

Effective Practices Webinar:

Family Engagement and Educator Preparation Innovation Project Webinar Series:

Rethinking Education Candidates' Clinical Experience To Center Families and Communities

1:00 – 2:00 PM ET

March 20, 2024

Please introduce yourself in the chat!

Make sure your chat goes to **Everyone**.

NAFSCE Mission + Vision



OUR MISSION

Advancing high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.



OUR VISION

A world where family engagement is universally practiced as an essential strategy for improving children's learning and advancing equity.

Meet the Presenters



Cristina Santamaría Graff

Associate Professor of Special Education
Indiana University School of
Education-Indianapolis



Jeremy Price

Assistant Professor of Technology, Innovation,
and Pedagogy Indiana University School of
Education-Indianapolis



Stephanie Flores-Koulish

Professor and Program Director
Curriculum and Instruction for Social Justice
Loyola University Maryland



Jessica T. Shiller

Professor of Education
Towson University

Welcome



Sally Wade

Senior Program Associate, Manhattan Strategy Group
NAFSCE Board Member

Family Engagement Core Competencies



REFLECT

Look inward to develop cultural humility, embrace equity, and respect and value the diversity of families.



CONNECT

Build trusting relationships with families based on mutual respect and foster social networks among families and communities.



LEAD

Take part in the broader field and advocate alongside families for systems change to champion equity.



COLLABORATE

Co-construct and curriculum, programs, services, and policies with families to expand student learning and development and communicate academic progress.

**FAMILY
ENGAGEMENT
CORE
COMPETENCIES:**

A Body of Knowledge, Skills,
and Dispositions for Family-
Facing Professionals

Educator Preparation Framework for Family and Community Partnerships

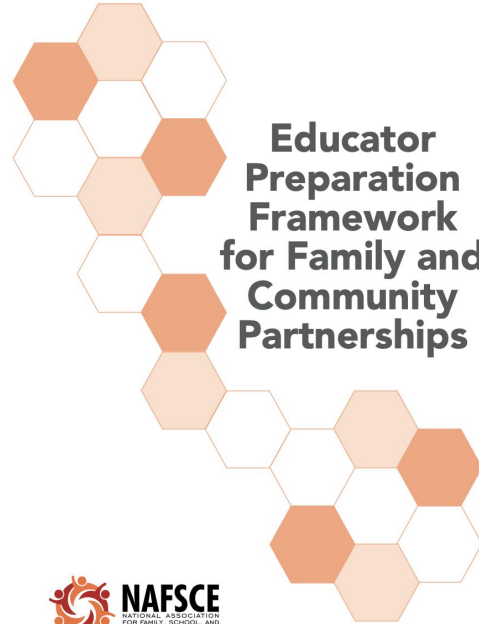
CASES FROM THE FIELD

Building Family Engagement Through Empathy

The North Dakota State Superintendent's Family Engagement Cabinet worked with the ND PK-12 Family Engagement Alliance Team to conduct empathy interviews with families, especially those from indigenous communities, during the pandemic. Empathy interviews usually are one-on-one conversations that use open-ended questions to elicit stories about specific experiences that help uncover unacknowledged needs. The empathy interviews were conducted through a process designed to be open and approachable to families. This group then created a PK-12 Family Partnership Strategy Playbook.¹⁴ The Playbook can be used to inform how educators learn and practice family and community engagement. For example, faculty can use the tools in the Playbook as assignments in their coursework to provide candidates facilitated and guided experiences to have productive conversations with families. Candidates in clinical experiences can use the Playbook to engage families on site and learn from their experiences.

Ideas for Action from NAFSCE's Family Engagement Consortium on Educator Preparation

- Develop and adopt family, school, and community engagement standards for EPPs; stateholders (e.g., employer completion surveys, educator completion surveys, etc.)
- Mandate that the faculty hiring process include questions about family engagement
- Offer field endorsements for those students who complete additional hours in family and community engagement
- Develop measurement tools to assess educator readiness to engage families and their successful work in this area through student teaching exhibitions, showcases, and portfolios
- Enact regulatory requirements such that teacher licensing and license renewal is contingent on a certain number of contact hours with families and coursework in the subject
- Identify and develop requirements, policies, and regulatory mechanisms on educator preparation for family engagement and provide tools to measure progress towards successfully meeting these requirements. These requirements can be competency-based, observational, or measured through surveys of various



Equity, Collaboration, Systems Transformation

Partners



Levers for Change



Money



Mandates,
Measuring &
Monitoring



Methods



ReiMaging



Messaging,
Marveling &

Outcomes

Enhanced
coursework and field
experiences

Redesigned
programs

Policy and systems
change

Advocacy and
mobilization of
families, schools, and
communities



Interconnected
Educator Preparation
Partnerships



Family and Community
Engagement Is
Universally Practiced

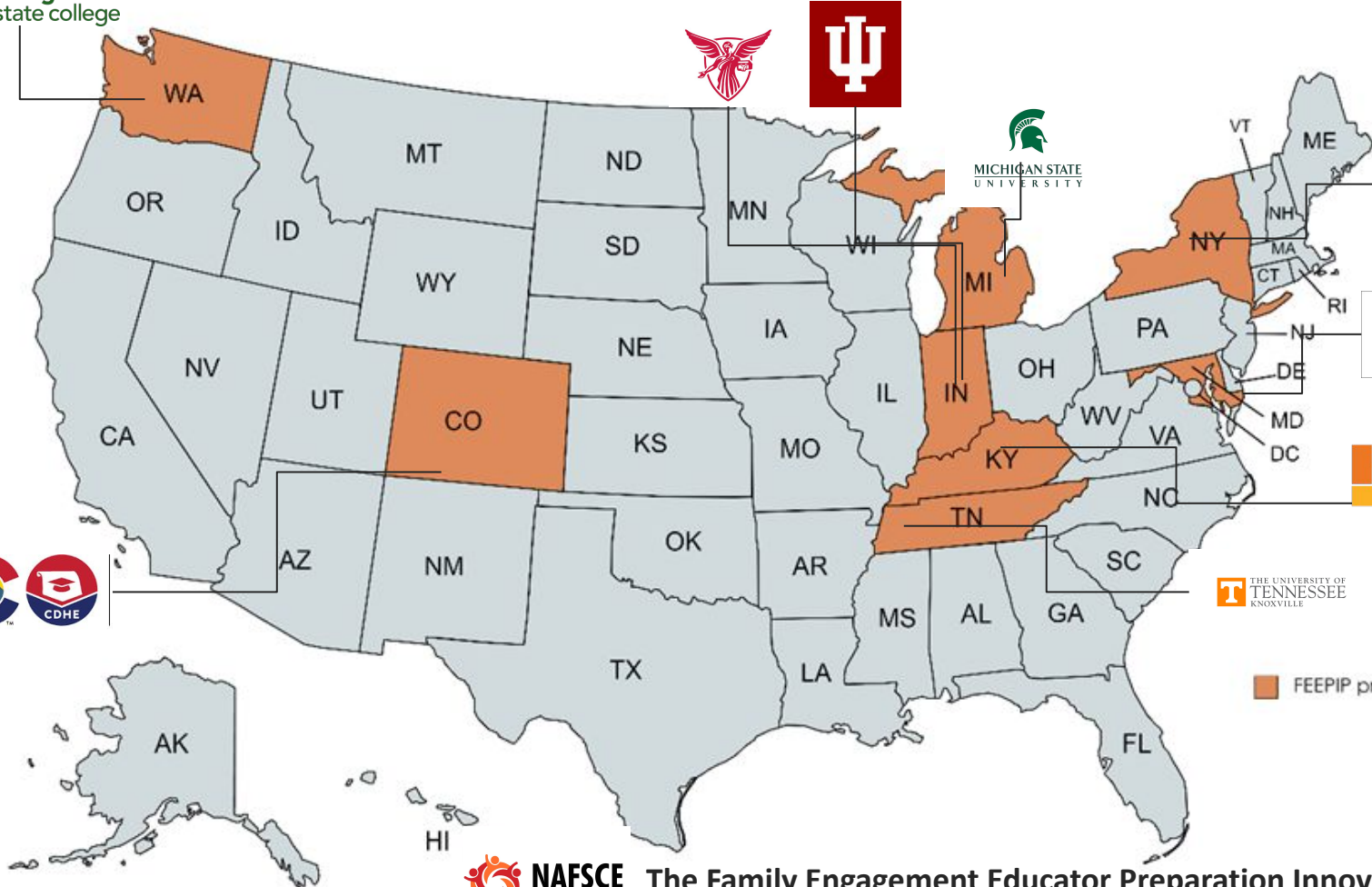


Educators Are
Prepared

FEEPIP Overarching Goals

- Incubate new ideas for how to support educators to reflect, connect, collaborate, and lead
- Understand how the Framework sparks innovation to prepare educators for family and community engagement in diverse communities
- Create a platform to share and disseminate ideas and knowledge





MICHIGAN STATE UNIVERSITY



Building a Groundswell for Excellent Education



FEEPIP projects



NAFSCE

The Family Engagement Educator Preparation Innovation Project

Innovation Collaboration Aggregated Outcomes:

Enhanced
coursework

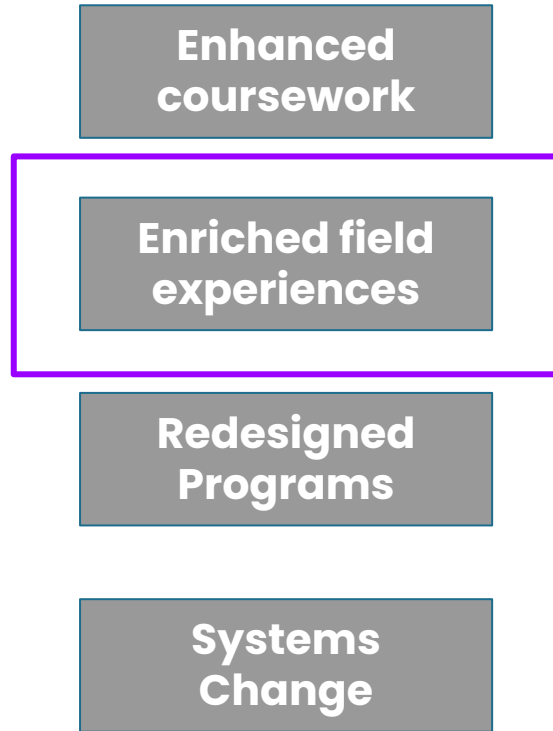
Enriched field
experiences

Redesigned
Programs

Systems
Change

- **Teacher candidates** increased their knowledge and skills in engaging families
- **Faculty** increased their confidence and knowledge in teaching family engagement topics.
- **Practicing educators** increased their knowledge and capacity for family engagement
- **Families and communities** became more engaged in the educator preparation process
- **Institutions and organizations** became more committed to the family engagement and educator preparation process.

Innovation Collaboration Aggregated Outcomes:



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Meet the Presenters



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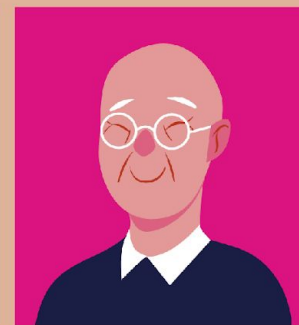
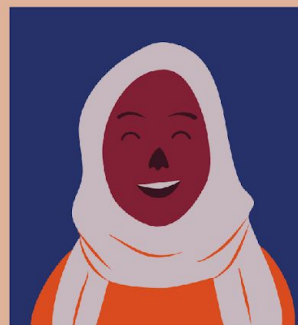
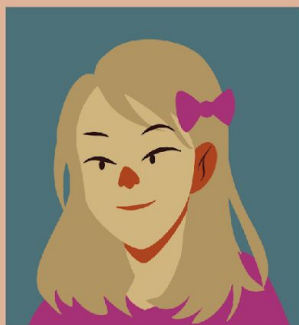
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Family as Faculty as an Infrastructure to Engage Pre-Admissions Teacher Candidates in Family-Driven STEM Learning

Cristina Santamaría Graff & Jeremy F. Price



SCHOOL OF EDUCATION

INDIANA UNIVERSITY INDIANAPOLIS



collaborative for equitable and inclusive STEM learning



For More Information About Our Work:



Questions undergirding this work:



What can we do to prepare educators to engage and build *authentic* relationships with families and their communities?

What ways can we encourage pre-admissions teacher candidates to commit to the teaching profession and to the STEM education field?

Family as Faculty: Essential Understandings From a Social Justice Perspective

Families are Experts of their children. They are leaders in educational spaces and should have the opportunity to share in the decisions impacting their children in schools.

Examining Positionality means we need to consider how each of our identity markers contribute to liberation or to the reproduction of oppression in relation to one other in every interaction.

Analyzing Power Relations speaks to ways that those holding more power can step aside so that family leaders can drive project decisions and inquiry within various learning contexts.

Five Things to Know about Family Math

1. It supports children's learning and development.
2. It is cultural and community-based.
3. It is joyous, active and fun.
4. It is about relationships and partnerships.
5. It happens everywhere all the time.

NAFSCE PRINCIPLES

Learning and teaching happen everywhere all the time (not only in school)

Learning and teaching students is enriched when family relationships and partnerships are established and sustained.

Experiencing activities that are joyous, active, and fun contribute to students' learning and development.

Engaging in activities that are cultural and community-based promote students' learning and development.

Working with families supports students' learning and development.

APPLIED TO FAMILY MATH

When and where does math happen at home or with the family?

What does math at home or in other non-school settings look like?

What does math look like when families and schools are working together?

How can schools better support families with math?

When have you experienced math being fun, active, or joyous?

How can you support your child in math as an active or fun experience?

How is/can math be linked to your family's culture or traditions?

What ways can schools promote your family's values through math?

What contributions can families make to improve students' math learning and development?

What do schools need to do to incorporate families' recommendations?

Multiple Partnerships

MULTIPLE LEADERS



SCHOOL OF EDUCATION

INDIANA UNIVERSITY INDIANAPOLIS



26 Pre-Admissions Teacher Education Students (PATES)

14 PATES gave 'informed consent'

10 female [1 Asian (Middle Eastern), 1 Latina, 1 mixed race, 1 White]

4 male (1 Latino, 1 mixed race, 2 White)

Down Syndrome
Indiana™



5 Family Leaders

5 females: 2 Black/African American, 2 Latina,
1 White



BROOKSIDE
SCHOOLS, INC.

4 Neighborhood Caucus Members

4 females: 2 Black/African American,
2 Latina

The Innovation Centered Around Three Main Activities:

Family-
centered
service-
learning field
experience

Family as
Faculty (FAF)
STEM Learning
Workshops

A “Town Hall”
Event





Example of Family as Faculty STEM Learning Workshops:

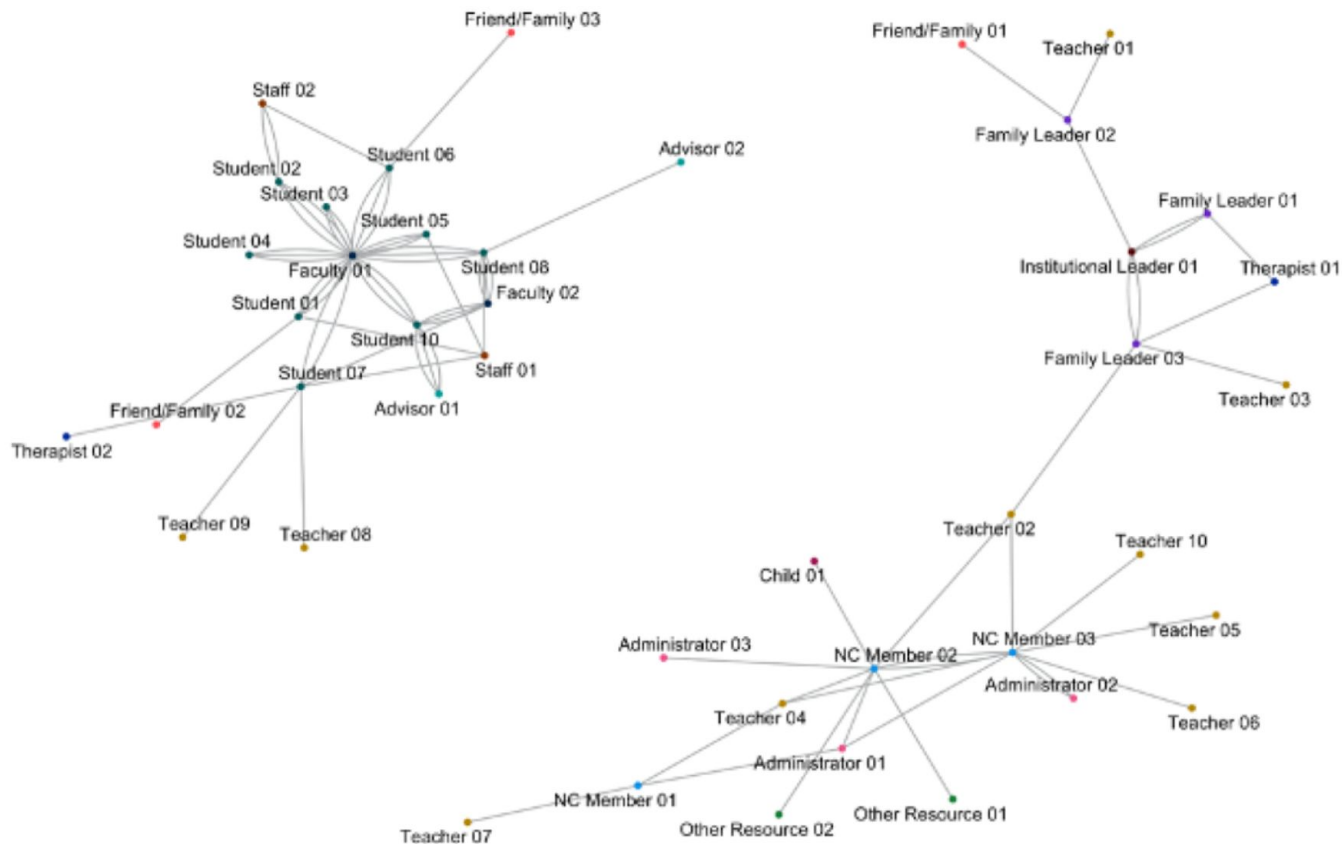
A woman with long, straight brown hair is shown from the chest up. She is wearing a white top with a black strap over her shoulder. She is looking slightly to her right with a neutral expression. Her right hand is raised, pointing her index finger towards a white document she is holding. The document contains some illegible text. The background is a plain, light-colored wall.

ONE ORANGE AND TWO

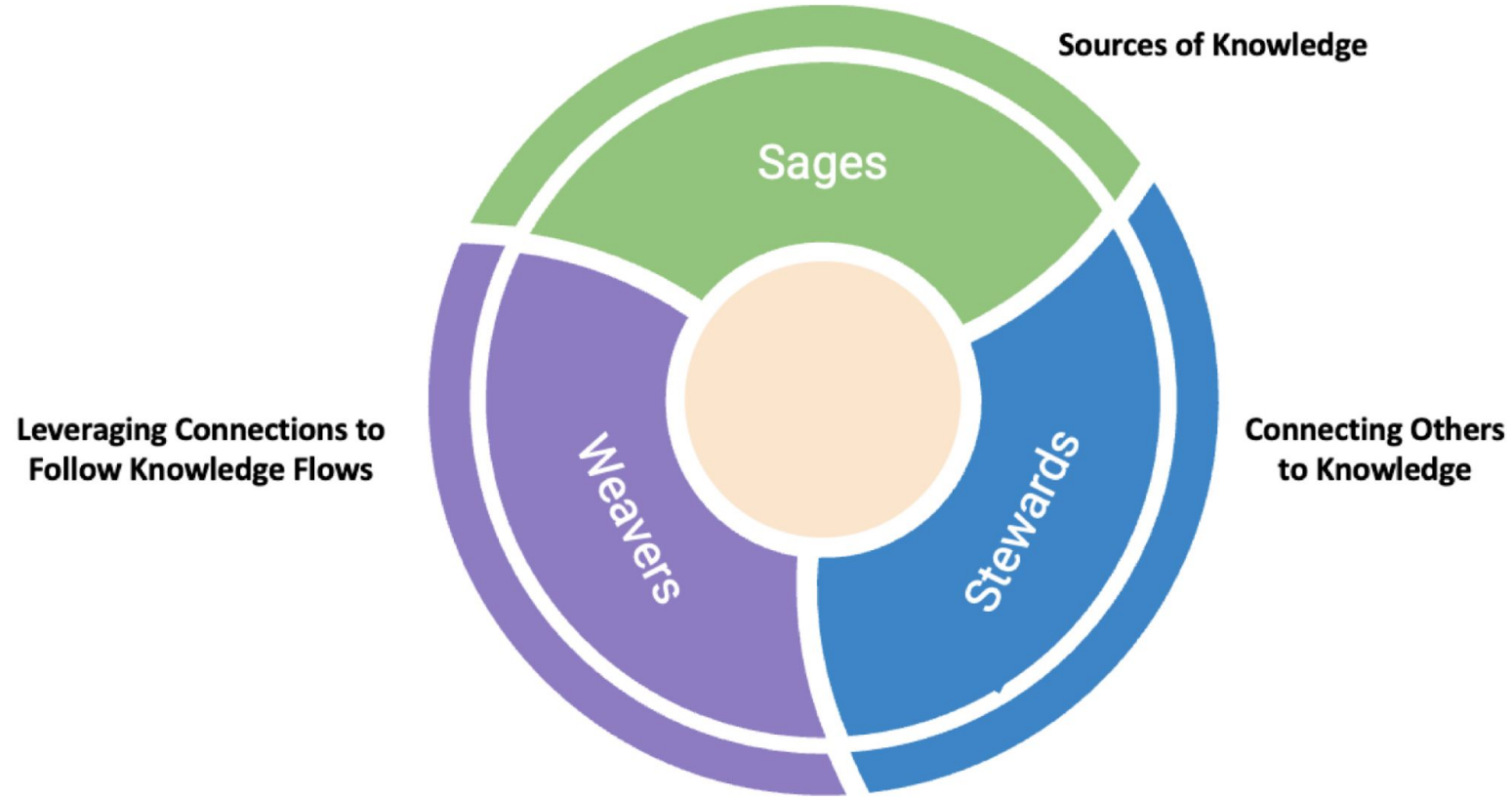
From Workshops to Networks



People Allow Knowledge to Flow



People Allow Knowledge to Flow



Bridging home and school: Implications for current and future work

- Technology as a Bridge
- Family as Faculty - family leadership through educational third spaces
- AI





Contact Information

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Meet the Presenters



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Loyola University Maryland



Jessica T. Shiller

Professor of Education
Towson University

Teacher education for family and community engagement

Dr. Jessica Shiller, Towson University

Dr. Stephanie Flores-Koulish, Loyola University Maryland

• 03/21/2024



Our context



Community Schools: Why Do They Matter?

Interact with the map for more information on individual schools

In one sense, a community school is a type of school that provides extra supports and services that students and families need include mental and physical health services, after school programming, and food pantries through partnerships with outside organizations. A community school coordinator ensures that those services are offered and meeting the needs to students and families, with the goal of mediating the impact of poverty on learning.

But a community school is also a place-based initiative which serves the families, students, and neighborhoods that surround it. So, in another sense the community school is an anchor institution that is both shaped by and also that responds to those families, children, and neighborhoods.

Grounded in four pillars:

- Integrated student supports
- Expanded and enriched learning time and opportunity
- Active family and community engagement ←
- Collaborative leadership and practice

Community Schools

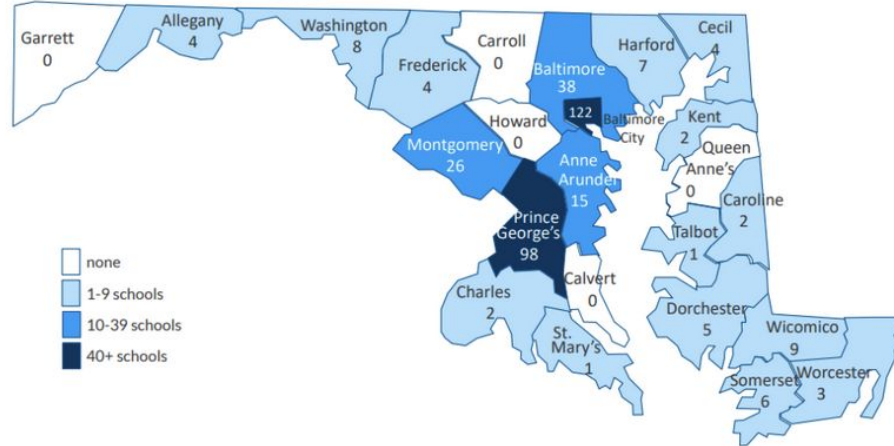
Community Schools Tagline



Maryland has lots of community schools

Distribution of Community Schools

Currently in FY 2023, there are 358 community schools receiving Concentration of Poverty Grants.



Our big question

How can teacher education prepare teachers to have the skills of family and community engagement?

The problem: Survey data from pre-service teachers shows

They do not get enough exposure to family and community engagement

From the findings of our survey of 44 teacher ed candidates: Pre-service teachers encounter time constraints, difficulties in engaging parents, and challenges in interacting with students.

They want to learn about family and community engagement

Particularly: Effective communication, understanding and addressing student struggles, and building trust and relationships with parents are key areas of concern.

They identified the following areas

Effective Communication with Families: Student teachers want to learn how to communicate with parents and families in a constructive and non-confrontational manner, including explaining classroom issues without blaming the child and reaching out to parents who may not speak English.

Cultural Competence and Responsive Teaching: There is a strong desire to understand and respect diverse cultural backgrounds and incorporate this knowledge into classroom practices.

Inclusive Classroom Strategies: Many student teachers seek guidance on how to incorporate family and community into the classroom in inclusive and beneficial ways, emphasizing active learning experiences and community engagement activities.

Support for Struggling Students: Student teachers are interested in learning how to provide support to students and their parents at home, especially for those who are struggling academically.

Professional Development and Resources: Respondents express a need for more professional development opportunities, workshops, seminars, webinars, articles, and resources related to family and community engagement, along with practical examples and case studies of how teachers are currently implementing these strategies.

**We leveraged our
relationships with
community school
coordinators to teach these
skills to teacher ed
candidates**

A community school re-positions schools as the hub: They engage with families and communities regularly



Community school coordinators are experts

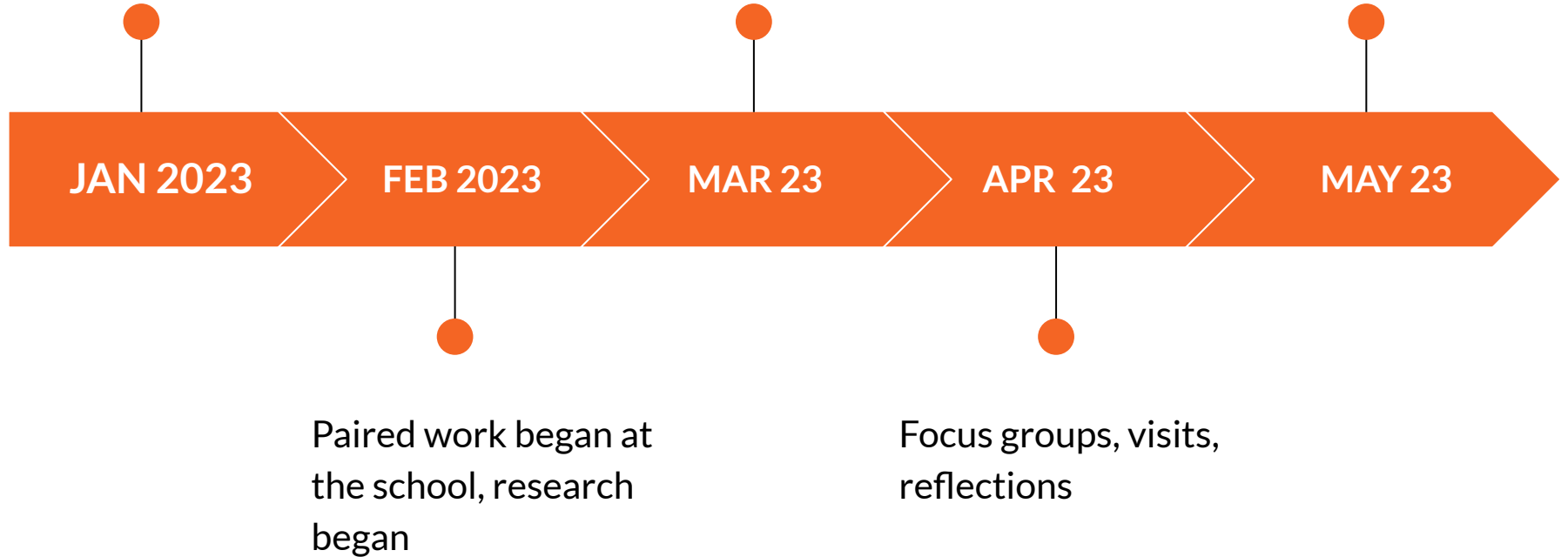


Coordinators build trusting relationships with families and community members.

They know the needs and the assets of families and community members

They work to meet those needs in a culturally responsive and meaningful way.

In January 2023, with funding from the National Association for Family, School & Community Engagement (NAFSCE), we matched a community school coordinator 1-1 with a teacher education student at one of our universities.



What did the teacher ed students do at the community schools?

Arranged tours to the college campuses

Helped organize community days

Built relationships with families and community members

Distributed food and clothing donations

Called families of chronically absent students

Assisted in Spanish/English classes for parents

What did they learn?

The work of the CSC aligns with the NAFSCE core competencies

REFLECT

Competency 1: Respect, Honor, and Value Families

Competency 2: Embrace Equity Throughout Family Engagement

CONNECT

Competency 3: Build Trusting Reciprocal Relationships with Families

Competency 4: Foster Community Partnerships for Learning and Family Wellbeing

COLLABORATE FOR LEARNING

Competency 5: Co-Construct Learning Opportunities with Families

Competency 6: Link Family and Community Engagement to Learning and Development

LEAD ALONGSIDE FAMILIES

Competency 7: Take Part in Lifelong Learning

Competency 8: Advocate for Systems Change



Center for Equity, Leadership, and Social Justice in Education

Conclusions

- This was a short pilot, but could be built upon to expand the knowledge and skills of future teachers
 - Teaching teachers family and community engagement can happen by partnering with a school staff member that connects with families and community members (a cultural broker)
 - We would like to see teachers collaborate and lead alongside families, but this will take more deliberate professional development
-



Please post your questions in the Q&A box

FAMILY ENGAGEMENT AND EDUCATOR PREPARATION INNOVATION PROJECT WEBINAR SERIES:



DESIGNING FAMILY AND COMMUNITY ENGAGED EDUCATOR PREPARATION PROGRAM



Eva Zygmunt

Professor, Department of Early Childhood, Youth, and Family Studies in Teachers College, Ball State University



Wilisha G. Scaife

Professional Learning Specialist for Culturally Responsive Family Engagement Office of the Dean, Ball State University



Rae Leeper

Faculty and Director of the On Campus Department of Early Childhood General and Special Education, Bank Street College



Soyoung Park

Faculty and Director of Online Programs in Early Childhood and Childhood Special Education, Bank Street College



Kate Napolitan

Faculty, the Evergreen State College



MODERATOR

Margaret Caspe

Senior Research Consultant
NAFSCE



MODERATOR

Reyna Hernandez

Senior Director of
Research and Policy
NAFSCE

Join us for the third session of NAFSCE's Family Engagement and Education Innovation Project webinar series, where our panelists will explore how families and communities can participate in the design and redesign of educator preparation programs. Hear from experts at Bank Street College, Ball State University, and Evergreen State College as they share innovative approaches and insights.

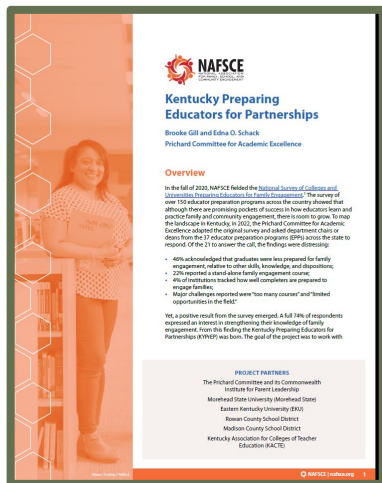
REGISTER NOW



 **DATE**
April 18, 2024

 **TIME**
1:00 - 2:00 PM ET

Access previous recordings and briefs



NAFSCE
National Association of Family-School-Community Educators

Kentucky Preparing Educators for Partnerships

Brooks Gill and Edna O. Schack
Pritchard Committee for Academic Excellence

Overview

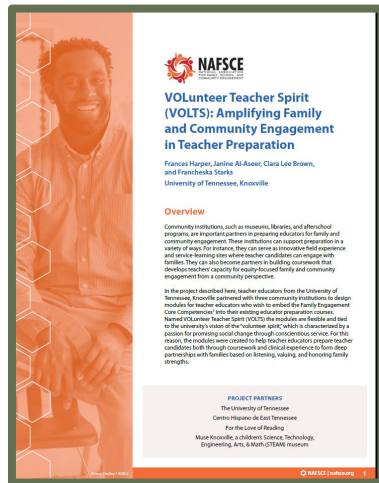
In the fall of 2020, NAFSCE led the *National Survey of Colleges and Universities Preparing Educators for Family Engagement*. The survey of over 150 educator preparation programs across the country showed that although there are promising pockets of success in how educators learn and practice family and community engagement, there is room to grow. To meet the challenge in Kentucky, in 2020, the Pritchard Committee for Academic Excellence designed the *Original Survey and Data Dissemination Plan* or *Overview* from the 37 educator preparation programs (EPPs) across the state to respond. Of 31 to answer the call, the findings were:

- 40% acknowledged that graduates have been prepared for family engagement, relative to other skills, knowledge, and dispositions;
- 22% reported a stand-alone family engagement course;
- all of institutions tracked how well completers are prepared to engage families;
- major challenges reported were "too many courses" and "limited opportunities to field."

Yet, a positive result from the survey emerged. A full 74% of respondents expressed an interest in strengthening their knowledge of family engagement from this Report. The Kentucky Preparing Educators for Partnerships (KEPP) was born. The goal of the project was to work with

PROJECT PARTNERS
The Pritchard Committee and its Commonwealth Institute for Family Connections
Morehead State University (Morehead State)
Eastern Kentucky University (EKU)
Benton County School District
Madison County School District
Kentucky Association for College of Teacher Education (KACTE)

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National Association of Family-School-Community Educators

VOLTunteer Teacher Spirit (VOLTS): Amplifying Family and Community Engagement in Teacher Preparation

Frances Harper, Justice Ali-Rouse, Clara Lee Brown, and Franzheska Sparks
University of Tennessee, Knoxville

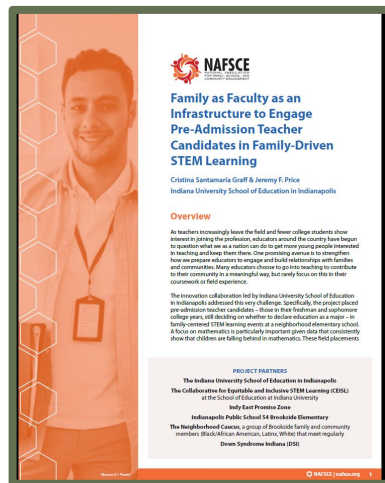
Overview

Community institutions, such as museums, libraries, and after-school programs, are important partners in preparing educator for family and community engagement. These institutions can support preparation in a variety of ways. For instance, they can serve as innovative field experience and service-learning sites when teacher candidates collaborate with families. They can also become partners in building coursework that develops teacher capacity for equity-focused family and community engagement from a community perspective.

In the project described here, teacher educators from the University of Tennessee, Knoxville partnered with three community institutions to design modules for teacher education who will be enrolled in Family Engagement Core Competencies into their existing educator preparation courses. *Home Visitation Volunteer Teacher Spirit (VOLTS)* modules are flexible and lead to the university's result of the "volunteer spirit," which is conceptualized as a passion for promoting social change through community service. For the report, the modules were created by faculty who create programmatic candidates both through coursework and clinical experiences to form deep partnerships with families based on listening, valuing, and honoring family strengths.

PROJECT PARTNERS
The University of Tennessee
Capey Museum of East Tennessee
For the Love of Reading
Morehead State University Center for Family, Engineering, and Health (STEM) Institute

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National Association of Family-School-Community Educators

Family as Faculty to Engage Pre-Admission Teacher Candidates in Family-Driver STEM Learning

Cristina Santamaría Goff & Jennifer F. Price
Indiana University School of Education in Indianapolis

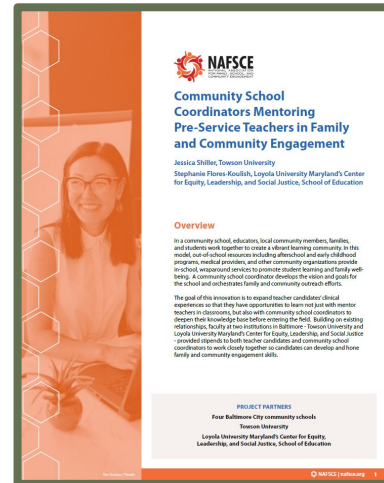
Overview

As teachers increasingly leave the field and lower college students show interest in using the profession, educators around the country have begun to question what it is as a profession that will get more young people interested in teaching and keep them there. One promising avenue is to strengthen how we engage educators to engage and build relationships with families and communities. Many educators choose to go into teaching to contribute to their community in a meaningful way, but early focus on this in their coursework or field experience.

The innovation collaboration led by Indiana University School of Education in Indianapolis addressed this very challenge. Specifically, the project shared pre-admission teacher candidates – those in their freshman and sophomore college years, still deciding on whether to declare education as a major, in high schools of STEM learning across all neighborhood elementary schools. A focus on mathematics (particularly proportion) gave data that consistently show that children are being trained to solve problems. These field placements

PROJECT PARTNERS
The Indiana University School of Education in Indianapolis
The Collaborative for Equitable and Inclusive STEM Learning (CEISL) at the School of Education at Indiana University
Indy East Promise Zone
Indianapolis Public School 18 Brookside Elementary
The Neighborhood Center, a group of Brookside Family and community members (Brookside, American Legion, White Star, and our regularity
Diana Synthesize Indiana (DSI)

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National Association of Family-School-Community Educators

Community School Coordinators Mentoring Pre-Service Teachers in Family and Community Engagement

Jessica Shiller, Towson University
Stephanie Flores-Koulish, Loyola University Maryland's Center for Equity, Leadership, and Social Justice, School of Education

Overview

In a community school, education, local community members, families, and students work together to create a vibrant learning community. In this model, out-of-school resources (including after-school or early childhood programs, mental services, and other community organizations) provide in-school, wrap-around services to promote student learning and family well-being. A community school coordinator develops the vision and guides for the school and orchestrates family and community outreach efforts.

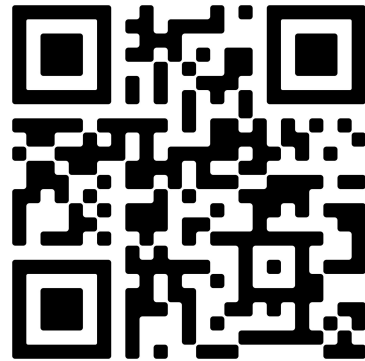
The goal of this innovation is to support teacher candidates' clinical experiences so that they have opportunities to learn not just with mentor teachers in classrooms, but also with community school coordinators to deepen their knowledge about families and better entering the field. Building on existing relationships, faculty at two institutions in Baltimore – Towson University and Loyola University Maryland's Center for Equity, Leadership, and Social Justice provided guidance for teacher candidates and community school coordinators to work closely together as candidates can develop and hone family and community engagement skills.

PROJECT PARTNERS
Four Baltimore City community schools
Towson University
Loyola University Maryland's Center for Equity, Leadership, and Social Justice, School of Education

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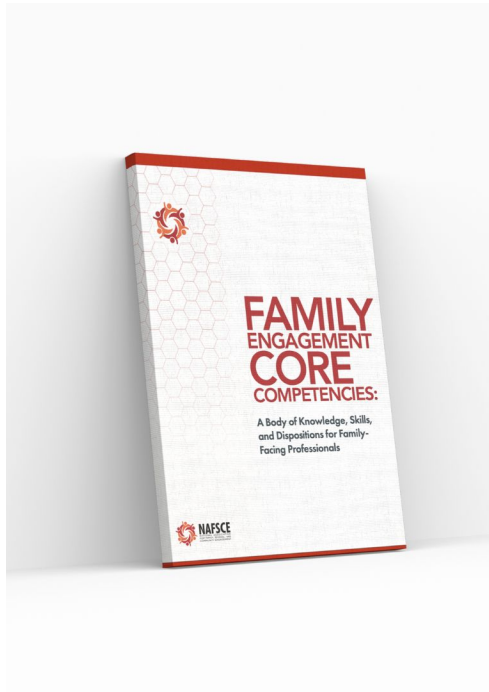
Virtual October 21-22

In-person October 23-25

Denver 2024

Early Bird Registration

Open Now



Family Engagement Core Competencies Community of Practice



Second Community of Practice [NAFSCE Members Exclusive]

April 4, 1-2pm ET

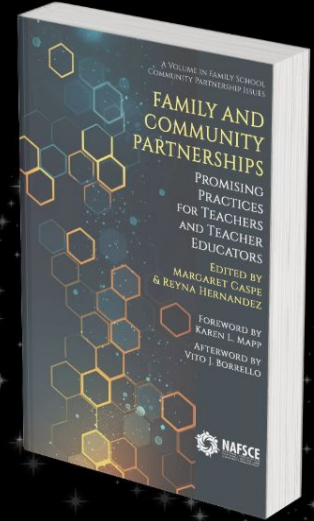
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PARTNERSHIPS:
PROMISING PRACTICES
FOR TEACHERS AND TEACHER EDUCATORS**





Let's Continue the Conversation:

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