The school principal understands how to develop and provide the school as a resource for families and the community. **8(d)** The school principal understands the need to advocate for the school and district and for the importance of education, student needs, and priorities to families and the community. **8(e)** The school principal understands how to build and sustain productive **partnerships** with the community to promote school improvement and student learning. **8(f)** The school principal understands how to create means for the school community to **partner** with families to support student learning in and out of school. **8(g)** The school principal understands how to employ the community's **cultural**, social, and intellectual resources to promote student learning and school improvement. Performance **8(h)** The school principal facilitates open two-way **communication** with families and the community about the school, students, needs, problems, and accomplishments. **8(i)** The school principal demonstrates a presence in the community to understand its strengths and needs, develop productive **relationships**, and engage its resources for the school. **8(j)** The school principal advocates publicly for the needs and priorities of students, families, and the school community.

### Field-Experience Requirement

No explicit family engagement requirement found

### Accountability/Evaluation Measures

Teacher Evaluation includes a "parent input" component: <https://boardofed.idaho.gov/resources/evaluation-review-check-list/>

### Other Relevant Policies/Context

State has undergone changes in standards and requirements. Final changes were reviewed. 2019 requirements available here: <http://www.sde.idaho.gov/cert-psc/psc/standards/files/standards-initial/Standards-for-Initial-Certification-for-Program-Reviews-after-July-1-2019.pdf>

# ILLINOIS

Standards Available at :

Illinois Professional Teaching Standards: [https://www.isbe.net/Documents/IL\\_prof\\_teaching\\_stds.pdf](https://www.isbe.net/Documents/IL_prof_teaching_stds.pdf)  
 Section 29.100 Illinois Professional School Leader Standards: <https://www.isbe.net/Documents/29ark.pdf>  
 Educational Leadership Policy Standards (2008) (Adopted): <https://www.danforth.uw.edu/uw-danforth/media/danforth/isllc-2008.pdf>  
 Professional Standards for Educational Leaders (2015) (Per Agency Feedback): <https://ccsso.org/sites/default/files/2017-10/ProfessionalStandardsforEducationalLeaders2015forNPBEAFI-NAL.pdf>

Recognizes CAEP - Accredited Programs :

NO

State Reviewed :

YES

## FSCE Educator Standards

**Standard 1.** Teaching Diverse Students; The competent teacher understands the **diverse** characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, **cultural**, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning. **1L)** uses information about students' individual experiences, families, **cultures**, and communities to create meaningful learning opportunities and enrich instruction for all students.

**3F)** understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences;

**7N)** accurately interprets and clearly **communicates** aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008); **7P)** **collaborates** with families and other professionals involved in the assessment of each student;

**Standard 8.** Collaborative Relationships; The competent teacher builds and maintains **collaborative relationships** to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members. **8D)** understands the benefits, barriers, and techniques involved in parent and family **collaborations**; **8H)** understands concerns of families of students with disabilities and knows appropriate strategies to **collaborate** with students and their families in addressing these concerns; and **8P)** develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning;

## FSCE Administrator Standards

**Standard 8.** Meaningful Engagement of Families and Community; Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Effective leaders: **a)** Are approachable, accessible, and welcoming to families and members of the community. **b)** Create and sustain positive, **collaborative**, and productive **relationships** with families and the community for the benefit of students. **c)** Engage in regular and open two-way **communication** with families and the community about the school, students, needs, problems, and accomplishments. **d)** Maintain a presence in the community to understand its strengths and needs, develop productive **relationships**, and engage its resources for the school. **e)** Create means for the school community to **partner** with families to support student learning in and out of school. **f)** Understand, value, and employ the community's **cultural**, social, intellectual, and political resources to promote student learning and school improvement. **g)** Develop and provide the school as a resource for families and the community. **h)** Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. **i)** Advocate publicly for the needs and priorities of students, families, and the community. **j)** Build and sustain productive **partnerships** with public and private sectors to promote school improvement and student learning.

**Standard 9. k).** Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

**Standard 10. a)** Seek to make school more effective for each student, teachers and staff, families, and the community.



**8Q)** establishes respectful and productive **relationships** with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being; **Standard 9.** Professionalism, Leadership, and Advocacy; The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession. **9B)** knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school; **9J)** maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family; **9L)** **communicates** with families, responds to concerns, and contributes to enhanced family participation in student education; **9M)** **communicates** relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats; **9N)** collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement; **9Q)** proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;

### Field-Experience Requirement

No explicit family engagement requirement found

### Accountability/Evaluation Measures

The state of Illinois collects objective, program-specific data on teacher preparation programs. The state collects program-specific, objective data that reflects program and graduate performance.

### Other Relevant Policies/Context

Per agency feedback, Professional Standards for Educational Leaders (2015) were used, 2008 standards are adopted in rules.

# INDIANA

Standards Available at :

Indiana Developmental Standards for Educators & Indiana Content Standards for Educators & School Leader-Building Level: <https://www.doe.in.gov/licensing/rep-a-educator-standards>

Recognizes CAEP - Accredited Programs :

CAEP Agreement

State Reviewed :

YES

## FSCE Educator Standards

**Standard 1.** Student Development and **Diversity**; **1.1** major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades P–12, and factors in the home, school, community, and broader environment that influence student development

**Standard 2.** Learning Processes; **2.10** knowledge of how various individual factors (e.g., prior learning and experiences, interests, talents) and factors in the home, school, and community influence learning processes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes

**Standard 6.** The Professional Environment; **6.1** the ability to apply skills and strategies for establishing **collaborative relationships** with parents/guardians, other professionals, and community **partners** to support and enhance student learning; **6.2** knowledge of **diverse** family and community characteristics, structures, dynamics, roles, **relationships**, and values, and the ability to use this knowledge to build effective **partnerships** with **diverse** families and communities; **6.3** the ability to apply skills and strategies for facilitating the involvement of parents/guardians in their children's development and learning; **6.4** the ability to apply skills and strategies for coordinating and **collaborating** with community institutions, agencies, programs, and organizations that advocate for and serve children and families; **6.5** the ability to use digital tools and resources to participate in professional learning networks and to **communicate** and **collaborate** with parents/guardians, peers, and others in the educational community; **6.6** the ability to participate effectively and productively as a member of a professional learning community; **6.7** the ability to apply skills and strategies for lifelong learning and to use reflection, self-assessment, and various types of professional development opportunities and resources, including technological resources, to expand professional knowledge and skills; **6.8** the ability to make effective use of job-embedded professional development and to advocate for effective, job-embedded professional development opportunities; **6.9** knowledge of the rights and responsibilities of teachers, students, and parents/guardians, and the ability to apply this knowledge in varied educational contexts.

**Standard 7.** Reading Instruction; **7.8** the ability to use

## FSCE Administrator Standards

**Standard 4:** Building **Relationships** School building leaders build **relationships** to ensure that all key stakeholders work effectively with each other to achieve transformative results, including: **4.1** establishing an organizational **culture** of urgency in which students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence; **4.2** skillfully and clearly **communicating** school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites) **4.3** using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change; **4.4** working **collaboratively** with individuals and groups inside and outside the school, striving for an atmosphere of **trust** and respect but never compromising in prioritizing the needs of students; **4.5** demonstrating awareness of the public and political nature of the school building leader position, and deftly engaging the public in addressing controversial issues

**Standard 5.** **Culture** of Achievement; **5.8** developing family and community **partnerships** that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the school's goals for student growth and achievement

evidence-based practices effectively to create a literacy-rich classroom environment that fosters and supports the literacy development of all students, reflects and values **cultural** diversity, promotes respect for all readers at all levels of reading proficiency, promotes the involvement of families and members of the community at large in students' literacy development, and engages all students as agents in their own literacy development

#### Field-Experience Requirement

No explicit family engagement requirement found

#### Accountability/Evaluation Measures

No explicit family engagement measure identified

#### Other Relevant Policies/Context

Per agency feedback, Professional Standards for Educational Leaders (2015) were used, 2008 standards are adopted in rules.

## Standards Available at

: Iowa Teaching Standards: <https://www.legis.iowa.gov/docs/iac/rule/02-27-2008.281.83.4.pdf>  
Iowa School Leadership Standards: <https://www.legis.iowa.gov/docs/ACO/IAC/LINC/02-27-2008.Rule.281.83.10.pdf>

## Recognizes CAEP - Accredited Programs

: NO

## State Reviewed

: YES

### FSCE Educator Standards

**1(a)(1)** Provides evidence of student learning to students, families, and staff. **1(a)(7)** **Communicates** with students, families, colleagues, and communities effectively and accurately. **1(b)(4)** **Communicates** with students, families, colleagues, and communities effectively and accurately. **3(b)(2)** Demonstrates the ability to individually and **collaboratively** plan and prepare professional services that address the range of district, teacher, parent, and student needs. **4(b)(1)** Aligns service delivery to district, teacher, parent, and student needs. **5(a)(2)** **Communicates** assessment criteria and standards to all students and parents. **5(a)(5)** Provides substantive, timely, and constructive feedback to students and parents. **8(a)(5)** **Collaborates** with students, families, colleagues, and communities to enhance student learning.

### FSCE Administrator Standards

**4.** An educational leader promotes the success of all students by **collaborating** with families and community members, responding to **diverse** community interests and needs and mobilizing community resources. (Family and Community) The administrator: **a.** Engages family and community by promoting shared responsibility for student learning and support of the education system. **b.** Promotes and supports a structure for family and community involvement in the education system. **c.** Facilitates the connections of students and families to the health and social services that support a focus on learning. **d.** **Collaboratively** establishes a **culture** that welcomes and honors families and community and seeks ways to engage them in student learning. **6.** An educational leader promotes the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and **cultural** context. (Societal Context) The administrator: **a.** **Collaborates** with service providers and other decision-makers to improve teaching and learning.

### Field-Experience Requirement

"IAC 281-79.14(7) The unit is responsible for ensuring that the student teaching experience for initial licensure: d. Involves the teacher candidate in communication and interaction with parents or guardians of students in the teacher candidate's classroom. <https://www.legis.iowa.gov/docs/iac/rule/12-10-2014.281.79.14.rtf> In administrator preparation: IAC 281-79.16(4) Clinical experiences include all of the following criteria: h. Involve the candidate in communication and interaction with parents or guardians, community members, faculty and staff, and cooperating administrators in the school."

### Accountability/Evaluation Measures

No explicit family engagement measure identified

### Other Relevant Policies/Context

# KANSAS

Standards Available at :

Kansas Educator Preparation Program Standards Professional Education Standards: <https://www.ksde.org/Portals/0/TLA/Program%20Standards/Professional%20Education%20final%20revised.pdf>  
 Kansas Licensure Program Standards for Building Level Leadership: <https://www.ksde.org/Portals/0/TLA/Program%20Standards/Building%20Leadership%20Standards%20May122015.pdf>

Recognizes CAEP - Accredited Programs :

YES

State Reviewed :

YES

## FSCE Educator Standards

**1.1.3PS** The teacher **collaborates** with families, communities, colleagues, and other professionals to promote learner growth and development.

**2.1.3CK** The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, **culture**, family, and community values.

**2.1.6PS** The teacher brings multiple perspectives to the discussion of content, including attention to learner's personal, family, and community experiences and **cultural** norms.

**3.3.2PS** The teacher **collaborates** with learners, families and colleagues to build a safe, positive learning climate of openness, mutual respect, support and inquiry.

**8.1.7PS** The teacher **collaborates** with learners to design and implement relevant and rigorous learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**Standard 9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **9.1.2CK** The teacher understands ethical practice, and upholds the Kansas Educator Code of Conduct focused on the best interests of their students, and responsibilities to the student(s) and families, the district, and the profession. **Standard 10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession. **10.2.1CK** The teacher understands the importance of the multiple roles of teachers with regards to the **diversity** of learners, families, colleagues, other school professionals, and community members and interacts with each appropriately in planning, instructing, collaborating, mentoring, learning, leading, etc. **10.2.3PS** The teacher welcomes families; participates

## FSCE Administrator Standards

Stakeholder refers hereafter to those groups or individuals who can affect, or are affected by, the achievement of the Kansas public schools (Freeman, 1984) – including key members from home, school and community circles/spheres.

**Standard 1.** Shared School Vision of Learning: An education leader at the building level applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision for high expectations of learning that is shared and supported by all stakeholders. **Function 4.** Evaluation: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders

**Standard 4. Collaboration:** An education leader at the building level applies knowledge that promotes the success of every student by **collaborating** with faculty and school, home and community members, responding to **diverse** stakeholder interests and needs, and mobilizing external resources. **4.1.2** develop family and community partnerships **Function 2.** Resource Management: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the **diverse cultural**, social, and intellectual resources within the school community. **Function 3. Relationship Building:** Candidates understand and can respond to stakeholder interests and needs by building and sustaining positive school **relationships** with families and caregivers. **4.3.1** school organizational culture that promotes open **communication** with families and caregivers, school strategies for effective oral and written **communication** with families and caregivers, approaches to **collaboration** with families and caregivers. **4.3.2** conduct needs assessments of families and caregivers, develop **collaboration** strategies for effective relationships with families and caregivers, involve families and caregivers in the decision-making processes at the school. **Function 4: Relationship Building:** Candidates understand and can respond to stakeholder interests and needs by building and sustaining productive school **relationships** with community partners.

in regular two-way, meaningful **communication**; supports student successes; advocates for every child; shares power with the families and professionals involved with each individual student; and **collaborates** with appropriate school and community resources (PTA.org, n. d.). **10.2.2CK** The teacher knows how to **collaborate** with families, colleagues, other school professionals, and community members to contribute to a common **culture** that supports high expectations for student learning. **10.2.4PS** The teacher provides information to families about the instructional programs, each individual student's progress, and ways that they can be engaged in learning activities (Danielson, 2013).

**Standard 6:** Advocacy: An education leader at the building level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and **cultural** context. **Function 1:** Advocacy: Candidates understand and can advocate for school students, families, and caregivers, as well as empower families to self-advocate.

### Field-Experience Requirement

Adopts CAEP standards: for clinical experience, requires ""evidence of how proficiencies are demonstrated with/in a diversity of partners, settings, and in partnership with school-based faculty, families and communities.""

<https://www.ksde.org/Portals/0/TLA/HigherEd/CAEP%20Standards%20Sept2013.pdf>

<https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Higher-Ed-Faculty-Resources/Higher-Education-Resources-TLA/Higher-Education-Standards>

### Accountability/Evaluation Measures

"Kansas Performance Teaching Portfolio: Standard 9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation). KSDE Professional Education Standard 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being

<https://www.ksde.org/Portals/0/TLA/Licensure/KPTP%20Content%20Guidelines.pdf>"

### Other Relevant Policies/Context

# KENTUCKY

Standards Available at

:

Kentucky Teacher Performance Standards: <http://www.epsb.ky.gov/mod/book/view.php?id=133>  
Education Leadership Policy Standards: <http://www.epsb.ky.gov/mod/book/view.php?id=133&chapterid=83>

Recognizes CAEP -  
Accredited Programs

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NCATE referenced in rules:  
[https://apps.legislature.ky.gov/  
law/kar/016/005/010.pdf](https://apps.legislature.ky.gov/law/kar/016/005/010.pdf)

State Reviewed

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## FSCE Educator Standards

**Standard 9.** Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

**Standard 10.** Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.

## FSCE Administrator Standards

**Standard 4:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. **A.** Collect and analyze data and information pertinent to the educational environment; **B.** Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources; **C.** Build and sustain positive relationships with families and caregivers; **D.** Build and sustain productive relationships with community partners

**Standard 6:** An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal, and cultural context. **A.** Advocate for children, families, and caregivers

## Field-Experience Requirement

16 KAR 5:040. Admission, placement, and supervision in student teaching. (2) Prior to admission to student teaching, each teacher candidate shall complete a minimum of 200 clock hours of field experiences in a variety of primary through grade 12 (P-12) school settings which allow the candidate to participate in the following: (b) Observation in schools and related agencies, including: 1. Family Resource Centers; or 2. Youth Service Centers;(d) Interaction with families of students;  
<https://apps.legislature.ky.gov/law/kar/016/005/040.pdf>

## Accountability/Evaluation Measures

EPPs must evaluate how candidates meet standards: <http://www.epsb.ky.gov/mod/page/view.php?id=364>

## Other Relevant Policies/Context

Teacher Standards for Educator Preparation and Certification were established on June 30, 2018.

# LOUISIANA

Standards Available at

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General Teacher Competencies: <https://www.doe.la.gov/osr/lac/28v131/28v131.doc>  
Standards for Educational Leaders in Louisiana: <https://www.doe.la.gov/osr/lac/28v137/28v137.doc>

Recognizes CAEP -  
Accredited Programs

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Not required for approval

State Reviewed

:

YES

## FSCE Educator Standards

**Introduction** - 1. **communicate** and **collaborate** with students, colleagues, families, and community members to support students' learning and development;

**Inside General Competencies past introduction** - **D**. The teacher candidate elicits and uses information about students and their experiences from families and communities to support student development and learning and adjust instruction and the learning environment. **E**. The teacher candidate applies knowledge of state and federal laws related to students' rights and teacher responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and **communicating** with colleagues and families.

## FSCE Administrator Standards

**Performance Expectation 2**. The vision, mission, and goals represent what the community intends for students to achieve, informed by the broader social and policy environment and including policy requirements about specific outcomes and continuous improvement. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and adjusted, using varied sources of information and ongoing data analysis. **3**. Leaders engage the community to reach consensus about vision, mission, and goals. To be effective, processes of establishing vision, mission, and goals should incorporate **diverse** perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to advocate for and act to increase equity and social justice

**Performance Expectation 4. A. Collaborating with Families and Stakeholders 1**. Education leaders ensure the success of all students by **collaborating** with families and stakeholders who represent **diverse** community interests and needs and mobilizing community resources that improve teaching and learning. **a**. Dispositions exemplified in Expectation 4. The education leader believes in, values, and is committed to: **i**. high standards for all; **ii**. including family and community as **partners**; **iii**. respect for the **diversity** of family composition; **iv**. continuous learning and improvement for all. **C. Element A—Collaboration with Families and Community Members**. Leaders extend educational **relationships** to families and community members to add programs, services, and staff outreach and provide what every student needs to succeed in school and life. **D. Element B—Community Interests and Needs**. Leaders respond and contribute to community interests and needs in providing the best possible education for their children. **E. Element C—Building on Community Resources**. Leaders maximize shared resources among schools, districts, and communities that provide key social structures and gathering places, in conjunction with other organizations and agencies that provide critical resources for children and families.



### Field-Experience Requirement

Bulletin 776 states “B.The Louisiana competencies for initial teacher certification define what a teacher candidate must know and be able to do in order to be eligible for certification upon completion of a BESE-approved teacher preparation program. They represent the knowledge and skills needed for teacher candidates to successfully transition to teaching, as determined by content experts, elementary and secondary educators, and postsecondary education leaders. The competencies set forth what teacher candidates should be taught; preparation providers and their school system partners should determine how the competencies should be developed through quality practice experiences that include, at minimum, a year-long residency as defined in Bulletin 996.” The competencies referenced in the teacher certification column of this chart must be practiced during the field experiences of teacher candidates including during their year-long residency.

### Accountability/Evaluation Measures

All of the preparation providers in the state must address the general competencies, including FE.

### Other Relevant Policies/Context

# MAINE

Standards Available at :

2.1 Unit Standard One standards & School Building Leader and School District Leader Performance and Knowledge Indicators: <https://www.maine.gov/sos/cec/rules/05/071/071c114.doc>

Recognizes CAEP - Accredited Programs :

CAEP agreement covers 3 IHEs

State Reviewed :

YES

## FSCE Educator Standards

A teacher... **1(c)** Collaborates with families, communities, colleagues and other professionals to promote learner growth and development. **1(k)** Values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**2(d)** Brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. **2(j)** Understands that learners bring assets for learning based on their individual experiences, abilities, talents, and prior learning, and peer and social group interactions, as well as language, culture, family, and community values. **2(m)** Respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

**3(a)** Collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. **3(n)** Is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

**7(o)** Values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

**8(c)** Collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**Standard 9.** Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner. **9(m)** Is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for relationships with learners and their families.

**Standard 10.** Collaboration: The teacher seeks appropriate

## FSCE Administrator Standards

**Standard 15.** Collaboration with Families and Stakeholders - Education leaders promote the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.

**2.1.15. Element A.** Collaborating with Families and Community Members [Leaders extend educational relationships to families and community members to add programs, services, and staff outreach and provide what every student needs to succeed in school and life.] A leader... **15 A.1** Brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children. **15 A.2** Involves families in decision making about their children's education. **15 A.3** Uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages). **15 A.4** Applies communication and collaboration strategies to develop family and local community partnerships. **15 A.5** Develops comprehensive strategies for positive community and media relations.

**2.1.15. Element B.** Community Interests and Needs [Leaders respond and contribute to community interests and needs in providing the best possible education for their children.] A leader... **15 B.1** Identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education. **15 B.2** Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics. **15 B.3** Seeks out and collaborates with community programs serving students with special needs. **15 B.4** Capitalizes on diversity (such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs. **15 B.5** Demonstrates cultural competence in sharing responsibilities with communities to improve teaching and

leadership roles and opportunities to take responsibility for student learning, to **collaborate** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **10(d)** Works **collaboratively** with learners and their families to establish mutual expectations and ongoing **communication** to support learner development and achievement. **10(g)** Uses technological tools and a variety of **communication** strategies to build local and global learning communities that engage learners, families, and colleagues. **10(m)** Understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. **10(q)** Respects families' beliefs, norms, and expectations and seeks to work **collaboratively** with learners and families in setting and meeting challenging goals.

learning.

**2.115. Element C.** Building on Community Resources [Leaders maximize shared resources among schools, districts, and communities that provide key social structures and gathering places, in conjunction with other organizations and agencies that provide critical resources for children and families.] A leader... **15 C.1** Links to and **collaborates** with community agencies for health, social, and other services to families and children. **15 C.2** Develops mutually beneficial **relationships** with business, religious, political, and service organizations to share school and community resources (such as buildings, playing, parks, medical clinics, and so on). **15 C.3** Uses public resources and funds appropriately and effectively. **15 C.4** Secures community support to sustain existing resources and add new resources that address emerging student needs.

**2.117. Element A.** Exerting Professional Influence [Leaders improve the broader political, social, economic, legal, and **cultural** context of education for all students and families through active participation and exerting professional influence in the local community and the larger educational policy environment.] **17 A.3** Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals. **17 C.1** Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families. **17 C.2** Supports public policies that provide for present and future needs of children and families and improve equity and excellence in education.

### Field-Experience Requirement

No explicit family engagement requirement found

### Accountability/Evaluation Measures

No explicit family engagement measure identified

### Other Relevant Policies/Context

# MARYLAND

Standards Available at	:	Professional Standards and Teacher Education Board (BSTEB): <a href="http://marylandpublicschools.org/about/Pages/DEE/Professional-Standards/index.aspx">http://marylandpublicschools.org/about/Pages/DEE/Professional-Standards/index.aspx</a> Professional Standards for Educational Leaders: <a href="http://marylandpublicschools.org/about/Pages/OTPE/PSEL.aspx">http://marylandpublicschools.org/about/Pages/OTPE/PSEL.aspx</a>	
Recognizes CAEP - Accredited Programs	:	NO	State Reviewed : YES

## FSCE Educator Standards

Standards currently being considered for adoption by PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD: <http://marylandpublicschools.org/about/Documents/DEE/PSTEB/2019/PSTEBMay2019Agenda.pdf>

## FSCE Administrator Standards

**Standard 8.** Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Effective leaders: **a)** Are approachable, accessible, and welcoming to families and members of the community. **b)** Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. **c)** Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. **d)** Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school. **e)** Create means for the school community to partner with families to support student learning in and out of school. **f)** Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement. **g)** Develop and provide the school as a resource for families and the community. **h)** Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. **i)** Advocate publicly for the needs and priorities of students, families, and the community. **j)** Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

**Standard 9. k)** Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

**Standard 10. a)** Seek to make school more effective for each student, teachers and staff, families, and the community.

### Field-Experience Requirement

No explicit family engagement component found. Per Agency: Redesign of Teacher Education is the centerpiece for current State program approval. Component II: Extended Internship evaluates the implementation of the Maryland PDS standards. Standards for Maryland Professional Development Schools (PDS) have been in use since 2002. Standard 1 is Learning Community: The PDS recognizes and supports the distinct learning needs of faculty/staff, interns, students, parents, and community members. Noted examples include membership on PDS Coordinating Council to encompass parents, students (at secondary level), and community members along with IHE and school personnel. Standards 2, 3, 4, and 5 have specific missions to address the Student Achievement Component. For example, PDS Stakeholders assume responsibility for improving PreK- 12 student achievement and examine the impact of PDS on student achievement. The Standards for Maryland PDS are essential to State program approval. [http://marylandpublicschools.org/about/Documents/DEE/ProgramApproval/MAP/InstitutionalPerformanceCriteria\\_09032014.pdf](http://marylandpublicschools.org/about/Documents/DEE/ProgramApproval/MAP/InstitutionalPerformanceCriteria_09032014.pdf)

### Accountability/Evaluation Measures

All approved administrator programs were required to revise their outcomes to meet the PSELs no later than January 1, 2018. Revised Principal Evaluation System statewide to begin in the 2020-2021 school year that is aligned to PSELs and will require principals to be evaluated on all 10 standards over the course of a 3-yr cycle.

### Other Relevant Policies/Context

Per Agency: Maryland is in the process of revising its program approval and certification requirements. Current amendments to regulatory and policy requirements have been presented to the State Board of Education and the Professional Standards and Teacher Education Board, will require approved programs to utilize Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers, and Principals (2014), which features several standards on FSCE such as Building Relationships (BR)1, BR8, BR12, Knowing the Resources (KR)1, KR3 and Collaboration (C)10. Those standards are available for review. <http://www.marylandpublicschools.org/about/Documents/DEE/PreparingEducatorsHighPovertyCulturallyLinguisticallyDiverseSchools070914.pdf> Another proposed pillar for educator preparation programs will be the adoption of the Model Code of Educator Ethics.

# MASSACHUSETTS

Standards Available at :

Guidelines for Professional Standards for Teachers: <http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf>  
Guidelines for the Preparation of Administrative Leaders: <http://www.doe.mass.edu/edprep/advisories/LeadershipGuidelines.pdf>

Recognizes CAEP - Accredited Programs :

YES

State Reviewed :

YES

## FSCE Educator Standards

**3. Family and Community Engagement standard:** Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations. Introduction Practice Demonstrate **(a)** Engagement indicator: Welcomes and encourages every family to become active participants in the classroom and school community. **(b) Collaboration** indicator: **Collaborates** with families and communities to create and implement strategies for supporting student learning and development both at home and at school. **(c) Communication** indicator: Engages in regular, two-way, and **culturally** proficient **communication** with families about student learning and performance. SEI Indicator **(e) Collaborates** with families, recognizing the significance of native language and **culture** to create and implement strategies for supporting student learning and development both at home and at school."

## FSCE Administrator Standards

**Standard 3. Family and Community Engagement:** Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district. **a. Family Engagement.** Ensures that family concerns are addressed in an equitable, effective, and efficient manner and creates opportunities for families to inform policies, practices and programs that support students and their families and enhance student learning. **b. Effective Communication.** Effectively executes a full range of **communication** strategies that generate public understanding and support for the district/school. **c. Advocacy.** Advocates for, and **collaborates** with, families, community members, and other stakeholders. **d. Community Connections.** Builds strong working **relationships** and connections with appropriate community providers to support students' academic progress, social and emotional well-being, and civic participation.

### Field-Experience Requirement

Standard III of the Professional Standards for Teachers details the expectations for Family & Community Engagement for pre-service teachers. Teacher candidates are required to have opportunities to practice, to be observed, and to receive feedback through coursework and/or in field-based experiences for all indicators in this standard.

### Accountability/Evaluation Measures

Standard III on Family Engagement is addressed in the Classroom Teacher Rubric in the MA Model System for Educator Evaluation

[http://www.doe.mass.edu/eval/model/PartIII\\_AppxC.pdf](http://www.doe.mass.edu/eval/model/PartIII_AppxC.pdf)

& in the School Level Administrator Rubric [http://www.doe.mass.edu/eval/model/PartIII\\_AppxB.pdf](http://www.doe.mass.edu/eval/model/PartIII_AppxB.pdf)

The Department of Elementary and Secondary Education administers surveys to educator and administrator candidates, program completers, and their first year evaluators regarding the effectiveness of the Educator Preparation Program. <http://www.doe.mass.edu/edprep/surveys/>

### Other Relevant Policies/Context

# MICHIGAN

Standards Available at :

Michigan InTASC Standards (adopted 2013):

[https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

Michigan Standards for the Preparation of School Principals: [https://www.michigan.gov/documents/mde/School\\_Principal\\_Program\\_Standards\\_557142\\_7.pdf](https://www.michigan.gov/documents/mde/School_Principal_Program_Standards_557142_7.pdf)

Recognizes CAEP - Accredited Programs :

Yes

State Reviewed :

YES

## FSCE Educator Standards

InTASC Standards, Performances, Essential Knowledge, **Critical Dispositions:**

**1(c)** The teacher **collaborates** with families, communities, colleagues, and other professionals to promote learner growth and development. **1(k)** The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**2(d)** The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and **cultural** norms. **2(j)** The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, **culture**, family, and community values. **2(k)** The teacher knows how to access information about the values of diverse **cultures** and communities and how to incorporate learners' experiences, cultures, and community resources into instruction. **2(m)** The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

**3(a)** The teacher **collaborates** with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. **3(n)** The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

**7(o)** The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

**8(c)** The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**Standard 9.** Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners,

## FSCE Administrator Standards

**Standard 4.0.** A building-level education leader applies knowledge that promotes the success of every student by **collaborating** with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the **diverse cultural**, social, and intellectual resources within the school community; building and sustaining positive school **relationships** with families and caregivers; and cultivating productive school **relationships** with community partners. In so doing, the building level leader ensures effective and ample use of technology in **collaborating** with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

**4.3.** Candidates understand and can respond to community interests and needs by building and sustaining positive school **relationships** with families and caregivers. Programs provide evidence of candidate knowledge of: the needs of students, parents or caregivers; school organizational **culture** that promotes open **communication** with families and caregivers; school strategies for effective oral and written **communication** with families and caregivers; approaches to collaboration with families and caregivers; and the effect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning.

**Standard 6.0.** A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, advocating for student learning, and influencing the larger political, social, economic, legal, and **cultural** context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies. **6.1:** Candidates understand and can advocate for school students, families,



families, other professionals, and the community), and adapts practice to meet the needs of each learner. **9(m)** The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and **relationships** with learners and their families.

**Standard 10.** Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to **collaborate** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **10(g)** The teacher uses technological tools and a variety of **communication** strategies to build local and global learning communities that engage learners, families, and colleagues. **10(m)** The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. **10(q)** The teacher respects families' beliefs, norms, and expectations and seeks to work **collaboratively** with learners and families in setting and meeting challenging goals.

and caregivers. Programs provide evidence that candidates demonstrate skills required to: articulate a school vision of learning characterized by a respect for students and their families and community **partnerships**; conduct needs assessments of families and caregivers; develop **collaboration** strategies for effective **relationships** with families and caregivers; and involve families and caregivers in the decision-making processes at the school; serve as a respectful spokesperson for students and families within the school.

### Field-Experience Requirement

Michigan Clinical Experiences Requirements include "Internship experiences should also include the following activities: Connecting with families and community" [https://www.michigan.gov/documents/mde/Clinical\\_Experiences\\_Requirements\\_648342\\_7.pdf](https://www.michigan.gov/documents/mde/Clinical_Experiences_Requirements_648342_7.pdf)

### Accountability/Evaluation Measures

No explicit family engagement measure identified

### Other Relevant Policies/Context

Michigan identified core teaching practices to "'learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction"' is one of the 19 Core Teaching Practices, which also supplement clinical experiences: [https://www.michigan.gov/documents/mde/Core\\_Teaching\\_Practices\\_648488\\_7.pdf](https://www.michigan.gov/documents/mde/Core_Teaching_Practices_648488_7.pdf) Recently adopted disciplinary standards for teacher preparation in the fields of Lower Elementary Education (PK-3), Upper Elementary Education (3-6), Bilingual Education, and English as a Second Language – as do 2008 standards for Early Childhood (General and Special Education) – explicitly invoke family engagement."

# MINNESOTA

Standards Available at :

Standards for Effective Practice for Teachers: <https://www.revisor.mn.gov/rules/8710.2000/>  
Minnesota Core Leadership Competencies: <https://www.revisor.mn.gov/rules/3512.0510/> (currently being revised - in draft rule)

Recognizes CAEP - Accredited Programs :

YES

State Reviewed :

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## FSCE Educator Standards

**Subp. 11. Standard 10, collaboration, ethics, and relationships.** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must: **A.** understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works; **B.** understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;

**Standard 3. diverse learners.** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must: **E.** understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values; **F.** understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society; **G.** understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture; **H.** understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction; **J.** know about community and cultural norms; **O.** use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences; **P.** bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;

## FSCE Administrator Standards

Core leadership competencies for Minnesota administrative licenses. A person who serves as a superintendent, principal, director of special education, or director of community education shall demonstrate competence in the following core areas:

**F.** Communication by: **(8)** communicating appropriately, speaking, listening, and writing, for different audiences such as students, teachers, parents, community, and other stakeholders;

**G.** Community relations by: **(4)** relating political initiatives to stakeholders, including parental involvement programs;

### Field-Experience Requirement

No family engagement explicit component identified: <https://www.revisor.mn.gov/rules/8705.2100/>

### Accountability/Evaluation Measures

No explicit family engagement measure identified

### Other Relevant Policies/Context

Rule 3512 is in the process of being amended, including verbage of core competencies, but does not significantly impact the analysis

# MISSISSIPPI

Standards Available at

:

CAEP K-6 Elementary Teacher Preparation Standards (adopted):

<http://caepnet.org/~media/Files/caep/standards/2018-caep-k-6-elementary-teacher-preparation.pdf?la=en>

Recognizes CAEP -  
Accredited Programs

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YES: [https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Educator%20Preparation/MS\\_Partnership%20Agreement2017.pdf](https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Educator%20Preparation/MS_Partnership%20Agreement2017.pdf)

State Reviewed

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## FSCE Educator Standards

**Standard 1.** Understanding and Addressing Each Child's Developmental and Learning Needs. Candidates use their understanding of child growth and development, individual differences, and **diverse** families, **cultures** and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work **collaboratively** with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning. **1.b.** Candidates use their understanding of individual differences and **diverse** families, **cultures**, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs. **1.c.** Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.

## FSCE Administrator Standards

No specific standards were identified. For a five-year administrator license the coursework/program requirement is "Completion of an approved master's, specialist, or doctoral degree in educational administration/leadership from a state-approved or regionally/nationally accredited institution of higher education" <https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/guidelines-for-mississippi-educator-licensure-k-12-2019-june.pdf>

### Field-Experience Requirement

No explicit family engagement requirement found

### Accountability/Evaluation Measures

EPP review includes rubric for standards - including family engagement-related standards: <http://caepnet.org/~media/Files/caep/standards/2018-caep-k-6-elementary-teacher-prepara.pdf?la=en>

Administrators are required to demonstrate "Successful completion of School Leaders Licensure Assessment (SLLA)-Educational Testing Service" - no specific family engagement component was identified

### Other Relevant Policies/Context

# MISSOURI

Standards Available at

:

Missouri Teacher Standards: <https://dese.mo.gov/sites/default/files/TeacherStandards.pdf>  
Missouri Principal Standards: <https://dese.mo.gov/sites/default/files/PrincipalStandards.pdf>

Recognizes CAEP -  
Accredited Programs

:

CAEP Agreement

State Reviewed

:

YES

## FSCE Educator Standards

**Standard 2.** Student Learning, Growth and Development; **Quality Indicator 6.** Language, **culture**, family and knowledge of community values

**Standard 9.** Professional Collaboration; **Quality Indicator 3.** Teacher develops **relationships** and cooperative **partnerships** with students, families and the community

**Standard 5.** Positive Classroom Environment; **Quality Indicator 3.** Classroom, school and community **culture**

## FSCE Administrator Standards

**Standard 1. Leadership Competency 2. Communicates** the vision to stakeholders.

**Standard 4. Relational Leadership** - The Principal as the **Relational Leader** interacts professional[ly] with students, staff, family and community. **Leadership Competency 24.** Builds positive **relationships** with families. **Leadership Competency 25.** Establishes positive **relationships** with other community stakeholders.

## Field-Experience Requirement

No explicit family engagement requirement found

## Accountability/Evaluation Measures

"Teacher Evaluation: <https://dese.mo.gov/sites/default/files/00-TeacherEvaluation-CompleteDoc.pdf>  
Principal Summative Evaluation Form: <https://dese.mo.gov/sites/default/files/PrincipalEvaluationSummativeReport-MLDS.pdf>"

## Other Relevant Policies/Context

# MONTANA

Standards Available at	:	Teaching Standards: <a href="http://www.mtrules.org/gateway/ruleno.asp?RN=10.58.501">http://www.mtrules.org/gateway/ruleno.asp?RN=10.58.501</a> Professional Educator Preparation Program Standards: Principals: <a href="http://www.mtrules.org/gateway/ruleno.asp?RN=10%2E58%2E705">http://www.mtrules.org/gateway/ruleno.asp?RN=10%2E58%2E705</a>	
Recognizes CAEP - Accredited Programs	:	YES	State Reviewed : -

## FSCE Educator Standards

10.58.501 TEACHING STANDARDS **(1)** All programs require that successful candidates:

**(b)** use understanding of individual differences and **diverse cultures** and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;

**(i)** engage in ongoing professional learning and use evidence to continually evaluate candidates practice, particularly the effects of candidates choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;

**(j)** interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;

**(l)** demonstrate understanding of and ability to integrate history, **cultural** heritage, and contemporary status of American Indians and tribes in Montana

## FSCE Administrator Standards

10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS **(1)** The program requires that successful candidates:

**(a)** facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community and: **(i)** **collaboratively** develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system through **communication** skills, including listening to multiple audiences, knowledge of school staff, and aligning decisions with organizational vision;

**(d)** **collaborate** with families and other community members, respond to **diverse** community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential of each person and: **(i)** promote family engagement by fostering and sustaining positive **relationships** with parents, families, caregivers, community members, and **partners** by exhibiting human relations skills; **(ii)** promote understanding, appreciation, and use of the community's **diverse cultural**, social, and intellectual resources to expand **cultural** proficiency; and **(iii)** collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research;

**(f)** understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources;

### Field-Experience Requirement

No family Engagement-Specific Requirement Found  
<http://www.mtrules.org/gateway/RuleNo.asp?RN=10%2E58%2E312>

### Accountability/Evaluation Measures

No explicit family engagement measure identified

### Other Relevant Policies/Context



# NEBRASKA

Standards Available at :

Elementary Education & Principal Endorsement Guidelines:

[https://www.education.ne.gov/wp-content/uploads/2017/07/CLEAN\\_Rule24Guidelines\\_2016.pdf](https://www.education.ne.gov/wp-content/uploads/2017/07/CLEAN_Rule24Guidelines_2016.pdf)

Recognizes CAEP -  
Accredited Programs :

YES

State Reviewed :

YES

## FSCE Educator Standards

### REQUIRED:

**006.21D1** A minimum of 40 semester hours of professional education coursework shall include the following: **006.21D1e** **Communication** skills in **collaborating** with parents and other adults, including those with **diverse** languages and **cultures**; **RECOMMENDED GUIDELINES:**

**E.** Demonstrate proficiency in instruction-related competencies, including: **1.** Integrating and applying knowledge for instruction – Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

**G.** Demonstrate professionalism, with an emphasis in the following areas: **1.** Professional growth, reflection, and evaluation – Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally. **2.** **Collaboration** with families, colleagues, and community agencies – Candidates know the importance of establishing and maintaining a positive **collaborative relationship** with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

## FSCE Administrator Standards

**Standard 4.** Promote the success of every student by **collaborating** with faculty and community members, responding to **diverse** community interests and needs, and mobilizing community resources. The candidate will:

**Element 1.** Collect and analyze data and information pertinent to the educational environment; Indicators include, but are not limited to: **C.** **Communicate** information about the school to the community.

**Element 2.** Promote understanding, appreciation, and use of the community's **diverse cultural**, social, and intellectual resources; Indicators include, but are not limited to: **A.** Candidates have knowledge about **cultural** competence; **B.** **Diverse cultural**, social, and intellectual community resources; and **C.** Candidates demonstrate skill abilities to identify and use **diverse** community resources to improve school programs and connect traditions to the needs of all students.

**Element 3.** Build and sustain positive **relationships** with families and caregivers; Indicators include, but are not limited to: **A.** Candidates have knowledge about the needs of students, parents or caregivers; **B.** Organizational **culture** that promotes open **communication** with families and caregivers; **C.** Strategies for effective oral and written **communication** and **collaboration** with families and caregivers; **D.** Candidates demonstrate skill abilities to assess the needs of students, parents, and caregivers; **E.** Articulate a vision of school leadership characterized by respect for children and their families; **F.** Apply oral and written **communication** and **collaboration** strategies to develop school **relationships** with families and caregivers; **G.** Involve families and caregivers in decision making about their children's education.

**Element 4.** Build and sustain productive **relationships** with community **partners**; Indicators include, but are not limited to: **A.** Candidates demonstrate knowledge about the needs of school community **partners**; **B.** School organizational **culture** that promotes open **communication** with community **partners**; **C.** School strategies for effective oral and written **communication** and **collaboration** to develop and sustain productive relations with community partners; **D.** Candidates demonstrate skill abilities to assess the needs of district community **partners**; **E.** Articulate a vision of district leadership characterized by respect for community **partners**; and **F.** Apply oral and written **communication** and **collaboration** strategies to develop district **relationship** with community **partners**.

### Field-Experience Requirement

No explicit family engagement requirement found

### Accountability/Evaluation Measures

No explicit family engagement measure identified

### Other Relevant Policies/Context

The "recommended" teacher standards included are from the Association for Childhood Education International Standards (ACEI) and are not required but are provided as recommended guidelines for programs.

# NEVADA

Standards Available at : [Family Engagement Course Requirement:  
https://www.leg.state.nv.us/NAC/NAC-391.html](https://www.leg.state.nv.us/NAC/NAC-391.html)

Recognizes CAEP -  
Accredited Programs :

NO

State Reviewed :

YES

## FSCE Educator Standards

Dedicated Course Requirement - **NAC 391.030** Qualification to become licensed employee of school district:

**1.** Except as otherwise provided in subsections 2 and 3, as a qualification for becoming a licensed employee of a school district, a person must: **(a)** Complete courses covering: **(2)** Parental involvement and family engagement that meet the criteria set forth in subsection 4;

**4.** To demonstrate completion of a course regarding parental involvement or family engagement, a person must submit to the Department evidence of completion of at least 3 semester hours of credit in a course of study regarding parental involvement and family engagement that: **(a)** Is consistent with the elements and goals for effective involvement and engagement set forth in NRS 392.457; and **(b)** Includes an emphasis on building **relationships**, outreach to families and developing an appreciation and understanding of families from **diverse** backgrounds.

**392.457 (2)** The policy adopted by the State Board pursuant to subsection 1 must include the following elements and goals: **(a)** Promotion of an atmosphere for parents and families to visit the school that their children attend and feel welcome, valued and connected to the staff of the school, other parents and families and to the education of their children. **(b)** Promotion of regular, two-way, meaningful **communication** between parents, families and schools relating to learning by pupils. **(c)** **Collaboration** among parents, families and schools to support learning by pupils and healthy development of pupils at home and school. **(d)** Empowerment of parents and families to advocate for their children and the children of other parents and families to ensure that all pupils are treated fairly and have access to learning opportunities that support pupil achievement. **(e)** Promotion of an equal **partnership** between parents, families and schools in making decisions that affect children, parents and families and in informing, influencing and creating school policies, practices and programs. **(f)** **Collaboration** of parents, families and schools with the community to connect pupils, parents, families and schools with learning opportunities, community services and civic participation.

## FSCE Administrator Standards

Dedicated Course Requirement - **NAC 391.030** Qualification to become licensed employee of school district:

**1.** Except as otherwise provided in subsections 2 and 3, as a qualification for becoming a licensed employee of a school district, a person must: **(a)** Complete courses covering: **(2)** Parental involvement and family engagement that meet the criteria set forth in subsection 4;

**4.** To demonstrate completion of a course regarding parental involvement or family engagement, a person must submit to the Department evidence of completion of at least 3 semester hours of credit in a course of study regarding parental involvement and family engagement that: **(a)** Is consistent with the elements and goals for effective involvement and engagement set forth in NRS 392.457; and **(b)** Includes an emphasis on building **relationships**, outreach to families and developing an appreciation and understanding of families from **diverse** backgrounds.

**392.457 (2)** The policy adopted by the State Board pursuant to subsection 1 must include the following elements and goals: **(a)** Promotion of an atmosphere for parents and families to visit the school that their children attend and feel welcome, valued and connected to the staff of the school, other parents and families and to the education of their children. **(b)** Promotion of regular, two-way, meaningful **communication** between parents, families and schools relating to learning by pupils. **(c)** **Collaboration** among parents, families and schools to support learning by pupils and healthy development of pupils at home and school. **(d)** Empowerment of parents and families to advocate for their children and the children of other parents and families to ensure that all pupils are treated fairly and have access to learning opportunities that support pupil achievement. **(e)** Promotion of an equal **partnership** between parents, families and schools in making decisions that affect children, parents and families and in informing, influencing and creating school policies, practices and programs. **(f)** **Collaboration** of parents, families and schools with the community to connect pupils, parents, families and schools with learning opportunities, community services and civic participation.

## Field-Experience Requirement

No explicit family engagement requirement found

## Accountability/Evaluation Measures

Nevada Educator Performance Framework utilized for educator evaluation includes family engagement as Standard 4, with an aligned rubric: [http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator\\_Effectiveness/Educator\\_Develop\\_Support/NEPF/Teacher/Teacher-Professional%20Responsibilities%20Rubric.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Effectiveness/Educator_Develop_Support/NEPF/Teacher/Teacher-Professional%20Responsibilities%20Rubric.pdf)  
Administrator Rubric - Standard 4: [http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator\\_Effectiveness/Educator\\_Develop\\_Support/NEPF/Administrator/Admin\\_Professional\\_Responsibilities\\_Rubric2017.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Effectiveness/Educator_Develop_Support/NEPF/Administrator/Admin_Professional_Responsibilities_Rubric2017.pdf)

## Other Relevant Policies/Context

The family engagement course requirement applies to all initial licensees in Nevada, which encompasses all licensed personnel in school buildings. Initial licensees have three years to remove the family engagement provision from their license. This includes experienced educators from out of state. If an educator believes a course they have taken in the past fulfills the licensure provision, they can request the Department's Licensure Office to review the course.

State Family Engagement Policy NRS 392.457 Adoption of policies by State Board and school districts concerning effective involvement and engagement; annual review of policies.

1. The State Board shall, in consultation with the boards of trustees of school districts, educational personnel, local associations and organizations of parents whose children are enrolled in public schools throughout this State and individual parents and legal guardians whose children are enrolled in public schools throughout this State, adopt a policy to encourage effective involvement and engagement by parents and families in support of their children and the education of their children. The policy adopted by the State Board must be considered when the Board:
  - (a) Consults with the boards of trustees of school districts in the adoption of policies pursuant to subsection 3; and
  - (b) Interacts with school districts, public schools, educational personnel, parents, legal guardians and families of pupils, and members of the general public in carrying out its duties pursuant to this title.
2. The policy adopted by the State Board pursuant to subsection 1 must include the following elements and goals:
  - (a) Promotion of an atmosphere for parents and families to visit the school that their children attend and feel welcome, valued and connected to the staff of the school, other parents and families and to the education of their children.
  - (b) Promotion of regular, two-way, meaningful communication between parents, families and schools relating to learning by pupils.
  - (c) Collaboration among parents, families and schools to support learning by pupils and healthy development of pupils at home and school.
  - (d) Empowerment of parents and families to advocate for their children and the children of other parents and families to ensure that all pupils are treated fairly and have access to learning opportunities that support pupil achievement.
  - (e) Promotion of an equal partnership between parents, families and schools in making decisions that affect children, parents and families and in informing, influencing and creating school policies, practices and programs.
  - (f) Collaboration of parents, families and schools with the community to connect pupils, parents, families and schools with learning opportunities, community services and civic participation.
3. The board of trustees of each school district shall, in consultation with the State Board, educational personnel, local associations and organizations of parents whose children are enrolled in public schools of the school district and individual parents and legal guardians whose children are enrolled in public schools of the school district, adopt policies to encourage effective involvement and engagement by parents and families in support of their children and the education of their children. The policies adopted pursuant to this subsection must:
  - (a) Be consistent, to the extent applicable, with the policy adopted by the State Board pursuant to subsection 1;
  - (b) Include the elements and goals specified in subsection 2; and
  - (c) Comply with the parental involvement policy required by the federal Every Student Succeeds Act of 2015, as set forth in 20 U.S.C. § 6318.
4. The State Board and the board of trustees of each school district shall, at least once each year, review and amend their respective policies as necessary."

# NEW HAMPSHIRE

Standards Available at : Elementary Teachers: [http://www.gencourt.state.nh.us/rules/state\\_agencies/ed600.html](http://www.gencourt.state.nh.us/rules/state_agencies/ed600.html)  
Principal Instructional Leader: [http://www.gencourt.state.nh.us/rules/state\\_agencies/ed500.html](http://www.gencourt.state.nh.us/rules/state_agencies/ed500.html)

Recognizes CAEP - Accredited Programs : YES State Reviewed : -

## FSCE Educator Standards

**Ed 612.04** Elementary Education. (b) In the area of **communication** and **collaboration**, demonstrate the ability to promote student learning through: (1) Knowledge of the roles, responsibilities, and interdependency of personnel indigenous to elementary schools; and (2) Application of technology as a tool to **communicate** with members of the professional community and parents;

**Ed 610.02** Professional Education Requirements. To promote the learning of all students, each professional educator preparation program shall require each graduate of the program to demonstrate evidence of the following: (a)(2) Learning differences, as demonstrated by: a. An understanding of individual differences and **diverse cultures** and communities; (d)(2) **Collaboration**, as demonstrated by **collaborating**, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.

## FSCE Administrator Standards

**Ed 506.04** Principal Instructional Leader.

(c) Qualifications for principal shall include the following skills, competencies, and knowledge: (4) Relationships with the school and community;

(d) In the area of educational leadership, the candidate shall have the ability to: (4) Communicate the school's vision regularly with parents, community members, and those connected directly with the school using a variety of methods;

(g) In the area of management of the **relationships** with the school and community, the candidate shall have the ability to: (1) Promote the success of all students by **collaborating** with families and community members, responding to **diverse** community interests and needs, and mobilizing community resources; (2) Recognize and respond to emerging issues impacting the school and community; (3) Create and promote an atmosphere where **diversity** and tolerance are recognized and valued; and (4) Utilize community resources to assist in addressing issues and achieving school community goals.

(i) In the area of social and cultural context of learning, the candidate shall have the ability to: (1) Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context; (3) Communicate among the school community concerning political, social, economic, legal and cultural issues and potential impact on the school;

## Field-Experience Requirement

No explicit family engagement requirement found

## Accountability/Evaluation Measures

No explicit family engagement measure identified

## Other Relevant Policies/Context

# NEW JERSEY

Standards Available at :

NJ Professional Standards for Teachers - New Jersey Administrative Code § 6A:9-3.3:  
<https://www.state.nj.us/education/profdev/profstand/ProfStandardsforTeachersAlignmentwithInTASC.pdf>  
 NJ Professional Standards for School Leaders (ISLLC Standards - Adopted New Jersey Administrative Code § 6A:9-3.4):  
[http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders\\_2015.pdf](http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf)

Recognizes CAEP - Accredited Programs :

YES

State Reviewed :

YES

## FSCE Educator Standards

**"Standard One (iii)(4)** The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**Standard Two (i)(4)** The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and **cultural** norms.

**Standard Three (i)(1)** The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. **(iii)(1)** The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

**Standard Seven (iii)(2)** The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

**Standard Nine (iii)(2)** The teacher is committed to deepening understanding of his/her own frames of reference (e.g., **culture**, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and **relationships** with learners and their families.

**Standard Ten.** Leadership and **Collaboration**; The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to **collaborate** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **(i)(4)** The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing **communication** to support learner development and achievement. **(i)(7)** The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. **(ii)(2)** The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. **(iii)(2)** The teacher respects families' beliefs, norms, and expectations and seeks to work **collaboratively** with learners and families in setting and meeting challenging goals."

## FSCE Administrator Standards

**Standard 8: Meaningful Engagement of Families and Community** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Effective leaders: **a)** Are approachable, accessible, and welcoming to families and members of the community. **b)** Create and sustain positive, **collaborative**, and productive **relationships** with families and the community for the benefit of students. **c)** Engage in regular and open two-way **communication** with families and the community about the school, students, needs, problems, and accomplishments. **d)** Maintain a presence in the community to understand its strengths and needs, develop productive **relationships**, and engage its resources for the school. **e)** Create means for the school community to **partner** with families to support student learning in and out of school. **f)** Understand, value, and employ the community's **cultural**, social, intellectual, and political resources to promote student learning and school improvement. **g)** Develop and provide the school as a resource for families and the community. **h)** Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. **i)** Advocate publicly for the needs and priorities of students, families, and the community. **j)** Build and sustain productive **partnerships** with public and private sectors to promote school improvement and student learning.

**Standard 9: Operations and Management;** **c)** Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

### Field-Experience Requirement

State requires 175 hours of observational, clinical experience, full-time which must be aligned with standards. No explicit family engagement requirement found.

### Accountability/Evaluation Measures

From State: "Require performance review, PRAXIS II, Praxis Core, observed by clinical supervisor, every other week." No explicit family engagement measure identified.

### Other Relevant Policies/Context

# NEW MEXICO

Standards Available at : Administrator Licensure Standards and Competencies:  
<http://164.64.110.134/parts/title06/06.062.0002.html>

Recognizes CAEP -  
Accredited Programs :

NO

State Reviewed :

YES

## FSCE Educator Standards

Per Agency: New Mexico educator preparation programs are required to align their programs to the InTasc competencies of:

1. bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and **cultural** norms;
2. understand that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, **culture**, family and community values;
3. respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents and interests;
4. **collaborate** with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest; and
5. understand that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning

## FSCE Administrator Standards

**6.62.2.10 F.** Leadership in community relations - The leader in community relations has the knowledge and ability to promote the success of all students including students with disabilities and students who are **culturally** and linguistically **diverse** by **collaborating** with families and other community members, responding to **diverse** community interests and needs, and mobilizing community resources. The administrator:

- (1) demonstrates the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning
- (2) demonstrates an ability to use public information and research-based knowledge of issues and trends to **collaborate** with community members and community organizations to have a positive affect on student learning;
- (3) applies an understanding of community relations models, marketing strategies and processes, data driven decision-making, and **communication** theory to craft frameworks for school, business, community, government, and higher education **partnerships**;
- (4) demonstrates an ability to develop and implement a plan for nurturing **relationships** with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals;
- (5) demonstrates the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community;
- (6) demonstrates the ability to **collaborate** with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning
- (7) demonstrates the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices;
- (8) facilitates and engages in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders
- (9) demonstrates the ability to promote maximum involvement with, and visibility within the community;
- (10) demonstrates the ability to interact effectively with individuals and groups that reflect conflicting perspectives;
- (11) demonstrates the ability to effectively and appropriately



assess, research, and plan for **diverse** district and community conditions and dynamics and capitalize on the **diversity** of the community to improve district performance and student achievement;

**(12)** demonstrates the ability to advocate for students with special and exceptional needs;

**(13)** demonstrates an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals;

**(14)** demonstrates how to use district resources to the community to solve issues of joint concern; **(15)** demonstrates an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems;

**(16)** understands the need for schools to work with families to alter structural elements that maintain unjust practices within the schools;

**(17)** facilitates for families to receive all information regarding school, district and state educational initiatives and decisions;

**(18)** ensures that parents are provided an accurate account of the history of educational reform so that they can become active participants in supporting or rejecting new policies.

### Field-Experience Requirement

No explicit family engagement requirement found

### Accountability/Evaluation Measures

Educator Preparation Program Score Card:

<https://webnew.ped.state.nm.us/bureaus/licensure/educator-preparation-program-scorecards/>

New Mexico Teacher Competencies for Licensure Level I (add'l expectations at levels II and III) 4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately. D. Uses resources such as community service agencies, school personnel, and parents to meet student learning levels, rates and styles. 5. The teacher effectively utilizes student assessment techniques and procedures. D. Communicates student progress to students and families in a timely manner. 9. The teacher works productively with colleagues, parents and community members. A. Collaborates with colleagues. B. Communicates with parents on a regular basis. C. Uses conflict resolution strategies when necessary. D. Involves parents and community in the learning environment. E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.

[http://teachnm.org/uploads/docs/nm\\_teacher\\_competencies.pdf](http://teachnm.org/uploads/docs/nm_teacher_competencies.pdf)

### Other Relevant Policies/Context

In July 2019, a new rule was going into public comment ([6.65.3 NMAC, Educator Preparation Program Accountability](#)): "6.65.3.9 C. EPPs shall ensure that candidates embrace and execute upon their responsibility as educators to develop the skills and capacities to implement meaningful practices for parent and family engagement, notably keeping families fully informed of their child's progress towards college-and-career readiness, on a regular basis, using objective measures in all subject areas."

# NEW YORK

Standards Available at :

"8 CRR-NY 52.21- Registration of curricula in teacher education:

<https://govt.westlaw.com/nycrr/Document/Ieca6da1bc2211dd97adcd755bda2840?viewType=FullText&BoriginationContext=documenttoc&BtransitionType=CategoryPageItem&BcontextData=%28sc.Default%29&transitionType=Default&contextData=%28sc.Default%29>

Recognizes CAEP - Accredited Programs :

Requires CAEP or AAQEP accreditation for approved EPPs but does not have a CAEP agreement in place

State Reviewed :

YES

## FSCE Educator Standards

**Section 52.21** requires teacher preparation programs to provide study that permits candidates to obtain pedagogical knowledge, understanding, and skills in:

**(b)(2)(ii)(c)(1)(i)** human developmental processes and variations, including but not limited to: the impact of **culture**, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn—and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

**(b)(2)(ii)(c)(1)(viii)** history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive **relationships** and interactions among the school, home, and community for enhancing student learning—and skill in fostering effective **relationships** and interactions to support student growth and learning, including skill in resolving conflicts;

**New York State Teaching Standards; Element I.4.** Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning. Performance Indicators: **a.** Teachers utilize strategies that enable two-way **communication** with each student's parents, guardians, and/or caregivers. **b.** Teachers use a variety of techniques to accommodate the **communication** needs of each student's parents, guardians, and/or caregivers.

**Element I.5.** Teachers demonstrate knowledge of and are responsive to the economic, social, **cultural**, linguistic, family, and community factors that influence their students learning.

**Element VI.3.** Teachers **communicate** and **collaborate** with families, guardians, and caregivers to enhance student development and success. Performance Indicators: **a.** Teachers invite families, guardians, and caregivers to share information to enhance and increase student development

## FSCE Administrator Standards

**(c)(2)(iv)(a)** Prior to December 1, 2020, programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:

**(3) communicate** and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school's goals, expectations, and performance results, and builds support for improving student achievement.

**(4)** lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to: **(viii)** student, family, and community relations;

and achievement. **b.** Teachers **communicate** in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion. **c.** Teachers suggest strategies and ways in which families can participate in and contribute to their students' education.

**Element VI.2:** Teachers engage and **collaborate** with colleagues and the community to develop and sustain a common **culture** that supports high expectations for student learning.

**Element VII.3:** Teachers **communicate** and **collaborate** with students, colleagues, other professionals, and the community to improve practice.

### Field-Experience Requirement

All teacher and educational leader candidates must pass the Educating All Students (EAS) test for certification. One of the five competencies assessed on the test is related to family engagement and is provided below. The test framework, including the competencies, is available online at: [http://www.nystce.nesinc.com/content/docs/NY201\\_OBJ\\_FINAL.pdf](http://www.nystce.nesinc.com/content/docs/NY201_OBJ_FINAL.pdf)

EAS Test: COMPETENCY 0005—SCHOOL-HOME RELATIONSHIPS - The New York State educator understands effective strategies for promoting positive and productive relationships and interactions between the school and home to enhance student learning. SBL Test: COMPETENCY 0002—FAMILY AND COMMUNITY ENGAGEMENT - The New York State School Building Leader effectively promotes and sustains family and community engagement to support student learning and school improvement efforts. The building leader uses leadership skills to reach out to diverse constituencies, develop positive relationships, and create partnerships beneficial to the school and its students.

### Accountability/Evaluation Measures

"NYS Teaching Standards serve as a foundation for the teaching profession in New York, including teacher preparation, the specific requirements for teacher preparation programs are found in Section 52.21 of the Commissioner's Regulations. Under the Pilot P-20 Partnerships for Principal Preparation Program, programs will align competencies to the Professional Standards for Educational Leaders (PSEL).

Beginning December 1, 2020 in Section 52.21, School Building Leader preparation programs must require candidates to complete studies in (c)(2)(iv)(b)(8) engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being;"

### Other Relevant Policies/Context

# NORTH CAROLINA

Standards Available at

:

North Carolina Professional Teaching Standards:

<http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/prof-teach-standards.pdf>

North Carolina Standards for School Executives:

<http://www.dpi.state.nc.us/docs/district-humanresources/evaluation/standardsadmin.pdf>

Recognizes CAEP -  
Accredited Programs

:

SPA Program Review

State Reviewed

:

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## FSCE Educator Standards

**NCPTS.II** Teachers establish a respectful environment for a **diverse** population of students.

- a. Teachers provide an environment in which each child has a positive, nurturing **relationship** with caring adults.
- b. Teachers embrace **diversity** in the school community and in the world.
- e. Teachers work **collaboratively** with the families and significant adults in the lives of their students.

## FSCE Administrator Standards

**Standard 6.** External Development Leadership Practices: The school executive practices effective external development leadership when he or she: Implements processes that empower parents and other stakeholders to make significant decisions; Creates systems that engage all community stakeholders in a shared responsibility for student and school success; Creates opportunities to advocate for the school in the community and with parents; **Communicates** the school's accomplishments to the district office and public media in accordance with LEA policies; Garners fiscal, intellectual and human resources from the community that support the 21st century learning agenda of the school; and Builds **relationships** with individuals and groups to support specific aspects of the learning improvement agenda and also as a source of general good will.

## Field-Experience Requirement

No explicit family engagement requirement found

## Accountability/Evaluation Measures

Principal Evaluation Rubric: Standard 6, a. Parent and Community Involvement and Outreach: The principal designs structures and processes which result in parent and community engagement, support and ownership for the school.

<http://www.ncpublicschools.org/docs/effectiveness-model/ncees/principals/required/rubricassessmentform.pdf>

Teacher Evaluation Rubric: Element IIe. Teachers work collaboratively with the families and significant adults in the lives of their students.

<http://www.dpi.state.nc.us/docs/effectiveness-model/ncees/instruments/teach-eval-manual.pdf>

## Other Relevant Policies/Context

# NORTH DAKOTA

Standards Available at :

North Dakota Professional Standards - InTASC (adopted):

<https://www.nd.gov/espb/sites/www/files/documents/FINAL-INTASC-Standards-August-2017.pdf>

Elementary Principal Credential:

<https://www.nd.gov/dpi/educators/credentials-and-certificates>

Recognizes CAEP -  
Accredited Programs :

SPA Program Review

State Reviewed :

YES

## FSCE Educator Standards

InTASC Standards, Performances, Essential Knowledge,

### Critical Dispositions:

**1(c)** The teacher **collaborates** with families, communities, colleagues, and other professionals to promote learner growth and development. **1(k)** The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**2(d)** The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and **cultural** norms. **2(j)** The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, **culture**, family, and community values. **2(k)** The teacher knows how to access information about the values of **diverse cultures** and communities and how to incorporate learners' experiences, cultures, and community resources into instruction. **2(m)** The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

**3(a)** The teacher **collaborates** with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. **3(n)** The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

**7(o)** The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

**8(c)** The teacher **collaborates** with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**Standard 9.** Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**9(m)** The teacher is committed to deepening understanding

## FSCE Administrator Standards

"All credentialed positions require a North Dakota Educators Professional Teaching License before a credential can be issued.... In North Dakota, Level I Professional Principal Credential applicants must fulfill the following requirements:

At least three years of teaching or administrative experience at the grade levels applicable.

A Master's degree in Educational Administration or another field certifiable by the Education Standards and Practices Board with course preparation aligned to the following standards:

- Mission, vision, and improvement.
- Ethics and professional norms.
- Equity, inclusiveness, and cultural responsiveness.
- Learning and instruction.
- Operations and management
- Building professional capacity.
- Internship specific to the grade levels of the credential being applied for (Elementary, Secondary, K-12)."

Teaching license is required for administrator credentials so InTASC Standards are applicable to administrators as well (See ND FSCE Educator Standards).

of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and **relationships** with learners and their families.

**Standard 10.** Leadership and **Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to **collaborate** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **10(g)** The teacher uses technological tools and a variety of **communication** strategies to build local and global learning communities that engage learners, families, and colleagues. **10(m)** The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. **10(q)** The teacher respects families' beliefs, norms, and expectations and seeks to work **collaboratively** with learners and families in setting and meeting challenging goals.

### Field-Experience Requirement

None explicitly required: <https://www.nd.gov/espb/sites/www/files/documents/FINAL-INTASC-Standards-August-2015.pdf>

### Accountability/Evaluation Measures

Principal Evaluation: 4. An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. 6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. [https://www.nd.gov/dpi/uploads/133/Prin\\_Eval\\_Guidelines\\_201410.pdf](https://www.nd.gov/dpi/uploads/133/Prin_Eval_Guidelines_201410.pdf)

### Other Relevant Policies/Context

Principal credential is currently being revised, with draft rules in the process of adoption. Draft rules include Standard 5: Community and External Leadership, aligned to NELP standards. <http://npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>

## Standards Available at

: CAEP 2018 K-6 Elementary Teacher Preparation Standards:  
<http://caepnet.org/~media/Files/caep/standards/2018-caep-k-6-elementary-teacher-prepara.pdf>  
 Ohio Standards for Principals:  
[https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-Principal-Evaluation-System-OPES/Principal-Performance-Ratings/Standards\\_Principals\\_sept07.pdf.aspx](https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-Principal-Evaluation-System-OPES/Principal-Performance-Ratings/Standards_Principals_sept07.pdf.aspx)"

## Recognizes CAEP - Accredited Programs

: YES - required

## State Reviewed

: YES

### FSCE Educator Standards

**Standard 1.** Understanding and Addressing Each Child's Developmental and Learning Needs - Candidates use their understanding of child growth and development, individual differences, and **diverse** families, **cultures** and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work **collaboratively** with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning. **1.b** Candidates use their understanding of individual differences and **diverse** families, **cultures**, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs. **1.c** Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.

### FSCE Administrator Standards

**4.** Principals establish and sustain **collaborative** learning and shared leadership to promote learning and achievement of all students. • Principals promote a **collaborative** learning **culture**. • Principals share leadership with staff, students, parents, and community members. • Principals develop and sustain leadership.  
**5.** Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being. • Principals use community resources to improve student learning. • Principals involve parents and community members in improving student learning. • Principals connect the school with the community. • Principals establish expectations for the use of **culturally-responsive** practices, which acknowledge and value **diversity**.

### Field-Experience Requirement

No family engagement-specific requirement identified: <http://codes.ohio.gov/oac/3333-1-05v1>

### Accountability/Evaluation Measures

Ohio Standards for the Teaching Profession: <http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/TeachingProfessionStandards.pdf.aspx?lang=en-US>  
 Teacher Evaluation Rubric: Family engagement under Classroom Environment & Professional Responsibilities  
<http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Teacher-Performance-Ratings/Teacher-Performance-Evaluation-Rubric-120215.doc.aspx>

### Other Relevant Policies/Context

For Educator Preparation, the state requires CAEP accreditation and alignment to national SPP standards.  
 State Board of Education of Ohio Parent and Family Involvement Policy (approved 2007).  
<http://education.ohio.gov/getattachment/topics/other-resources/getting-involved-with-your-child-s-learning/parent-and-family-involvement-policy-provides-guid/parent-involvement.pdf.aspx>



# OKLAHOMA

Standards Available at :

InTASC Model Core Teaching Standards (adopted - per agency):

[https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

COMPETENCIES FOR LICENSURE AND CERTIFICATION OF ADMINISTRATIVE PERSONNEL:

[http://okrules.elaws.us/oac/title210\\_chapter20\\_subchapter9\\_part19](http://okrules.elaws.us/oac/title210_chapter20_subchapter9_part19)

ELCC Standards:

<http://npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>

Recognizes CAEP -  
Accredited Programs :

YES

State Reviewed :

YES

## FSCE Educator Standards

InTASC Standards, Performances, Essential Knowledge,  
**Critical Dispositions:**

**1(c)** The teacher **collaborates** with families, communities, colleagues, and other professionals to promote learner growth and development. **1(k)** The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**2(d)** The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and **cultural** norms. **2(j)** The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, **culture**, family, and community values. **2(k)** The teacher knows how to access information about the values of **diverse cultures** and communities and how to incorporate learners' experiences, cultures, and community resources into instruction. **2(m)** The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

**3(a)** The teacher **collaborates** with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. **3(n)** The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

**7(o)** The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

**8(c)** The teacher **collaborates** with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**Standard 9.** Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others

## FSCE Administrator Standards

**§ 210:20-9-181. Competency I;** general knowledge of educational administration and related skills

**(a)** Knowledge and skills. Administrator candidates shall have knowledge and skills to establish programs to meet the concerns and needs of students, families and the community. Skills needed to address the concerns and needs of students and families would include, but not be limited to, understanding:

**(b)** Rationale. Parents, the community, and society-at-large continue to demand more from educators as schools progressively take on more responsibilities in not only the education of the child, but in their emotional, physical, and overall well-being. In order to meet these new more encompassing demands, administrators must have the knowledge and skills necessary to work effectively.

**(c)** What the principal candidate will know. The candidate for licensure and certification as principal has, and can demonstrate, knowledge of: **(1)** Federal constitutional provisions, the state's common school law and school code, local district and school site policies, and the **interrelationship** among each as applied within the school setting. **(2)** Negotiation procedures, employer-employee relations, employee-employee mediation techniques, and student mediation techniques. **(3)** How to design specific **communication** for various constituent groups. **(4)** How to actively participate in community improvement. **(5)** The political, social, **cultural**, and economic systems and process that impact schools

**(d)** What the principal candidate will be able to do. The candidate for licensure and certification as principal has, and can demonstrate, the skills to: **(1)** Identify and respond to the tensions within the family and the community that affect the education process. **(2)** Develop schools as community hubs for services which may incorporate instructional activities, social experiences, family and community services in the child's education process. **(3)** Design effective public relations strategies to meet the needs that arise in community relations, media relations, and crisis situations. **(4)** Model respect for all staff and their varied contributions



(learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**9(m)** The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and **relationships** with learners and their families.

**Standard 10.** Leadership and **Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to **collaborate** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **10(g)** The teacher uses technological tools and a variety of **communication** strategies to build local and global learning communities that engage learners, families, and colleagues. **10(m)** The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. **10(q)** The teacher respects families' beliefs, norms, and expectations and seeks to work **collaboratively** with learners and families in setting and meeting challenging goals.

to the school. **(5)** Inform parents concerning programs that facilitate the school/parent **partnership** aspect of the total school mission. **(6)** Develop community resources which may benefit the education and well-being of the school's students. **(7)** Facilitate, recognize, and reward both school to community and community to school volunteerism.

All administrative educator preparation programs must align not only to the state standards addressed in statute but also the standards of the Educational Leadership Constituent **Council (ELCC)**. **ELCC Standard 4.3** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers."

### Field-Experience Requirement

No explicit family engagement requirement found

### Accountability/Evaluation Measures

The PPAT, a performance assessment created by ETS, has been adopted as the certification examination of professional knowledge for preservice teachers. This assessment is administered during student teaching and requires candidates to submit artifacts demonstrating a method of communication with students and families.

### Other Relevant Policies/Context

# OREGON

Standards Available at :	Oregon Model Core Teaching Standards: <a href="https://www.ode.state.or.us/wma/teachlearn/education/effectiveness/or-model-core-teaching-standards.pdf">https://www.ode.state.or.us/wma/teachlearn/education/effectiveness/or-model-core-teaching-standards.pdf</a> InTasc Standards (adopted): <a href="https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10">https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10</a> Oregon Educational Leadership Standards: <a href="https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/7.ORAAdminStandards.pdf">https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/7.ORAAdminStandards.pdf</a>		
Recognizes CAEP - Accredited Programs :	YES	State Reviewed :	-

## FSCE Educator Standards

InTASC Standards, Performances, Essential Knowledge, **Critical Dispositions:**

**1(c)** The teacher **collaborates** with families, communities, colleagues, and other professionals to promote learner growth and development. **1(k)** The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**2(d)** The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and **cultural** norms. **2(j)** The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, **culture**, family, and community values. **2(k)** The teacher knows how to access information about the values of **diverse cultures** and communities and how to incorporate learners' experiences, cultures, and community resources into instruction. **2(m)** The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

**3(a)** The teacher **collaborates** with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. **3(n)** The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

**7(o)** The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

**8(c)** The teacher **collaborates** with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**Standard 9.** Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and

## FSCE Administrator Standards

**Standard 4.** Inclusive Practice An educational leader integrates principles of **cultural** competency and equitable practice and promotes the success of every student by **collaborating** with faculty and community members, responding to **diverse** community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, **diversity**, and excellence, and to promote **communication** among **diverse** groups. Educational Leaders: **a)** Collect and analyze data pertinent to equitable outcomes; **b)** Understand and integrate the community's **diverse cultural**, social and intellectual resources; **c)** Build and sustain positive **relationships** with families and caregivers; and **d)** Build and sustain productive **relationships** with community **partners**.

**Standard 6.** Socio-Political Context An educational leader integrates principles of **cultural** competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and **cultural** context. Educational Leaders: **a)** Advocate for children, families and caregivers; **b)** Act to influence local, district, state and national decisions affecting student learning; and **c)** Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies.

adapts practice to meet the needs of each learner. **9(m)** The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and **relationships** with learners and their families.

**Standard 10.** Leadership and **Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to **collaborate** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **10(g)** The teacher uses technological tools and a variety of **communication** strategies to build local and global learning communities that engage learners, families, and colleagues. **10(m)** The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. **10(q)** The teacher respects families' beliefs, norms, and expectations and seeks to work **collaboratively** with learners and families in setting and meeting challenging goals.

#### Field-Experience Requirement

No explicit family engagement requirement found

#### Accountability/Evaluation Measures

Locally developed evaluation: [https://www.oregon.gov/ode/educator-resources/educator\\_effectiveness/Documents/oregon-framework-for-eval-and-support-systems.pdf](https://www.oregon.gov/ode/educator-resources/educator_effectiveness/Documents/oregon-framework-for-eval-and-support-systems.pdf)

#### Other Relevant Policies/Context

# PENNSYLVANIA

Standards Available at :

Code of Professional Practice and Conduct for Educators:  
<https://www.pacode.com/secure/data/022/chapter235/chap235toc.html>  
Supervisory Certificates:  
<https://www.pacode.com/secure/data/022/chapter49/s49.111.html>

Recognizes CAEP -  
Accredited Programs :

NO

State Reviewed :

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## FSCE Educator Standards

**§ 235.4. Practices. (a)** Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

**4)** Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, **culture**, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

**(7)** Professional educators shall exhibit acceptable and professional language and **communication** skills. Their verbal and written **communications** with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

## FSCE Administrator Standards

**§ 49.111. Supervisory Certificate**  
**(5)** Meet the following standards:  
**(v)** The supervisor is an effective **communicator** with various school communities.  
**(viii)** The supervisor understands the process of curriculum development, implementation and evaluation and uses this understanding to develop high quality curricula for student learning in **collaboration** with teachers, administrators, parents and community members.  
**(xi)** The supervisor contributes to school effectiveness by **collaborating** with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

## Field-Experience Requirement

Professional behavior to be exhibited during field experiences: "Appreciate the need for, and maintain, student, family, and staff confidentiality."

<https://www.education.pa.gov/Documents/Teachers-Administrators/Certification%20Preparation%20Programs/Framework%20Guidelines%20and%20Rubrics/K-12%20Program%20Framework%20Guidelines.pdf>

## Accountability/Evaluation Measures

No explicit family engagement measure identified

## Other Relevant Policies/Context

The Framework for K-12 Program Guidelines which includes the professional core and candidate competencies for all teachers, family engagement is not addressed, other than a mention of keeping confidentiality during field experience:  
<https://www.education.pa.gov/Documents/Teachers-Administrators/Certification%20Preparation%20Programs/Framework%20Guidelines%20and%20Rubrics/K-12%20Program%20Framework%20Guidelines.pdf>

# RHODE ISLAND

Standards Available at :

Rhode Island Professional Teaching Standards:

<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/Cert-main-page/RIPTS-with-preamble.pdf>

Rhode Island Standards for Educator Preparation:

[http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/Becoming-an-Educator/RIPA\\_Standards\\_2013.pdf](http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/Becoming-an-Educator/RIPA_Standards_2013.pdf)

Standards for Educational Leadership in Rhode Island:

<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/Cert-main-page/Leadership-Standards-1292009.pdf>

Recognizes CAEP - Accredited Programs :

CAEP Agreement but also has state approval process

State Reviewed :

YES

## FSCE Educator Standards

### "Rhode Island Professional Teaching Standards

**Standard 1.** Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live. Facilitate student involvement in the school and wider communities.

**Standard 7.** Teachers work **collaboratively** with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement. Teachers... • Work **collaboratively** with colleagues to examine teacher practice, student work and student assessment results with the goal of improving instruction and achievement • Develop **relationships** with students and their families to support learning • Understand the role of community agencies in supporting schools and work **collaboratively** with them as appropriate.

**Standard 10.** Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals. Teachers... • Solicit feedback from students, families, and colleagues to reflect on and improve their own teaching

### Rhode Island Standards for Educator Preparation

**1.6.** Equity: Approved programs ensure that candidates develop and demonstrate the **cultural** competence and **culturally** responsive skills that assure they can be effective with a **diverse** student population, parents, and the community."

## FSCE Administrator Standards

**Standard 1. Element IB:** Shared Commitments to Implement the Mission, Vision, and Goals The process of creating and sustaining the mission, vision, and goals is inclusive, building common beliefs and dispositions and genuine commitment among all stakeholders to implement the mission, vision, and goals. Indicators Educational leaders in Rhode Island: **i.** Establish, implement, evaluate, and revise processes for building the capacity of staff, students, families, and community members to develop, implement, and **communicate** the mission, vision, and goals. **ii.** Engage multiple stakeholders with **diverse** perspectives in constructing shared understandings and commitments to high expectations for all students. **iii.** Develop shared commitments and responsibilities among staff and the community for selecting and implementing effective improvement strategies, and assessing and monitoring progress toward the mission, vision, and goals.

**Standard 4.** Education leaders ensure the success of each student by **collaborating** with stakeholders to respond to **diverse** community interests and needs and to mobilize community resources that improve student achievement.

**Element 4A.** **Collaborate** with Families and Other Community Members Leaders **partner** with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. **Element 4B.** Community Interests and Needs Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

**Element 4C.** Maximizing Community Resources Leaders **collaboratively** maximize opportunities through sharing the resources of schools, districts and community organizations and agencies to provide critical support for all children and families.

**Standard 5. Element 5A.** Maintains Ethical and Legal Standards of the Profession Leaders demonstrate appropriate ethical and legal behavior. **ii.** Protect the rights and appropriate confidentiality of students, families, and staff.

### Field-Experience Requirement

While not explicit, expectation through alignment with component 1.6 that field experience will address family engagement.

### Accountability/Evaluation Measures

Educator Preparation Rubric: "Working with families in diverse communities" - [http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/PrepRI/PREP-RI\\_PerformanceRubric.pdf](http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/PrepRI/PREP-RI_PerformanceRubric.pdf)

### Other Relevant Policies/Context

# SOUTH CAROLINA

## Standards Available at

Standards, Policies, and Procedures for South Carolina Educator Preparation Units:  
<https://ed.sc.gov/educators/educator-preparation/educator-preparation-units/accreditation/policies-and-regulations/standards-policies-and-procedures-for-south-carolina-educator-preparation-units/>  
SECTION 59-28-140:  
<https://www.scstatehouse.gov/code/t59c028.php>

## Recognizes CAEP - Accredited Programs

YES

## State Reviewed

YES

### FSCE Educator Standards

Under current Standards, Policies, and Procedures for South Carolina Educator Preparation Units no family engagement standards are identified. <https://ed.sc.gov/educators/educator-preparation/educator-preparation-units/accreditation/policies-and-regulations/standards-policies-and-procedures-for-south-carolina-educator-preparation-units/>

"Educator Preparation Programs, The South Carolina Department of Education and the South Carolina Commission on Higher Education are working to incorporate parental involvement training into teacher preparation and principal preparation programs to implement the following statute:

**SECTION 59-28-140.** Design of parental involvement and best practices training programs; incorporation into teacher and principal preparation programs.

The State Superintendent of Education shall:

- (1) design parental involvement and best practices training programs in conjunction with higher education institutions and the pre-K through grade 12 education community, including parental program coordinators, which shall include: (a) practices that are responsive to racial, ethnic, and socio-economic **diversity**, and are appropriate to various grade-level needs; (b) establishment and maintenance of parent-friendly school settings; (c) awareness of community resources that strengthen families and assist students to succeed; and (d) other topics appropriate for fostering **partnerships** between parent and teacher;
- (2) work collaboratively with the Commission on Higher Education to incorporate parental involvement training into teacher preparation and principal preparation programs consistent with the training provided in subsection (1) of this section.

### FSCE Administrator Standards

Educator preparation units offering programs for administrators must integrate the state standards for principal performance as defined in the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP): <https://ed.sc.gov/scdoe/assets/File/stateboard/documents/165-1.pdf>

**Standard 5.** Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and the social and emotional well-being of each student. d. Endorse and foster adult-student, student-peer, and school-community **relationships** that value and support academic learning and positive social and emotional development. f. Infuse the district's/school's learning environment with the **cultures** and languages of the community.

**Standard 8.** Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Effective Leaders: **a.** Are approachable, accessible, and welcoming to families and members of the community. **b.** Create and sustain positive, **collaborative**, and productive **relationships** with families and the community for the benefit of students. **c.** Engage in regular and open two-way **communication** with families and the community about the district/school, students, needs, problems, challenges and accomplishments. **d.** Maintain a presence in the community to understand its strengths and needs, develop productive **relationships**, and engage its resources for the district/school. **e.** Create means for the school community to **partner** with families to support student learning in and out of school. **f.** Understand, value, and employ the community's **cultural**, intellectual, and political resources to promote student learning and school empowerment. **g.** Openly advocate for the district and school, and for the importance of education and student needs and priorities with families and the community. **h.** Build and sustain productive **partnerships** with public and private sectors to promote school improvement and student learning.

### Field-Experience Requirement

No explicit family engagement requirement found

### Accountability/Evaluation Measures

South Carolina Educator Evaluation Rubric 4.0 - Professionalism 3. Community Involvement Planning Indicator 3. Connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school

[https://ed.sc.gov/scdoe/assets/File/educators/teacher-evaluations/SC%204\\_0%20Rubric%20Printable%20FINAL.pdf](https://ed.sc.gov/scdoe/assets/File/educators/teacher-evaluations/SC%204_0%20Rubric%20Printable%20FINAL.pdf)

### Other Relevant Policies/Context



# SOUTH DAKOTA

Standards Available at :

Preparation of Candidates in Teacher Education:

<https://sdlegislature.gov/Rules/DisplayRule.aspx?Rule=24:53:04:06>

Principal Performance Standards:

<https://doe.sd.gov/principaleffectiveness/documents/0817-PErules.pdf>

Recognizes CAEP -  
Accredited Programs :

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State Reviewed :

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## FSCE Educator Standards

**24:53:04:06.** Candidate knowledge and skills. The unit shall prepare candidates to work in a school as a teacher or administrator or school service specialist. Candidates must know and demonstrate the content, pedagogical, and professional knowledge and skills necessary to help all students learn. Assessments shall be given to the candidate to ensure the candidate meets professional, state, and institutional standards as defined in § 24:53:01:01 and understands the influence of diversity on teaching and learning. Assessments shall be given to the beginning teacher candidate to ensure the candidate meets the professional standards of the INTASC Model Standards for Beginning Teacher Licensing and Development. These modified standards for approved programs in South Dakota are:

**(9)** The teacher evaluates continually the effects of the teacher's choices and actions on others, including students, parents, and other professionals in the learning community. The teacher actively seeks out opportunities to grow professionally; and

**(10)** The teacher fosters **relationships** with school colleagues, parents, and agencies in the community to support student learning and well-being.

INTASC Standards, Performances, Essential Knowledge, **Critical Dispositions:** **1(c)** The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. **1(k)** The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**2(d)** The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. **2(j)** The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. **2(k)** The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction. **2(m)** The teacher respects learners as individuals with differing

## FSCE Administrator Standards

**24:58:02:06.** School and community **relationships** domain defined. Principals and assistant principals shall demonstrate the ability to foster **relationships** by **collaborating** with parents, staff, and community members. This shall include the following components:

**(1)** Supporting and promoting a **culture** of family and community involvement to engage stakeholders in school goals and programs;

**(2)** Using multiple methods to frequently and clearly **communicate** to and seek input from parents, students, staff, and community members;

**(3)** Establishing and supporting a school **culture**, climate, and environment that treats all individuals with dignity, fairness, and respect; and

**(4)** Exhibiting high visibility and active involvement within the school and community.

**24:58:02:05.** School, student, and staff safety domain defined. Principals and assistant principals shall demonstrate the ability to foster a physically, emotionally, and cognitively safe learning environment for students, staff, and community. This shall include the following components:

**(1)** Creating a safe school environment that addresses the physical, emotional, and cognitive needs of the parents, students, staff, and the community by openly addressing and resolving potential safety issues;

personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

**3(a)** The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. **3(n)** The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

**7(o)** The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

**8(c)** The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**Standard 9.** Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**9(m)** The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

**Standard 10.** Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **10(g)** The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. **10(m)** The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. **10(q)** The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

### Field-Experience Requirement

No explicit family engagement requirement found: <https://sdlegislature.gov/rules/DisplayRule.aspx?Rule=24:53:04:13>

### Accountability/Evaluation Measures

24:53:04:06 Assessments shall be given to the beginning teacher candidate to ensure the candidate meets the [modified] professional standards of the INTASC Model Standards for Beginning Teacher Licensing and Development. <https://sdlegislature.gov/Rules/DisplayRule.aspx?Rule=24:53:04:06>

### Other Relevant Policies/Context

# TENNESSEE

Standards Available at :

TENNESSEE EDUCATOR PREPARATION POLICY:

[https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles3/4-15-16\\_V\\_E\\_Educator\\_Preparation\\_Policy\\_5\\_504\\_Attachment.pdf](https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles3/4-15-16_V_E_Educator_Preparation_Policy_5_504_Attachment.pdf)

Tennessee Instructional Leadership Standards:

<https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/policies/5000/5.106%20Tennessee%20Instructional%20Leadership%20Standards%20Policy%207-27-18.pdf>

Recognizes CAEP - Accredited Programs :

YES

State Reviewed :

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## FSCE Educator Standards

EPPs shall require candidates to meet general education standards. No family engagement specific standards found. Providers should ensure that all programs are aligned with the standards approved by the Interstate Teacher Assessment and Support Consortium (InTASC): [https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles3/4-15-16\\_V\\_E\\_Educator\\_Preparation\\_Policy\\_5\\_504\\_Attachment.pdf](https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles3/4-15-16_V_E_Educator_Preparation_Policy_5_504_Attachment.pdf)

InTASC Standards, Performances, Essential Knowledge, **Critical Dispositions:**

**1(c)** The teacher **collaborates** with families, communities, colleagues, and other professionals to promote learner growth and development. **1(k)** The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**2(d)** The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and **cultural** norms. **2(j)** The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, **culture**, family, and community values. **2(k)** The teacher knows how to access information about the values of **diverse cultures** and communities and how to incorporate learners' experiences, cultures, and community resources into instruction. **2(m)** The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

**3(a)** The teacher **collaborates** with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. **3(n)** The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

**7(o)** The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues,

## FSCE Administrator Standards

**Standard B 4.** Takes measures to actively involve families in the **culturally** responsive education of each student.

families, and the larger community.

**8(c)** The teacher **collaborates** with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**Standard 9.** Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **9(m)** The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and **relationships** with learners and their families.

**Standard 10.** Leadership and **Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to **collaborate** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **10(g)** The teacher uses technological tools and a variety of **communication** strategies to build local and global learning communities that engage learners, families, and colleagues. **10(m)** The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. **10(q)** The teacher respects families' beliefs, norms, and expectations and seeks to work **collaboratively** with learners and families in setting and meeting challenging goals.

### Field-Experience Requirement

None Found: [https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meeting-files3/4-15-16\\_V\\_E\\_Educator\\_Preparation\\_Policy\\_5\\_504\\_Attachment.pdf](https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meeting-files3/4-15-16_V_E_Educator_Preparation_Policy_5_504_Attachment.pdf)

### Accountability/Evaluation Measures

No explicit family engagement measure identified

### Other Relevant Policies/Context

# TEXAS

Standards Available at :

§149.1001. Teacher Standards:

<http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149aa.pdf>

§235.11. Pedagogy and Professional Responsibilities Standards, Early Childhood:

<http://ritter.tea.state.tx.us/sbecrules/tac/chapter235/ch235b.html>

§241 - Standards Required for the Principal as Instructional Leader Certificate:

<http://ritter.tea.state.tx.us/sbecrules/tac/chapter241/ch241a.html>

RULE §149.2001 Principal Standards:

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=2&ch=149&rl=2001](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=2001)

Recognizes CAEP -  
Accredited Programs :

YES

State Reviewed :

YES

## FSCE Educator Standards

### "§149.1001. Teacher Standards(b)

**Standard 2.** Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. **(B)** Teachers acquire, analyze, and use background information (familial, **cultural**, educational, linguistic, and developmental characteristics) to engage students in learning.

**Standard 4.** Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. **(A)** Teachers create a mutually respectful, **collaborative**, and safe community of learners by using knowledge of students' development and backgrounds. **(i)** Teachers embrace students' backgrounds and experiences as an asset in their learning environment. **(iv)** Teachers **communicate** regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and **partnering** with families in furthering their students' achievement goals.

**Standard 6.** Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, **communicate** regularly with stakeholders, maintain professional **relationships**, comply with all campus and school district policies, and conduct themselves ethically and with integrity. **(i)** Teachers clearly **communicate** the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members. **(D)(ii)** Teachers **communicate** consistently, clearly, and respectfully with all members of the campus community, including

## FSCE Administrator Standards

**RULE §149.2001** Principal Standards (3) **Standard 3.** Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning. **(II)** motivate the school community by modeling a relentless pursuit of excellence; **(IV)** view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward; **(VI)** have **strong communication** skills and understand **how to communicate** a message in different ways to meet the needs of various audiences; **(VII)** are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and **(VIII)** treat all members of the community with respect and develop strong, **positive relationships** with them.

**Standard (4) (V)** treat families as key **partners** to support student learning, creating structures for **two-way communication** and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions. **(ii)** In schools with **effective** culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility **for communicating** the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers **regularly communicate** with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community. **(B) (i)** Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff. **(ii) Culture** of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements

students, parents and families, colleagues, administrators, and staff.

**§235.11(e).** Pedagogy and Professional Responsibilities Standards, Early Childhood: Prekindergarten-Grade 3 classroom teachers must: **(1)** embrace students' backgrounds and experiences as an asset in their learning; **(9)** communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals."

social and emotional supports for students. **(iii)** Intentional family and community engagement. The principal engages families and community members in student learning.

Texas recently made updates to their principal certification: <http://ritter.tea.state.tx.us/sbecrulestac/chapter241/ch241a.html>

**(b) School Culture.** The principal: **(1)** ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals; **(2)** uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision; **(3)** facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated; **(6)** acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision **(13)** ensures that parents and other members of the community are an integral part of the campus culture **(e) Executive Leadership.** The principal: **(3)** uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications; **(4)** develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies; **(5)** establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;

**(g) Ethics, Equity, and Diversity.** The principal: **(9)** communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and **(10)** treats all members of the community with respect and develops strong, positive relationships with them.

### Field-Experience Requirement

No Explicit requirement found: §241.10. Preparation Program Requirements for Principal as Instructional Leader Certificate (a) The standards identified in §241.15 of this title (relating to Standards Required for the Principal as Instructional Leader Certificate) and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) shall be the curricular basis for an educator preparation program (EPP) preparing candidates to be principals. The EPP shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the EPP based on the standards identified in §241.15 of this title. (b) The principal preparation program shall include a field-based practicum whereby a candidate must demonstrate proficiency in each of the standards identified in §241.15 of this title.

228.35(b)(2) (J) effectively communicating with students, families, colleagues, and community members.

(c) An EPP may develop and implement specific criteria and procedures that allow a candidate to substitute related experience and/or professional training directly related to the standards identified in §241.15 of this title for part of the preparation requirements.

(d) The calculation determining an EPP's accountability rating in accordance with Chapter 229 of this title shall not include a candidate's performance on the Principal as Instructional Leader pilot examination.

### Accountability/Evaluation Measures

No explicit family engagement measure identified

### Other Relevant Policies/Context

# UTAH

Standards Available at :

Utah Effective Teaching Standards: <https://www.uen.org/k12educator/uets/>  
Utah Educational Leadership Standards: <https://www.schools.utah.gov/file/b9dc81f1-75ba-4a30-87e1-a0e23008b644>

Recognizes CAEP - Accredited Programs :

CAEP Agreement

State Reviewed :

YES

## FSCE Educator Standards

**Standard 9.** Leadership and Collaboration The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success, “Documents student progress and provides descriptive feedback to students, parents, guardians, and other stakeholders in a variety of ways.

## FSCE Administrator Standards

**Performance Expectation 3C.** Educational leaders protect the well-being and safety of students and staff. Indicators for 3C: A leader... **1.** Advocates for and creates collaborative systems and shared leadership responsibilities that support student and staff safety and well-being. **2.** Involves parents, teachers, and students in developing, implementing, and monitoring expectations and norms for accountable behavior. **3.** Develops and monitors a comprehensive safety and security plan and implements effective instructional program and practices to address current safety and well-being topics

**Standard 4.** Community Collaboration An educational leader promotes the success of every student by collaborating with faculty, staff, parents, and community members, responding to diverse community interests and needs and mobilizing community resources. **Performance Expectation 4A.** Educational leaders collaborate with families and diverse community stakeholders to extend programs, services, and outreach. **Performance Expectation 4B.** Educational leaders respond and contribute to community interests and needs. **Performance Expectation 4C.** Educational leaders maximize shared school and community resources to provide essential services for students and families.

## Field-Experience Requirement

No explicit family engagement requirement found

## Accountability/Evaluation Measures

Utah Pre-Service Teacher Evaluation Rubric: <https://apps.weber.edu/wsuiimages/COE/Student%20Teaching/Evaluation%20Rubric.pdf>

Utah Educational Leadership Rubric: <https://www.schools.utah.gov/file/b9dc81f1-75ba-4a30-87e1-a0e23008b644>

## Other Relevant Policies/Context



# VERMONT

Standards Available at	:	A Vision for Teaching, Leading, and Learning (InTASC Standards adopted): <a href="https://education.vermont.gov/sites/aoe/files/documents/edu-educator-quality-core-teaching-and-leadership-standards-for-vermont-educators.pdf">https://education.vermont.gov/sites/aoe/files/documents/edu-educator-quality-core-teaching-and-leadership-standards-for-vermont-educators.pdf</a>	
Recognizes CAEP - Accredited Programs	:	No agreement, CAEP accreditation allowed	State Reviewed : YES

## FSCE Educator Standards

InTASC Standards, Performances, Essential Knowledge, **Critical Dispositions:**

**1(c)** The teacher **collaborates** with families, communities, colleagues, and other professionals to promote learner growth and development. **1(k)** The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**2(d)** The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and **cultural** norms. **2(j)** The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, **culture**, family, and community values. **2(k)** The teacher knows how to access information about the values of **diverse cultures** and communities and how to incorporate learners' experiences, cultures, and community resources into instruction. **2(m)** The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

**3(a)** The teacher **collaborates** with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. **3(n)** The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

**7(o)** The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

**8(c)** The teacher **collaborates** with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**Standard 9.** Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**9(m)** The teacher is committed to deepening understanding

## FSCE Administrator Standards

**Standard 8.** Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Effective leaders: **a)** Are approachable, accessible, and welcoming to families and members of the community. **b)** Create and sustain positive, **collaborative**, and productive **relationships** with families and the community for the benefit of students. **c)** Engage in regular and open two-way **communication** with families and the community about the school, students, needs, problems, and accomplishments. **d)** Maintain a presence in the community to understand its strengths and needs, develop productive **relationships**, and engage its resources for the school. **e)** Create means for the school community to **partner** with families to support student learning in and out of school. **f)** Understand, value, and employ the community's **cultural**, social, intellectual, and political resources to promote student learning and school improvement. **g)** Develop and provide the school as a resource for families and the community. **h)** Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. **i)** Advocate publicly for the needs and priorities of students, families, and the community. **j)** Build and sustain productive **partnerships** with public and private sectors to promote school improvement and student learning.

**Standard 9.** Operations and Management; **c)** Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and **relationships** with learners and their families.

**Standard 10.** Leadership and **Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to **collaborate** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **10(g)** The teacher uses technological tools and a variety of **communication** strategies to build local and global learning communities that engage learners, families, and colleagues. **10(m)** The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. **10(q)** The teacher respects families' beliefs, norms, and expectations and seeks to work **collaboratively** with learners and families in setting and meeting challenging goals.

#### Field-Experience Requirement

No explicit family engagement requirement found

#### Accountability/Evaluation Measures

Supporting Effective Teaching in Vermont: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources A. Collect and analyze data and information pertinent to the educational environment B. Promote understanding, appreciation, and use of the diverse cultural, social, and intellectual resources C. Build and sustain positive relationships with families and caregivers D. Build and sustain productive relationships with community partners <https://education.vermont.gov/sites/aoe/files/documents/edu-vsbppe-item-1lc-021617.pdf>

Leader Evaluation: Standard #4 An education leader promotes the success of every learner by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. 4.2 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. 4.3 Build and sustain positive relationships with families and caregivers. 4.4 Build and sustain productive relationships with community partners. <https://education.vermont.gov/sites/aoe/files/documents/edu-educator-quality-licensing-renewal-self-assessment-leadership-standards.pdf>

#### Other Relevant Policies/Context

# VIRGINIA

Standards Available at :

Virginia Standards for the Professional Practice of Teachers:

[http://www.doe.virginia.gov/teaching/regulations/uniform\\_performance\\_stds\\_2011.pdf](http://www.doe.virginia.gov/teaching/regulations/uniform_performance_stds_2011.pdf)

Virginia Standards and Indicators for School Leaders:

[http://www.doe.virginia.gov/teaching/career\\_resources/leadership/advancing\\_leadership.pdf](http://www.doe.virginia.gov/teaching/career_resources/leadership/advancing_leadership.pdf)

Recognizes CAEP -  
Accredited Programs :

YES

State Reviewed :

YES

## FSCE Educator Standards

**Standard Two.** Instructional Planning; **Key Element 2.** Teachers use the input and contributions of families, colleagues, and other professionals in designing instruction that promotes student growth.

**Standard Six.** Professionalism; Teachers maintain a commitment to professional ethics, **communicate** effectively, and take responsibility for and participate in professional growth that results in enhanced student learning. **Key Element 1.** Teachers work in **partnership** with families to promote student learning at home and in the school.

**Key Element 2.** Teachers **collaborate** with administrators, colleagues, families, and community members to promote and support student success. **Key Element 4.** Teachers respect the privacy of students, families, colleagues, and administrators with whom they work, ensuring confidentiality of all sensitive information.

**Key Element 2.** Teachers **collaborate** with administrators, colleagues, families, and community members to promote and support student success. **Key Element 4.** Teachers respect the privacy of students, families, colleagues, and administrators with whom they work, ensuring confidentiality of all sensitive information.

## FSCE Administrator Standards

**Standard 1. (1.1)(a)** Leads the **collaborative** development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan. **(1.7)(g)** Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

**Standard 2. (2.2)(b)** Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community. **(2.8)(h)** Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, division, and local school rules, policies, and procedures. **(2.9)(i)** Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

**Standard 5. Communication and Community Relations:** The principal fosters the success of all students by **communicating** and **collaborating** effectively with stakeholders. **(5.1)(a)** Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and **communication** when appropriate. **(5.3)(c)** Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources. **(5.4)(d)** Involves students, parents, staff and other stakeholders in a **collaborative** effort to establish positive **relationships**. **(5.5)(e)** Maintains visibility and accessibility to students, parents, staff, and other stakeholders. **(5.6)(f)** Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders. **(5.7)(g)** Provides a variety of opportunities for parent and family involvement in school activities.

### Field-Experience Requirement

No explicit family engagement requirement found

### Accountability/Evaluation Measures

Level II Administrator Criteria: **(a)** Establishes timely, systemic communication, and when appropriate, decision-making process, to nurture relationships with key stakeholders and engage parents and community members to benefit students. **(b)** Develops formal and informal techniques (e.g., establishing parent and community advisory councils and/or partnerships, surveys, personal contacts) to garner external perceptions and input as a part of the decision-making process to promote school goals. **(c)** Engages in community activities above and beyond school and/or division responsibilities. **(d)** Demonstrates conflict mediation and consensus-building skills to bring together groups of different interests into a collaborative effort and maintains situational awareness of school/community undercurrents to respond appropriately to existing and potential problems. **(e)** Builds strong relationships with state and national education organizations to inform and influence policies that impact children and families.

### Other Relevant Policies/Context

# WASHINGTON

Standards Available at :

General Knowledge and Skills Standards: <https://apps.leg.wa.gov/wac/default.aspx?cite=181-78A-220>  
 InTasc Standards (adopted): <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>  
 Administrator - NELP Building-Level: <http://npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>

Recognizes CAEP - Accredited Programs :

NO

State Reviewed :

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## FSCE Educator Standards

**WAC 181-78A-220(2)** General knowledge and skills standards are as follows: **(a)** Teacher: The board adopts the national knowledge and skills competencies most recently published by the Council of Chief State School Officers known as the Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards and Learning Progressions for Teachers.

Endorsement competencies will be aligned with the national standards of each content area/specialized professional organization, when such a national standard is available. Currently approved endorsement standards and competencies will be published on the board web site.

InTASC Standards, Performances, Essential Knowledge, **Critical Dispositions:**

**1(c)** The teacher **collaborates** with families, communities, colleagues, and other professionals to promote learner growth and development. **1(k)** The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**2(d)** The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and **cultural** norms. **2(j)** The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, **culture**, family, and community values. **2(k)** The teacher knows how to access information about the values of **diverse cultures** and communities and how to incorporate learners' experiences, cultures, and community resources into instruction. **2(m)** The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

**3(a)** The teacher **collaborates** with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. **3(n)** The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

**7(o)** The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

**8(c)** The teacher **collaborates** with learners to design and implement relevant learning experiences, identify their

## FSCE Administrator Standards

**WAC 181-78A-220(2)** General knowledge and skills standards are as follows: **(b)** Principal: The board adopts the national knowledge and skills competencies most recently published by the National Policy Board for Educational Administration known as the National Educational Leadership Preparation (NELP) Standards - Building Level published in 2018, or as subsequently revised. Until the publication of the National Educational Leadership Preparation (NELP) Standards - Building Level published in 2018, providers of principal preparation programs will use Standard 5 as published by the professional educator standards board.

### Standard 5. Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

**Component 5.1** Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

**Component 5.2** Program completers understand and demonstrate the capacity to **collaboratively** engage and cultivate **relationships** with **diverse** community members, partners, and other constituencies for the benefit of school improvement and student development.

**Component 5.3** Program completers understand and demonstrate the capacity to **communicate** through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

strengths, and access family and community resources to develop their areas of interest.

**Standard 9. Professional Learning and Ethical Practice** - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **9(m)** The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and **relationships** with learners and their families.

**Standard 10. Leadership and Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to **collaborate** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **10(g)** The teacher uses technological tools and a variety of **communication** strategies to build local and global learning communities that engage learners, families, and colleagues. **10(m)** The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. **10(q)** The teacher respects families' beliefs, norms, and expectations and seeks to work **collaboratively** with learners and families in setting and meeting challenging goals.

### Field-Experience Requirement

Program standards - <https://www.pesb.wa.gov/preparation-programs/program-standards/> -

Domain 2 - A (iii) Faculty within the program and the unit collaborate among one another, with content specialists, P-12 schools, members of the broader professional community, and diverse members of local communities for continuous program improvement. D(i) Providers offer all candidates meaningful, reflective opportunities to interact with racially and culturally diverse colleagues, faculty, P-12 practitioners, and P-12 students and families.

Domain 6 - (D) Providers ensure that candidates participate in field experiences in school settings with students and teachers who differ from themselves in race, ethnicity, home language, socio-economic status, or local population density. (i) Field experiences provide opportunities to work in communities or with student populations with backgrounds dissimilar to the background of the candidate. (ii) Course assignments and discussions offer candidates opportunities reflect upon interactions with diverse populations and communities in order to integrate professional growth in cultural responsiveness as a habit of practice.

### Accountability/Evaluation Measures

Preparation programs are required to demonstrate that they meet state program standards at approval, again 27 months after initial approval, and through annual review after that .

Master Teacher Rubric includes additional family engagement expectations: <http://www.k12.wa.us/Compensation/pubdocs/MasterTeacherReport.pdf>

### Other Relevant Policies/Context

# DISTRICT OF COLUMBIA

Standards Available at :

DC Approval Process for EPPs:

[https://osse.dc.gov/sites/default/files/dc/sites/osse/service\\_content/attachments/DC%20Approval%20Process%20for%20EPPs%20May%202019.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/service_content/attachments/DC%20Approval%20Process%20for%20EPPs%20May%202019.pdf)

CAEP K-6 Standards (CAEP Accreditation):

<http://caepnet.org/~media/Files/caep/standards/2018-caep-k-6-elementary-teacher-preparation.pdf?la=en>

NELP Building Standards (CAEP Accreditation): <http://npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>

Recognizes CAEP - Accredited Programs :

YES

State Reviewed :

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## FSCE Educator Standards

EPPs are required to meet CAEP Accreditation Standards:

[https://osse.dc.gov/sites/default/files/dc/sites/osse/service\\_content/attachments/DC%20Approval%20Process%20for%20EPPs%20May%202019.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/service_content/attachments/DC%20Approval%20Process%20for%20EPPs%20May%202019.pdf)

CAEP K-6 Standards

**Standard 1.** Understanding and Addressing Each Child's Developmental and Learning Needs. Candidates use their understanding of child growth and development, individual differences, and diverse families, **cultures** and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work **collaboratively** with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning. **1.b** Candidates use their understanding of individual differences and **diverse** families, **cultures**, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs. **1.c** Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.

## FSCE Administrator Standards

EPPs are required to meet CAEP Accreditation Standards:

[https://osse.dc.gov/sites/default/files/dc/sites/osse/service\\_content/attachments/DC%20Approval%20Process%20for%20EPPs%20May%202019.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/service_content/attachments/DC%20Approval%20Process%20for%20EPPs%20May%202019.pdf)

The NELP building-level standards were designed for institutions undergoing Council for the Accreditation of Educator Preparation (CAEP) accreditation and NELP program review: <http://npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>

**Standard 5.** Community and External Leadership; Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. **Component 5.1** Program completers understand and demonstrate the capacity to **collaboratively** engage **diverse** families in strengthening student learning in and out of school. **Component 5.2** Program completers understand and demonstrate the capacity to **collaboratively** engage and cultivate **relationships** with **diverse** community members, partners, and other constituencies for the benefit of school improvement and student development. **Component 5.3** Program completers understand and demonstrate the capacity to **communicate** through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

### Field-Experience Requirement

No explicit family engagement requirement found

### Accountability/Evaluation Measures

Leadership Framework and Standards- Family & Community • Builds relationships with families and community members  
• Efficiently responds to families' inquiries and concerns • Shares information with families to support their children's success

<https://dcps.dc.gov/page/leadership-framework>

### Other Relevant Policies/Context



# WEST VIRGINIA

Standards Available at :

"West Virginia Professional Teaching Standards: <https://wvde.state.wv.us/teachwv/docs/wvde1890master.pdf#page=64>  
Principal Qualities, Proficiencies, and Skills: <https://wvde.state.wv.us/policies/p5500.03.html>"

Recognizes CAEP -  
Accredited Programs :

YES

State Reviewed :

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## FSCE Educator Standards

**Standard 5** Professional responsibilities for school and community; A teacher's professional responsibilities also include working **collaboratively** with colleagues, parents, guardians and adults significant to students on activities that connect school, families and the larger community. The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.

**Function 5F.** School, Family and Community Connections; The teacher works **collaboratively** with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections among the school, families and the community.

## FSCE Administrator Standards

**§126-147-4.** Qualities, proficiencies, and skills. The following qualities, proficiencies and leadership skills are required of principals after January 1, 1997:

**4.1.1.c.** The vision, goals and expectations, and implementation plan are clearly **communicated** to staff, parents, students and community members. **d.** A consensus regarding vision is developed among all stakeholders (staff, parents, students, community).

**4.1.4.** Community: The ability to **collaborate** with families and community members, respond to diverse community interests and needs, and mobilize community resources. This ability is demonstrated when: **a.** Families and other stakeholders are involved in school decision-making. **b.** Families are partners in the education of their children. **c. Diversity** is recognized and valued. **d.** The school and community serve one another as resources. **e. Partnerships** are established with area businesses, institutions of higher education, and community groups to strengthen programs and support goal attainment. **f.** Available community resources are secured to help the school solve problems and achieve goals. **g.** Local school improvement councils make effective decisions. **h.** The establishment and implementation of a comprehensive program of community relations informs and involves the public in all aspects of the school. **i.** Students and parents are viewed as clients.

### Field-Experience Requirement

No explicit family engagement requirement found

### Accountability/Evaluation Measures

WV Evaluation System for School Leaders - Standard 8 - Family and Community Connections -The principal communicates and creates partnerships to engage students, staff, families and the community. [http://wvde.state.wv.us/principalevalpilot/wv\\_principal\\_evaluation\\_guide.pdf](http://wvde.state.wv.us/principalevalpilot/wv_principal_evaluation_guide.pdf)

### Other Relevant Policies/Context

# WISCONSIN

Standards Available at

:

WI Teacher & Administrator Standards:

[https://docs.legis.wisconsin.gov/code/admin\\_code/pi/34/II/002](https://docs.legis.wisconsin.gov/code/admin_code/pi/34/II/002)

Recognizes CAEP -  
Accredited Programs

:

NO AGREEMENT

State Reviewed

:

YES

## FSCE Educator Standards

**PI 34.002 (9)** Professional learning and ethical practice. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

**(10)** Leadership and **collaboration**. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to **collaborate** with pupils, their families, educators, and the community, and to advance the profession.

## FSCE Administrator Standards

**PI 34.003 (8)** Meaningful engagement. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being.

## Field-Experience Requirement

No explicit family engagement requirement found

## Accountability/Evaluation Measures

No explicit family engagement measure identified

## Other Relevant Policies/Context

# WYOMING

Standards Available at : [http://wyomingptsb.com/wp-content/uploads/rules-regs/PTSB-Ch\\_4\\_10-11-2018.pdf](http://wyomingptsb.com/wp-content/uploads/rules-regs/PTSB-Ch_4_10-11-2018.pdf)  
 CAEP K-6 Teacher Standards: <http://caepnet.org/~media/Files/caep/standards/2018-caep-k-6-elementary-teacher-prepara.pdf?la=en>  
 ELCC Standards (adopted): <http://npbea.org/wp-content/uploads/2018/01/ELCC-Building-Level-Standards-2011.pdf>

Recognizes CAEP - Accredited Programs : YES

State Reviewed : -

## FSCE Educator Standards

(a) The Professional Teaching Standards Board (PTSB) program approval process aligns with the Council for the Accreditation of Educator Preparation (CAEP) accreditation review process. PTSB will continue to recognize National Council for Accreditation of Teacher Education (NCATE) accreditation until such time as the last NCATE unit accreditation has expired. [http://wyomingptsb.com/wp-content/uploads/rules-regs/PTSB-Ch\\_4\\_10-11-2018.pdf](http://wyomingptsb.com/wp-content/uploads/rules-regs/PTSB-Ch_4_10-11-2018.pdf)

**Standard 1.** Understanding and Addressing Each Child's Developmental and Learning Needs. Candidates use their understanding of child growth and development, individual differences, and **diverse** families, **cultures** and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning. **1.b** Candidates use their understanding of individual differences and **diverse** families, **cultures**, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs. **1.c** Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.

## FSCE Administrator Standards

Principal Preparation SPA: Educational Leadership Constituent Council (ELCC): [http://wyomingptsb.com/wp-content/uploads/rules-regs/PTSB-Ch\\_4\\_10-11-2018.pdf](http://wyomingptsb.com/wp-content/uploads/rules-regs/PTSB-Ch_4_10-11-2018.pdf)

**ELCC Standard Element 4.3.** Candidates understand and can respond to community interests and needs by building and sustaining positive school **relationships** with families and caregivers.

**ELCC Standard Element 6.1.** Candidates understand and can advocate for school students, families, and caregivers.

### Field-Experience Requirement

No explicit family engagement requirement found

### Accountability/Evaluation Measures

No explicit family engagement measure identified

### Other Relevant Policies/Context

Per Agency - The PTSB uses the results of specialized professional association (SPA) reports to inform its approval decisions.

The University of Wyoming, as the only educator preparation program in the state, may have additional family engagement elements incorporated in their program completion requirements.

# AMERICAN SAMOA

**Standards Available at** : American Samoa Department of Education Teacher Performance Evaluation System Guide:  
<https://1.cdn.edl.io/Ag12CP9yfyJ70kr5AvsLoxx2zo3SS20YsRKuoDq5mM6fnqUj.pdf>  
<https://www.doe.as/District/Department/13-Teacher-Quality-Office>

**Recognizes CAEP - Accredited Programs** : NO INFORMATION

**State Reviewed** : -

## FSCE Educator Standards

No educator preparation standards identified.  
(see "Additional Context" below)

## FSCE Administrator Standards

No administrator preparation standards identified.  
see "Additional Context" below)

## Field-Experience Requirement

No family engagement-specific requirement identified

## Accountability/Evaluation Measures

Teacher Performance Evaluation System (TPES): AN EFFECTIVE TEACHER IN AMERICAN SAMOA - "Consistent Communication with Parents/Family/Care Giver"

## Other Relevant Policies/Context

Majority of teachers have temporary or provisional teaching certificates and 44% have less than a bachelor's degree.

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Teacher Certification by Types - TEMPORARY 332, PROVISIONAL 442, PTC I 111, PTC II 43, PTC III 16, PTC IV 2, NOT CERTIFIED 2

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Count of Teachers by Highest Degree Earned Degree Counts - PH.D 2, MASTER 145, BACHELOR 382, ASSOCIATE 301, DIPLOMA/CERTIFICATE/LICENSE 8, LESS THAN ASSOCIATE 113

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Praxis I Status Counts - PASSED 170, DID NOT PASS 545, NO RECORD 236

<https://1.cdn.edl.io/Ag12CP9yfyJ70kr5AvsLoxx2zo3SS20YsRKuoDq5mM6fnqUj.pdf>

# GUAM

Standards Available at

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Guam Commission for Educator Certification:

<http://www.guamcourts.org/compileroflaws/GAR/05GAR/05GAR001-8.pdf>

Recognizes CAEP -  
Accredited Programs

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NCATE-Accredited programs  
recognized by regulation

State Reviewed

:

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## FSCE Educator Standards

No educator preparation standards identified.  
(see "Additional Context" below)

## FSCE Administrator Standards

No educator preparation standards identified.  
(see "Additional Context" below)

## Field-Experience Requirement

No family engagement-specific requirement identified

## Accountability/Evaluation Measures

§ 8104. (e) Examination of Pedagogical Knowledge. Candidates for Guam Professional Teacher Certification shall pass a test for pedagogical knowledge.

## Other Relevant Policies/Context

5A GAR Education § 8104. Issuance of Certificates, General.

**(i)** Basis for Certification. College credits or degrees to be applied towards fulfilling certification requirements must be from accredited colleges or universities of the United States, or any of its administrative jurisdictions notwithstanding any provisions to the contrary contained in these rules.

**(l)** Holders of Degrees from NCATE-Accredited Institutions. Holders of degrees in teacher preparation awarded by an institution accredited by the National Council for Accreditation of Teacher Education (NCATE) shall be eligible for an Initial Educator Certificate. **(m)** Interstate Reciprocity. Individuals holding a valid state teaching credential, such as a license or certificate, may qualify for an initial Guam certificate with comparable endorsement areas...

# NORTHERN MARIANA ISLANDS

**Standards Available at** : Classroom Teachers CNMI State Board of Education Certification Flowchart  
<https://www.cnmipss.org/wp-content/uploads/2019/03/Classroom-Teacher-Certification-Brochure.pdf>  
 School Administrators CNMI State Board of Education Certification Flowchart  
<https://www.cnmipss.org/wp-content/uploads/2019/03/School-Administrator-Certification-Brochure.pdf>

**Recognizes CAEP - Accredited Programs** : YES

**State Reviewed** : YES

## FSCE Educator Standards

No professional teaching standards identified. Requirements include bachelor's degree, specific coursework, and PRAXIS II - no specific family engagement requirement identified.

## FSCE Administrator Standards

No professional administrator standards identified. Requirements include bachelor's degree, specific coursework, and PRAXIS II - no specific family engagement requirement identified.

## Field-Experience Requirement

No family engagement-specific requirement identified

## Accountability/Evaluation Measures

No explicit family engagement measure identified

## Other Relevant Policies/Context

Article XV of the CNMI Constitution provide maximum educational and training opportunities and be sensitive and responsive to the needs and desires of the community as it pursues its central objective of developing human potential. The educational system shall also provide support and guidance for students in assessing areas of interest and ability, in clarifying values and goals, and in providing students with clear and accurate information so they may gain the most from their educational experience. The educational system shall recognize the distinct and unique cultural heritage and indigenous way of life of the people and shall be committed to provide for the language needs of the people and the preservation of their cultural integrity within a global community.

Board Adopted PSS Strategic Priorities PLUS:

5 Parental Engagement and Community Partnership

Research is very clear that parental engagement and community partnership does have an impact on high student performance and school improvement. The engagement of parents in their children's school work correlates with high grades in schools, positive attitude towards school and good attendance in school. Community partnership is also another positive and key aspect of school improvement wherein resources are leverage and wherein community businesses and public sector members partner with the school district to make available educational programs, services and resources to support student achievement. The Parental Engagement and Community Partnership was strategically added to the priorities in our effort to continuously reached out to key stakeholders to make a difference in our children's educational goals.

<https://www.cnmipss.org/office-of-the-commissioner/>



# PUERTO RICO

Standards Available at :

Reglamento para la clasificación de los programas de preparación de maestros en Puerto Rico conforme a los requisitos del programa de Título II, Sec 207 y 208 de la ley federal de educación superior:

<https://www.de.pr.gov/wp-content/uploads/2013/12/7217.pdf>

<http://app.estado.gobierno.pr/ReglamentosOnLine/Reglamentos/7217.pdf>

Recognizes CAEP - Accredited Programs :

NO

State Reviewed :

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## FSCE Educator Standards

**Reg 7217, Sec. 2.1.3.** El estudiante que aspira a la certificación de maestro reconoce cómo difieren los estudiantes en sus acercamientos al aprendizaje y crea oportunidades de enseñanza que se adaptan a unos y otros. **(d)** conecta la instrucción a las experiencias previas y a la familia, **cultura** y comunidad del estudiante.

**Sec. 2.1.8(d)** lleva un récord del trabajo y rendimiento del estudiante, y es capaz de **comunicar**, con conocimiento y responsabilidad, lo relacionado a su progreso individual, fundamentado en indicadores apropiados, y es capaz de **comunicarlo** al estudiante, a los padres y a otros colegas.

**Sec. 2.1.10** El estudiante que aspira a la certificación de maestro fomenta las **relaciones** entre colegas, padres y socios educativos de la comunidad para apoyar el aprendizaje y el bienestar del estudiante. **(c)** busca la oportunidad para desarrollar **relaciones** con los padres o tutores de los estudiantes, y busca **acuerdos cooperativos** para apoyar el aprendizaje y el bienestar del estudiante. **(d)** identifica y usa personal apropiado de la escuela y recursos de la comunidad para ayudar a los estudiantes a desarrollar todo su potencial.

## FSCE Administrator Standards

On initial scan, no family engagement standards were located.

## Field-Experience Requirement

Reg 7217, Sec. 2.3 Experiencias clinicas - no family engagement-specific requirements identified

## Accountability/Evaluation Measures

## Other Relevant Policies/Context

# U.S. VIRGIN ISLANDS

Standards Available at : U.S. Virgin Islands

Recognizes CAEP -  
Accredited Programs : NO

State Reviewed : -

## FSCE Educator Standards

No administrator preparation standards identified. (see "Additional Context" below)

## FSCE Administrator Standards

No administrator preparation standards identified. (see "Additional Context" below)

## Field-Experience Requirement

No family engagement-specific requirement identified

## Accountability/Evaluation Measures

Combining inTASC with Danielson Framework. inTASC0Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. Danielson- Professional Responsibilities 4c: Communicating with Families 4d: Participating in a Professional Community 4f: Showing Professionalism

<http://www.vide.vi/documents/vide-employee-effectiveness-system/452-overview-teacher-eval-sy15-16/file.html>

## Other Relevant Policies/Context

For certification, a bachelor's degree from an accredited or approved institution is required, as well as education coursework (36 semester hours for elementary, 24 semester hours for secondary) in 5 areas plus student teaching. No family engagement-specific requirements identified.

<https://www.myviboe.com/certifications>