

Effective Practices Webinar:

Family Engagement and Educator Preparation Innovation Project Webinar Series:

Designing Family and Community Engaged Educator Preparation Programs

1:00 – 2:30 PM ET

April 18th, 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.

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. 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 values.

Educator Preparation Framework for Family and Community Partnerships



 NATIONAL ASSOCIATION FOR FAMILY, SCHOOL, AND COMMUNITY ENGAGEMENT



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



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



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



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Beatrice Benavides

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Kate Napolitan

Community Educator



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Margaret Caspe

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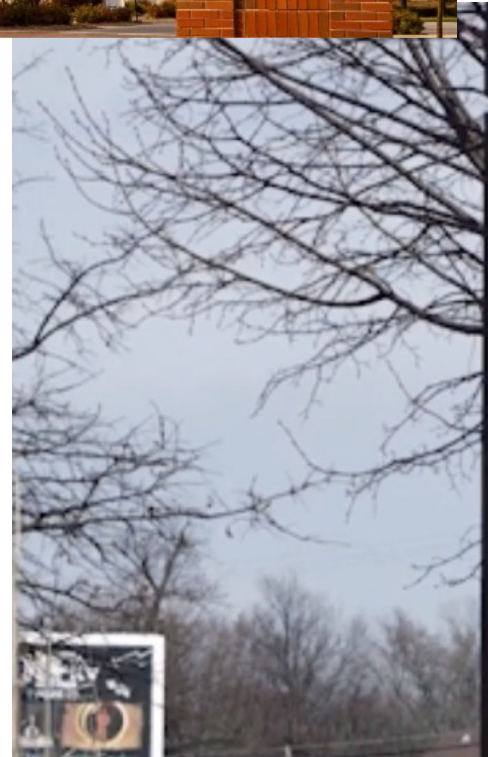


The Whitely Institute on Community-Engaged Teacher Preparation

*Redefining Reciprocity in
Community/University Relations*

Wilisha Scaife • Eva Zygmunt

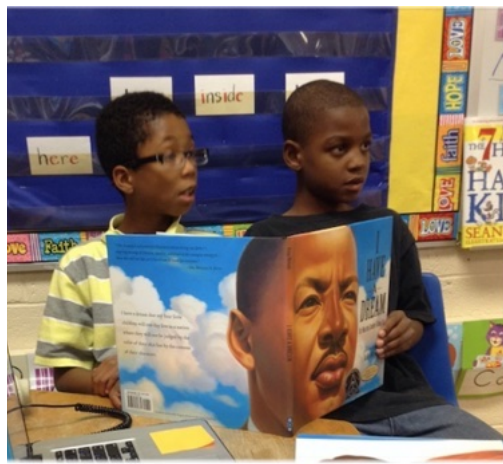
Ball State University





Schools Within the Context of Community





A Tear in the Community/University Covenant



A vibrant, wavy graphic that flows across the frame. It features a color gradient starting with bright purple on the left, transitioning through magenta and pink, then into deep blue and teal, and finally ending in a bright green on the right. The waves are smooth and layered, creating a sense of movement and depth. The background is a plain, light gray.

Nothing About Us, Without Us !



WHITELY INSTITUTE
on Community-Engaged Teacher Preparation



Mission

The Institute is dedicated to ensuring that educators have the opportunity for **authentic community engagement** which deepens their **skill**, and more importantly, their **will** to engage in pedagogical practices which are **culturally responsive and community sustaining**.



Community Cultural Wealth

(Park et al., 2020; Yosso, 1995)



Categories of Community Cultural Wealth

Aspirational Capital

Familial Capital

Social Capital

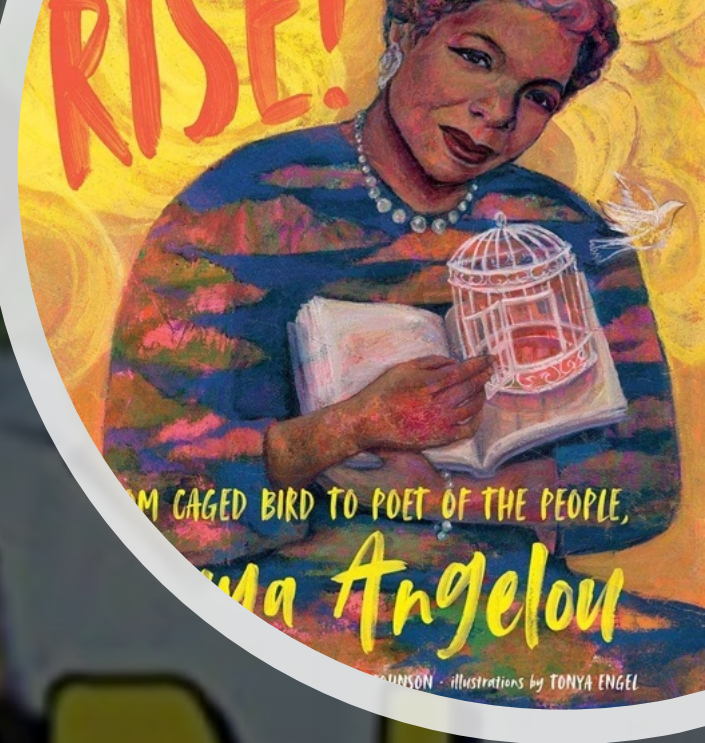
Linguistic Capital

Navigational Capital

Resistance Capital

Spiritual Capital

Dear Black Boy

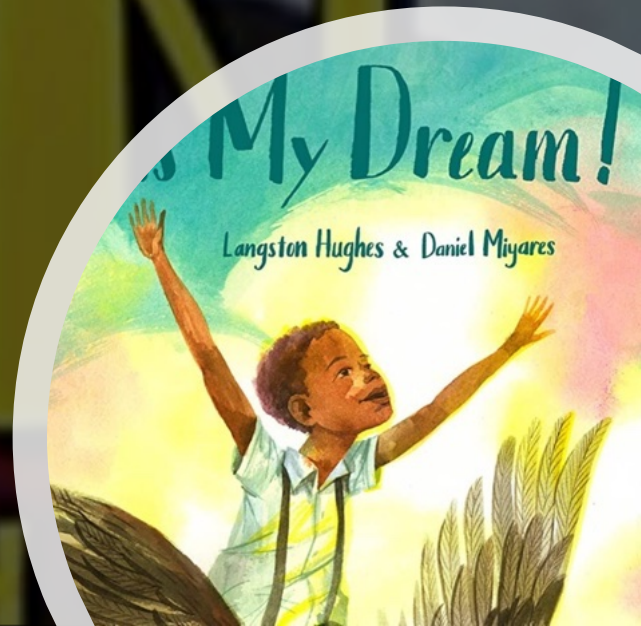


STACEY
#1 NEW YORK TIMES BESTSELLER
STACEY &
Extraordinary
WORDS



ILLUSTRATED BY
KITT
THOMAS

Children's Literature and Community Cultural Wealth

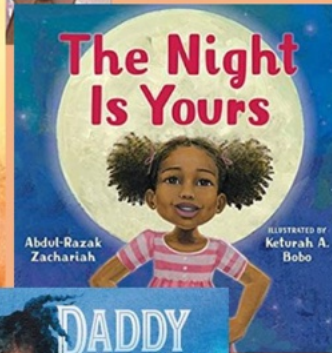
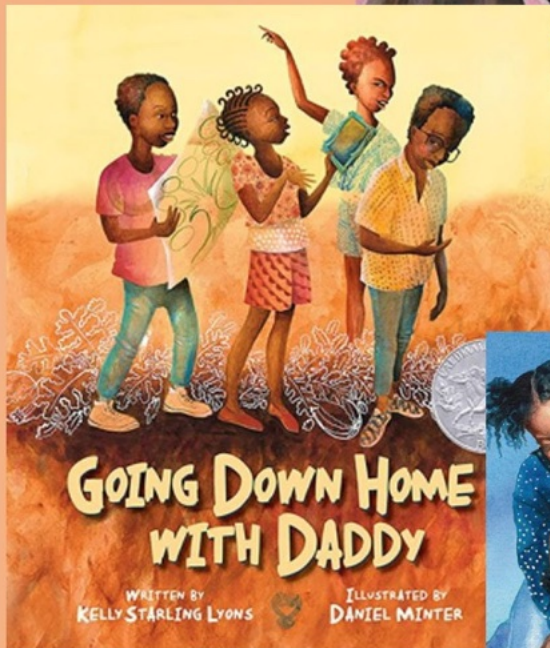
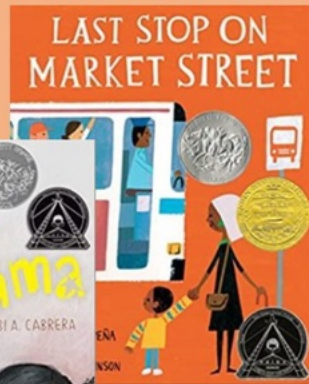
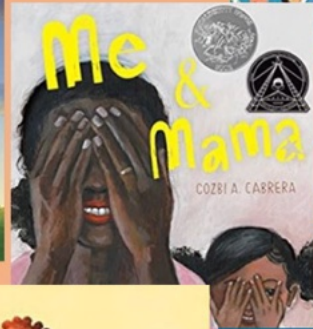


Selecting a Community Canon



Elevating Children's Voices and Choices





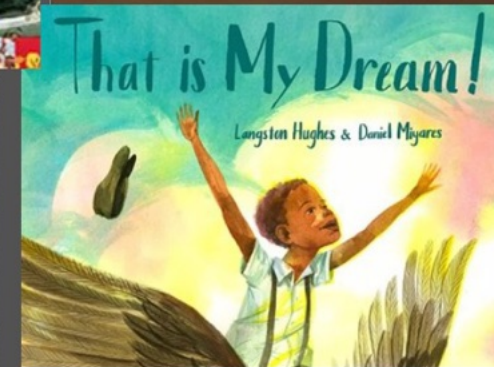
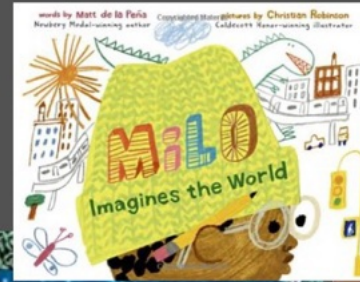
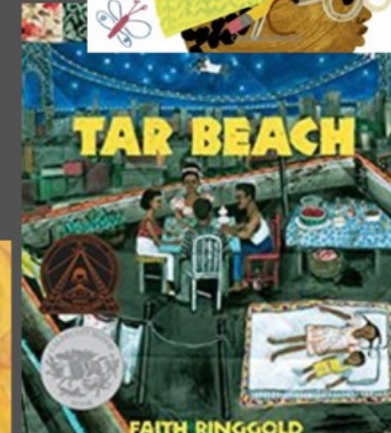
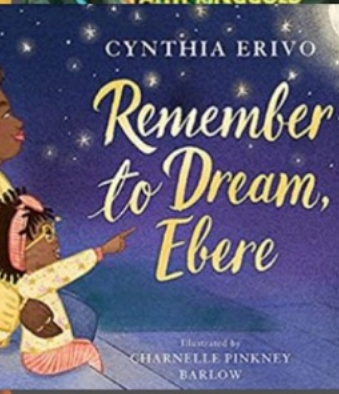
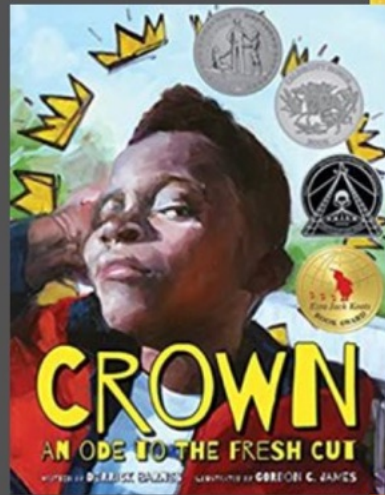
Familial - The cultural knowledges nurtured among family that carry a sense of community history, memory and cultural intuition. This form of cultural wealth expands the concept of family to include a broader understanding of kinship (immediate family, extended family, and friends); all are considered part of the family who models lessons of caring, coping, and providing, and who reinforce that they are not alone in dealing with life challenges.

Social - Networks of people and community resources who provide both instrumental and emotional support to navigate through society's institutions.

Familial and Social Capital

Aspirational Capital

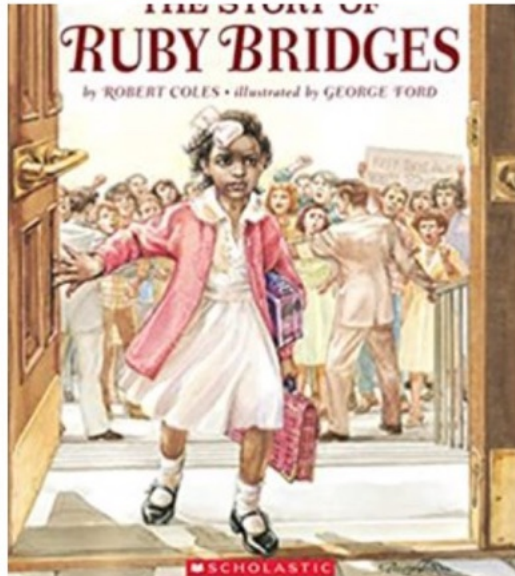
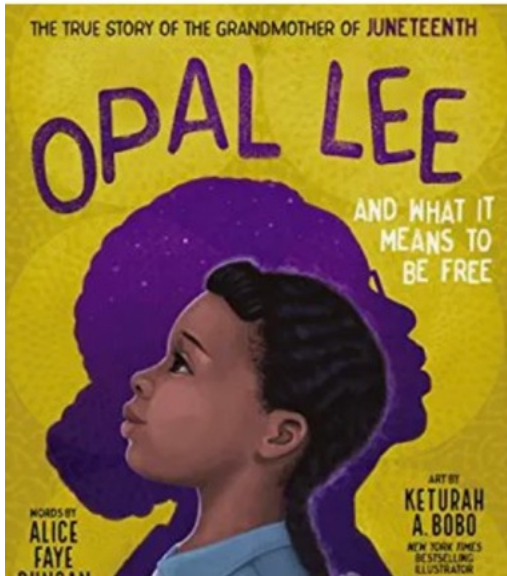
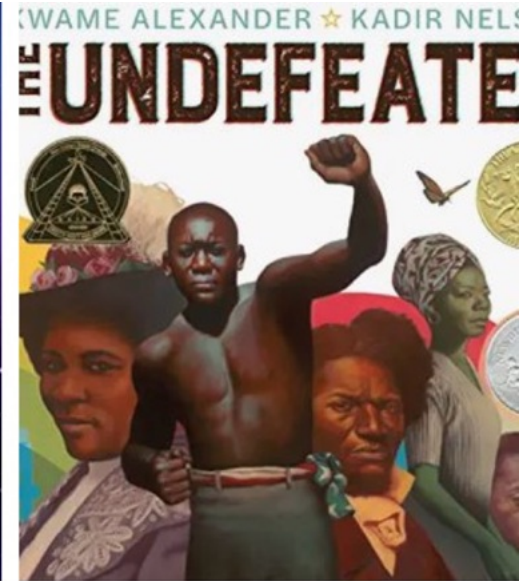
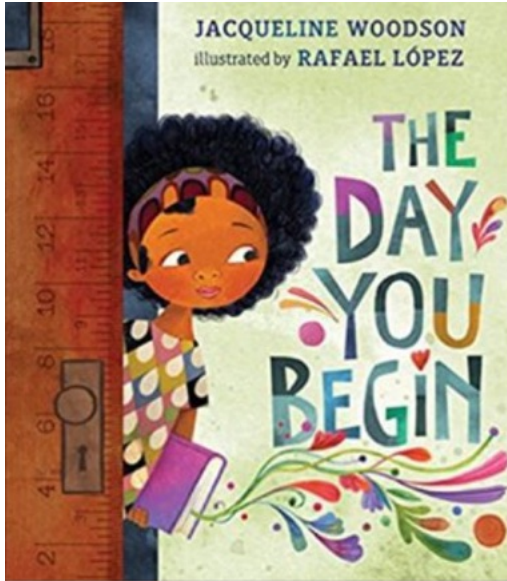
The ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers



Linguistic Capital

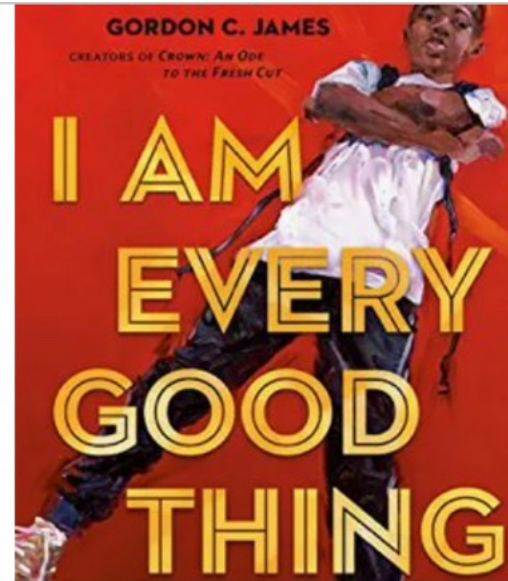
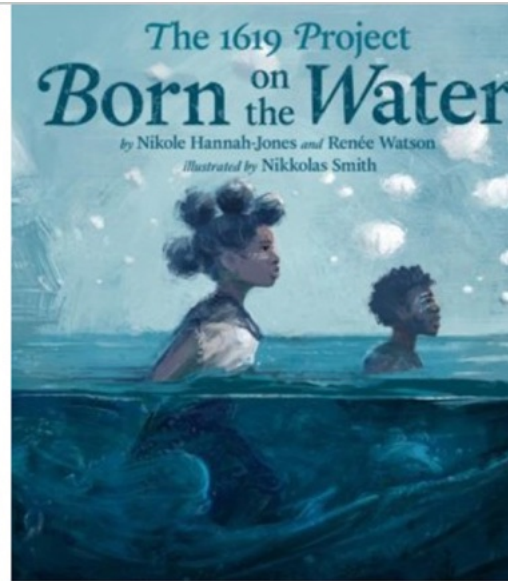
The intellectual and social skills attained through communication experiences in more than one language and/or style. This capital also includes the ability to communicate via visual art, music, or poetry.





Navigational Capital

The ability to maneuver through institutions not created with communities of color in mind, including schools, the job market, and the health care and judicial systems



Resistance Capital

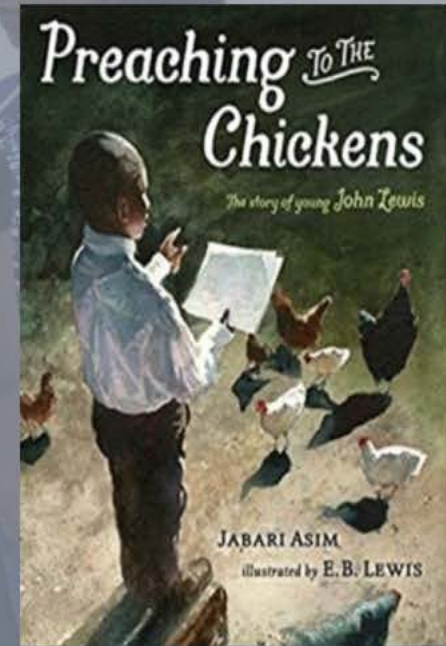
The experiences of communities of color in securing equal rights and collective freedom by standing up, fighting back, and creatively engaging in the work of social justice

Spiritual Capital

A personal, family, and community connection to a force greater than oneself. This experience and connected expressions are grounded in hope and faith. Spiritual capital capsulate other forms of cultural capital but is also characterized as a powerful resource that is different from the others.

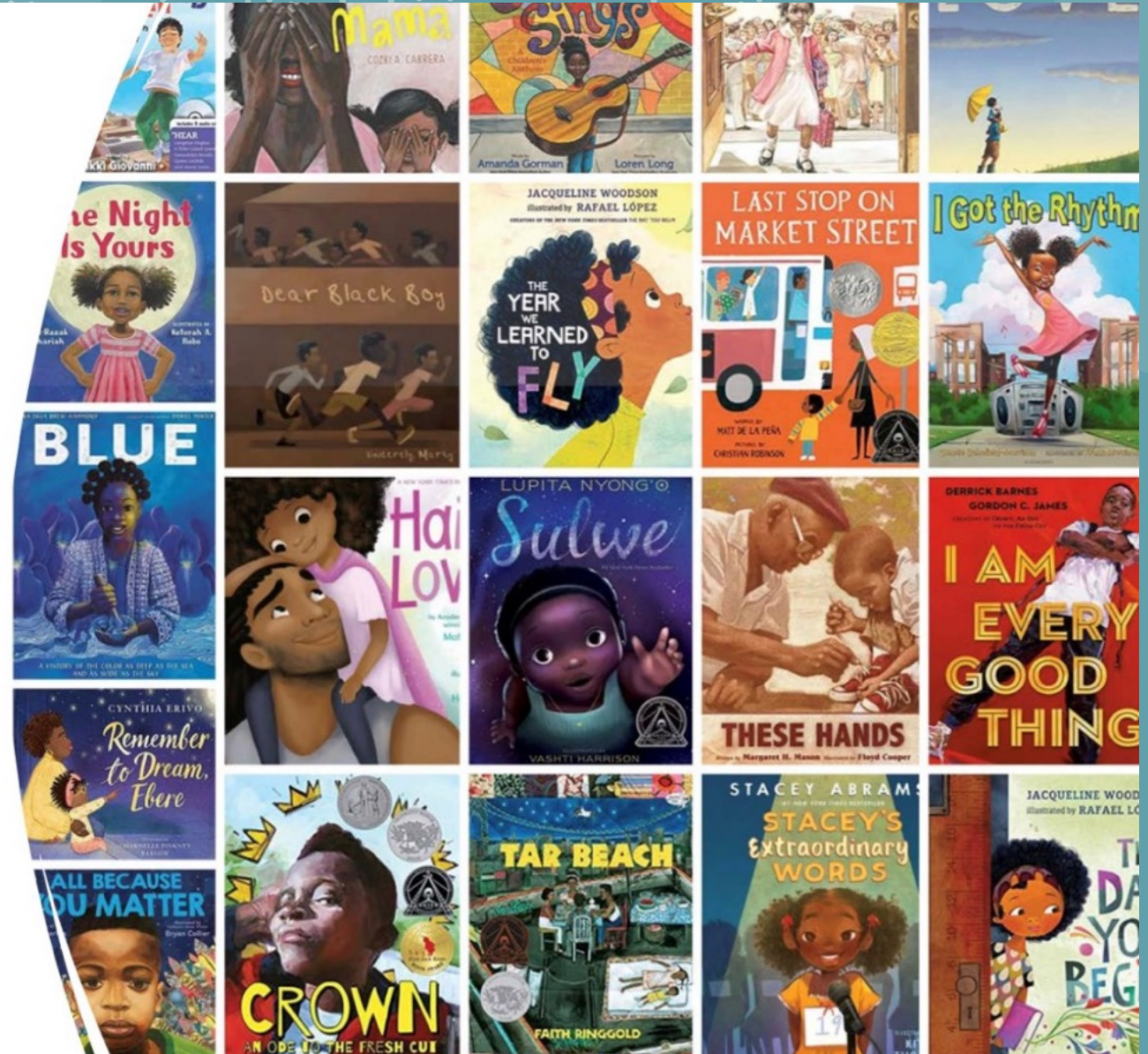


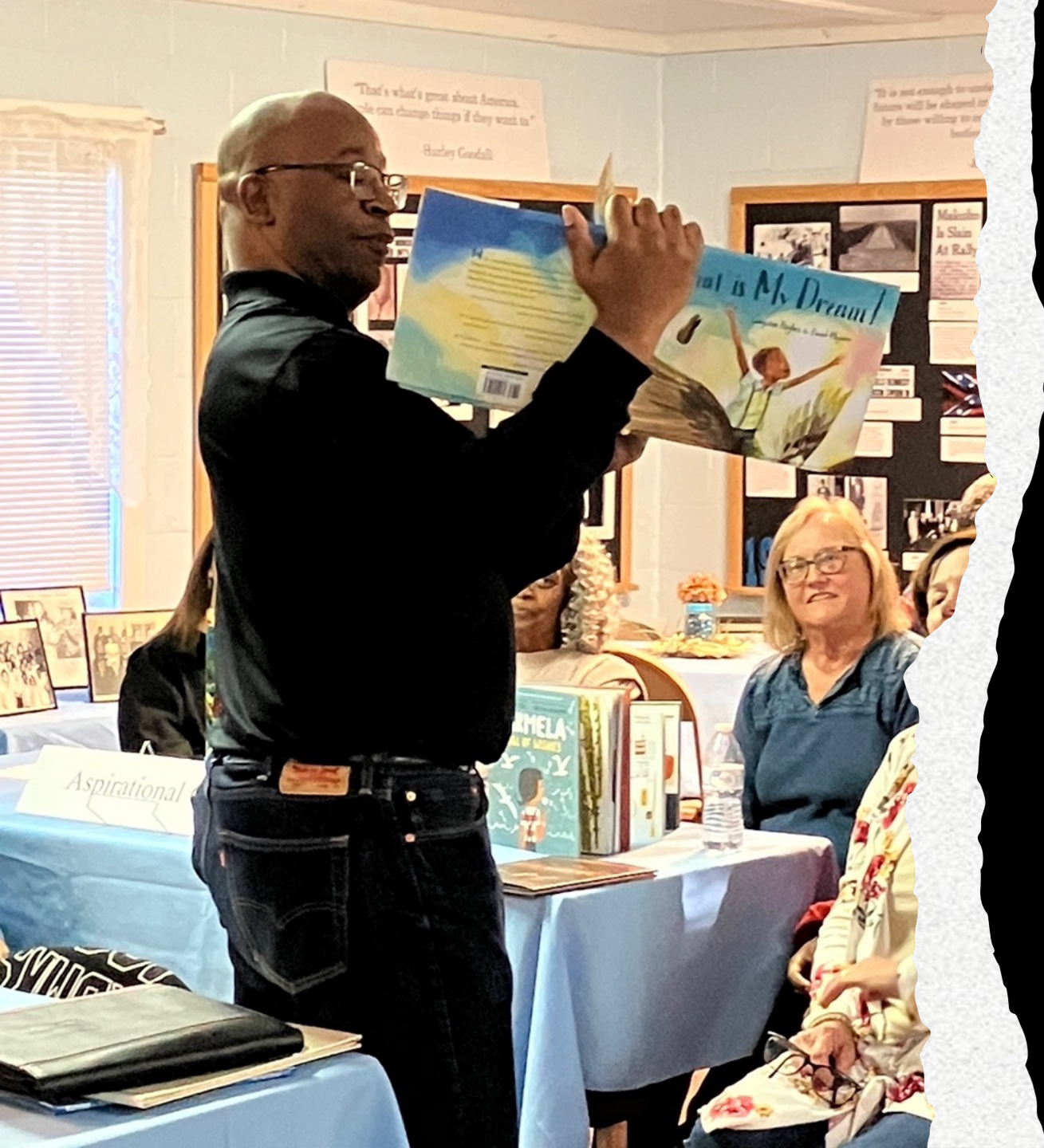
Aspirational Capital
Familial Capital
Social Capital
Linguistic Capital
Navigational Capital
Resistance Capital



Distributing the Canon

- Neighborhood Schools
- Churches
- Community Centers
- Early Childhood Programs
- Neighborhood Library
- Enrichment Programs
- Barber Shops



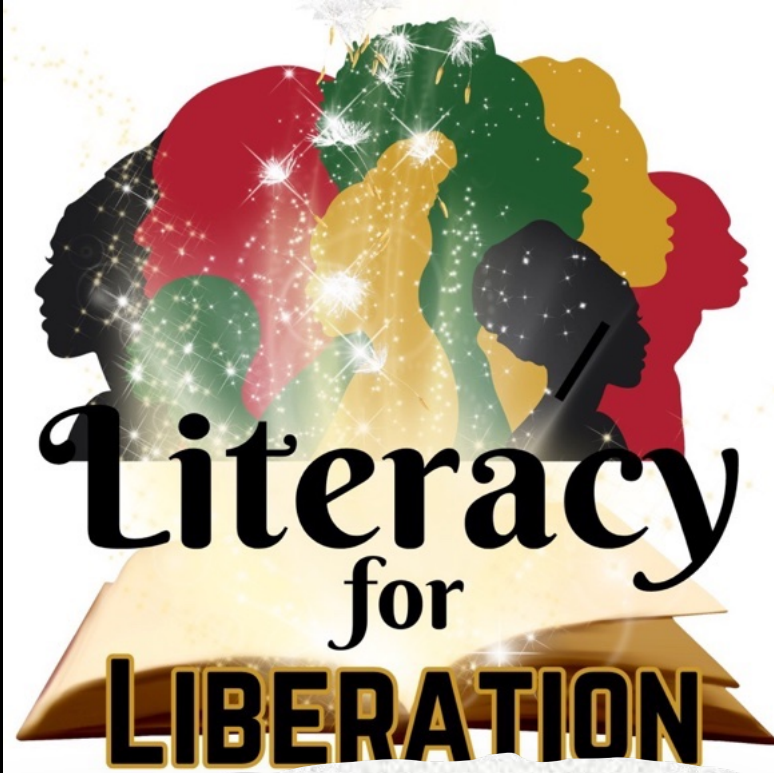


Professional Development Experiences for Preservice and Practicing Teachers and Teacher Educators

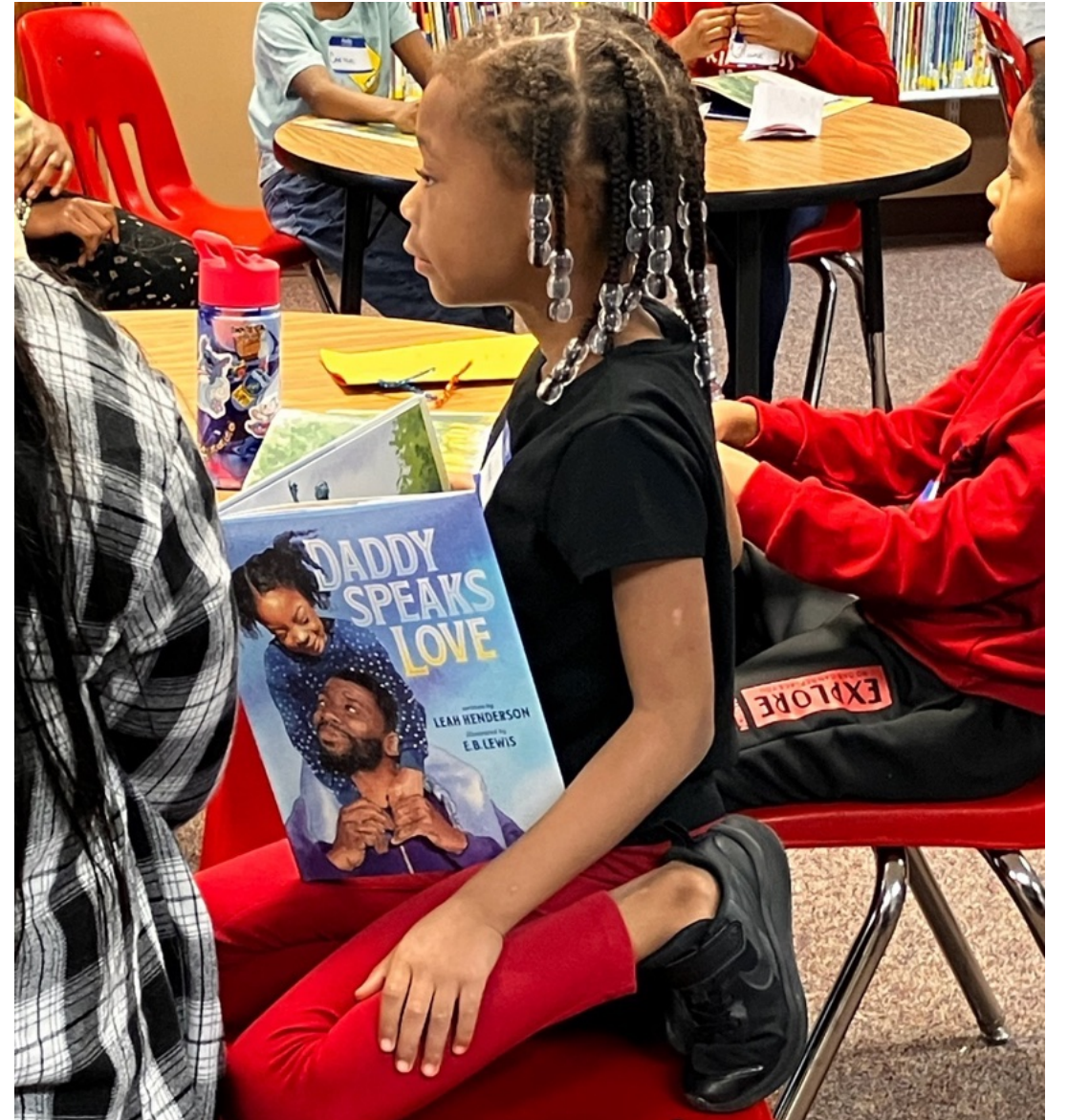
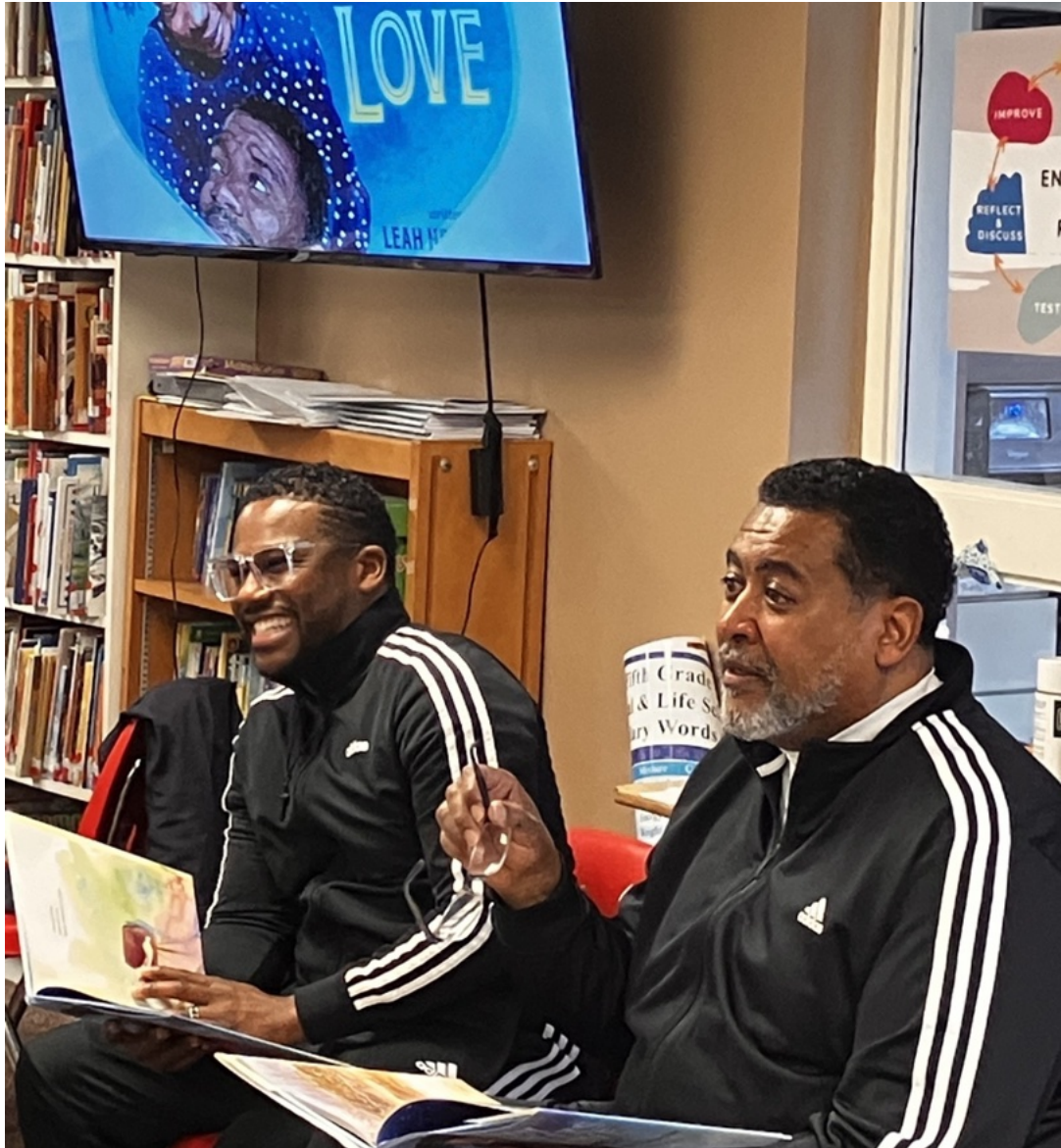


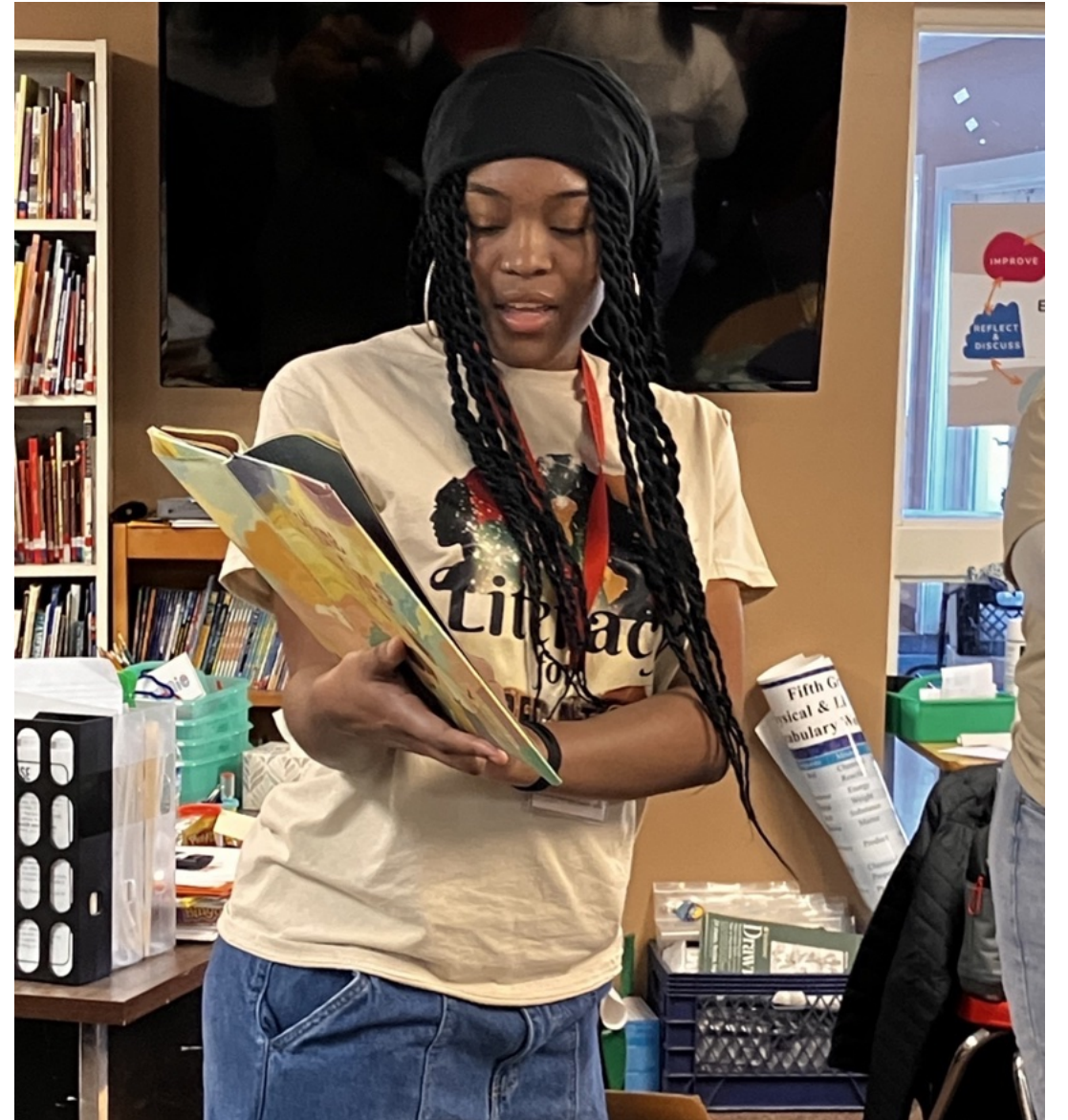


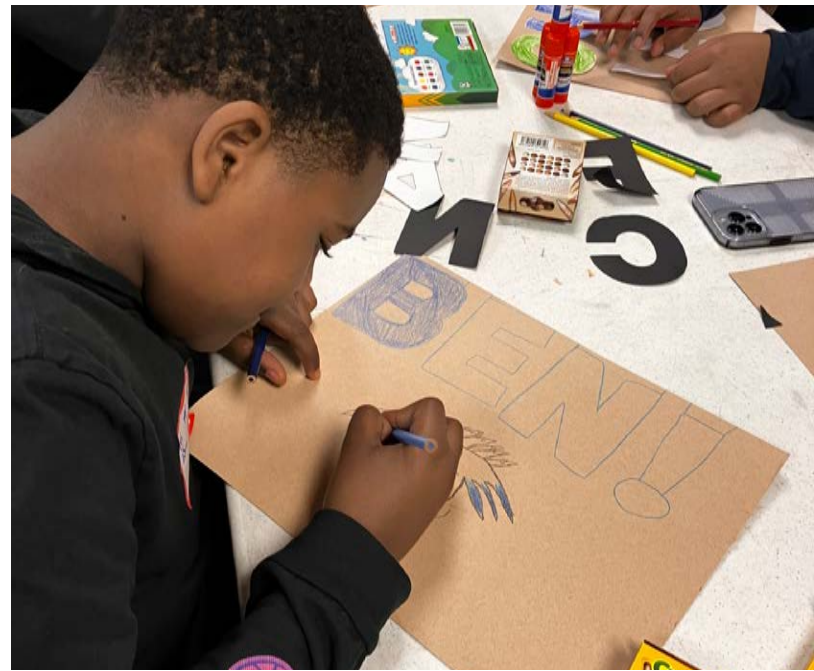
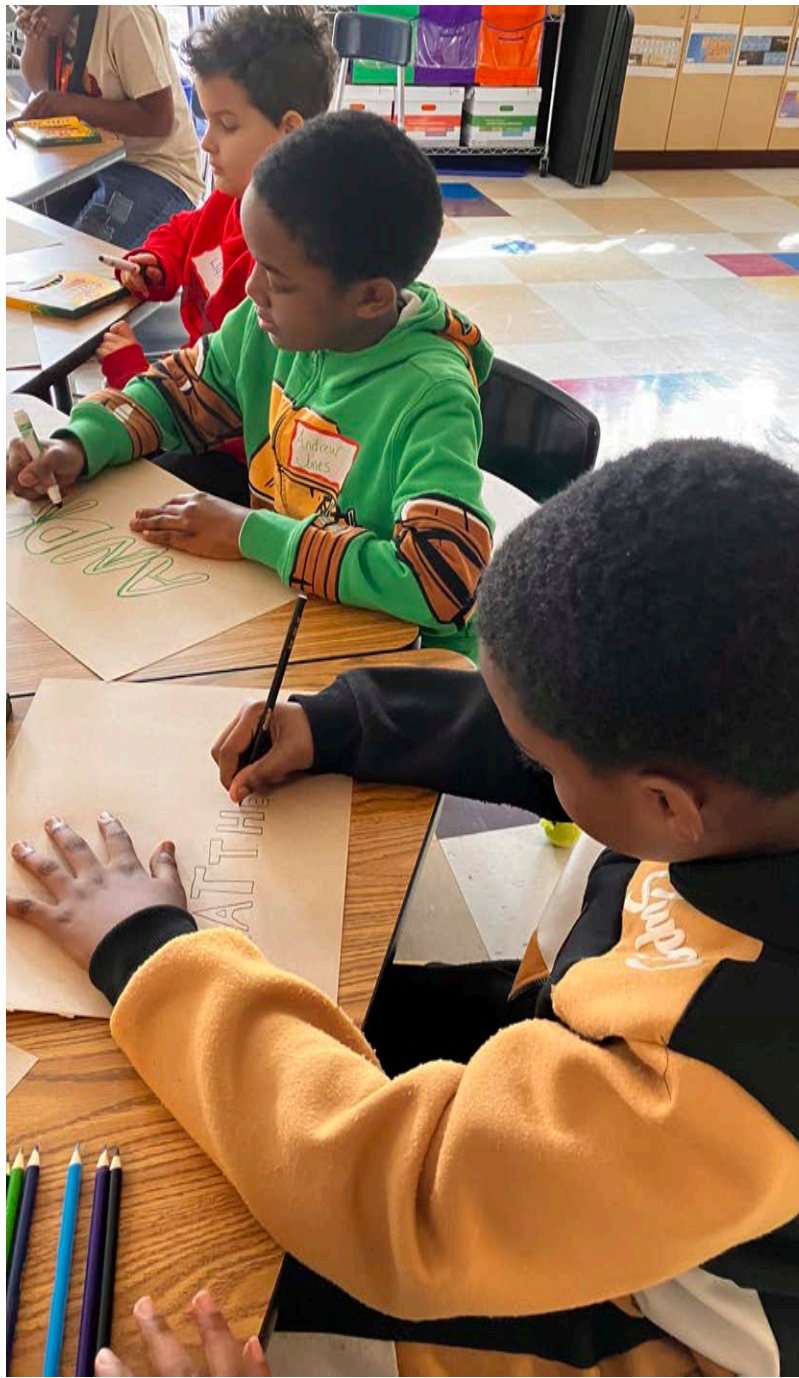




Saturday School
Spring 2024



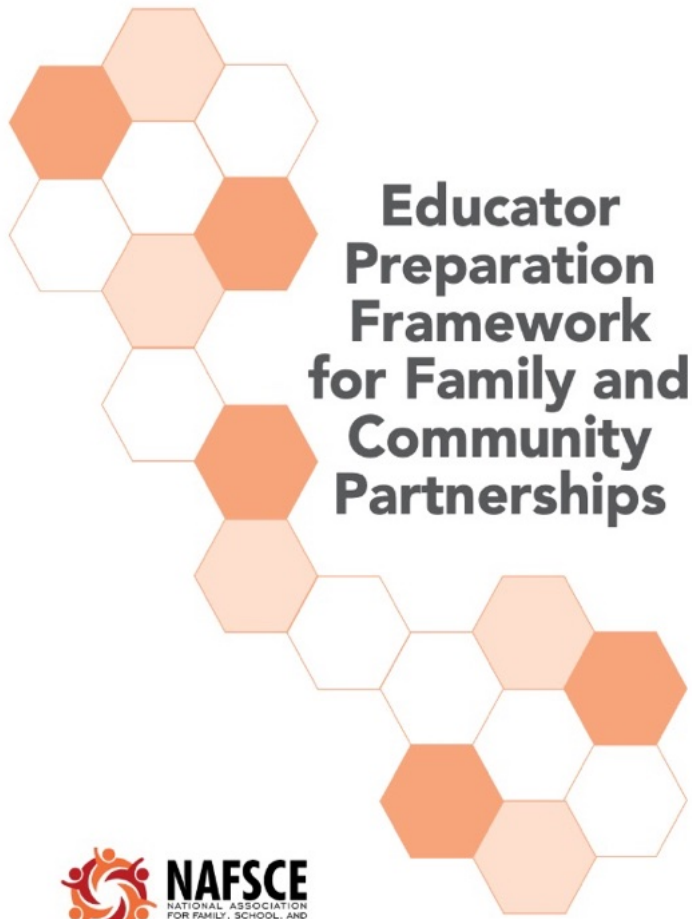








Professional Development for Teachers College Leadership



Educator Preparation Framework for Family and Community Partnerships



FAMILY ENGAGEMENT CORE COMPETENCIES:

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





**SHAFER CHAPEL AFRICAN
METHODIST EPISCOPAL CHURCH**

Structure, circa 1893, is Muncie's oldest standing public school building. Purchased by church congregation, circa 1928. Rallying point in August 1930 when bodies of two African-American men, lynched in Marlon, were brought to Muncie for embalmment by church's pastor J.E. Johnson, a mortician.

ERECTED 1986 BY INDIANA HISTORICAL BUREAU AND THE DELAMAR COUNTY HISTORICAL SOCIETY





Beginning to Change...

Frederick Douglass

EXIT

Shelby Chapel Pastors

Institute Impact

Preservice Teachers

Practicing Teachers

Teacher Educators


Teachers College Leadership

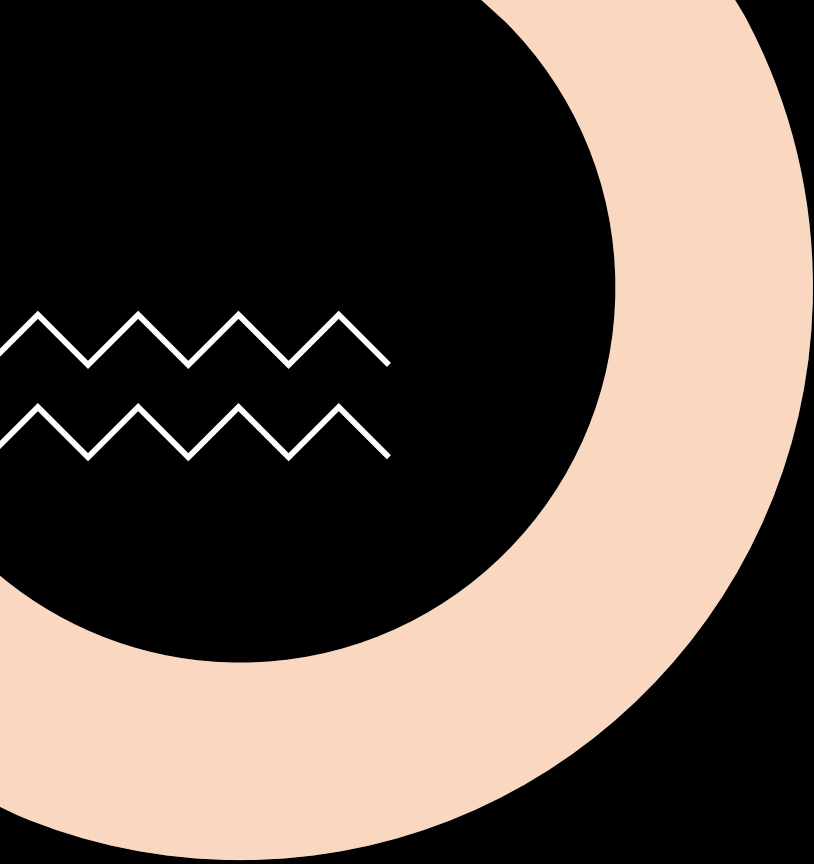
Community Members

Children and Families



Sustainability

- The Whitely Institute on Community-Engaged Teacher Preparation offers a **sustainable** model wherein preservice educators, practicing teachers, and teacher educators can develop the skills, knowledge, and dispositions to become the culturally responsive and community sustaining educators that all children need.
- 



The Institute offer an **innovative** and **compelling** paradigm for other communities engaged in partnership with institutions of educator preparation; one where communities hold the autonomy and authority for **telling their own stories**.

Sustainability



JOIN US AS WE REFLECT,
RECONNECT, AND VISION
FOR THE FUTURE

**SAVE
THE DATE**

JUNE 21 - 22

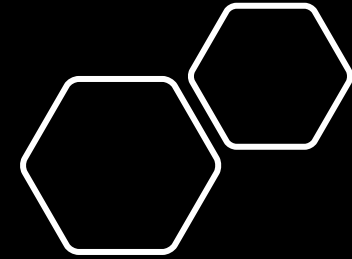
Eastern Michigan University
Ypsilanti, MI
900 Oakwood Street
Ypsilanti, MI
48197

**RETHINKING
TEACHER
PREPARATION
IN THE
CONTEXT OF
OF LOVE AND
JUSTICE**

SUMMER INSTITUTE

**To RSVP, scan the code and
register!**

Spots are limited to the first
25 attendees.



Meet the Presenters



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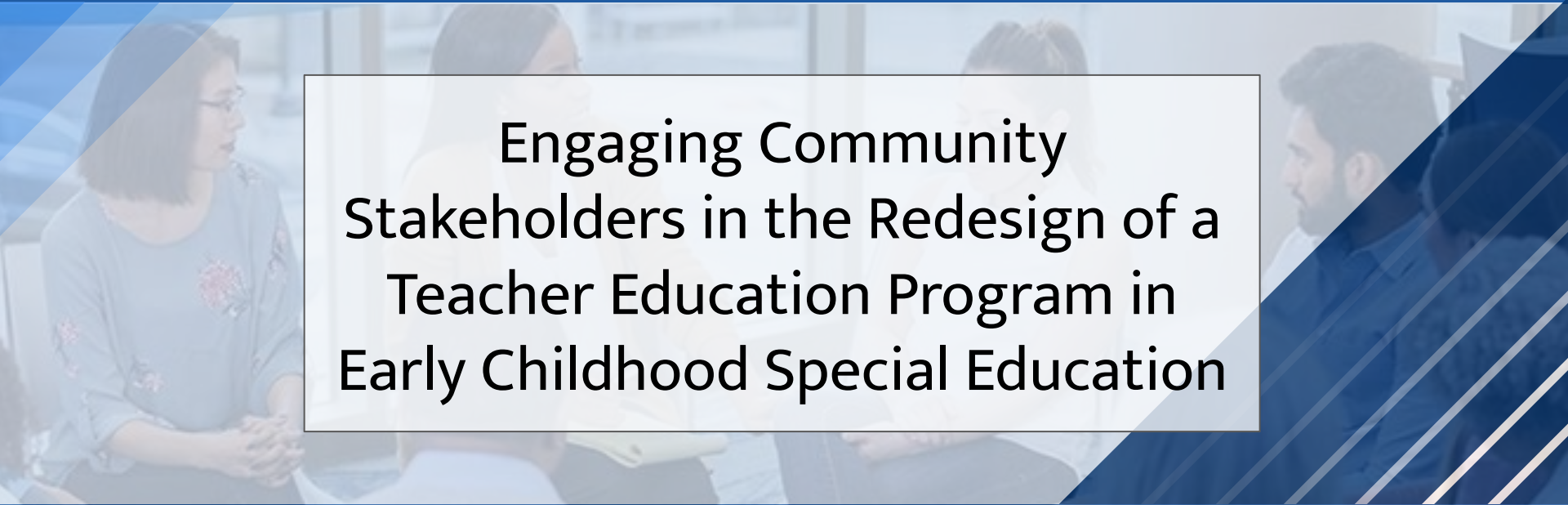
Senior Research Consultant
NAFSCE



MODERATOR

Reyna Hernandez

Senior Director of Research and Policy
NAFSCE



Engaging Community Stakeholders in the Redesign of a Teacher Education Program in Early Childhood Special Education

A Family Engagement Educator Preparation Innovation Project (FEEPIP) funded by the National Association for Family, School, and Community Engagement (NAFSCE)

Principal Investigators: Soyoung Park & Jessica Charles
Investigators: Rae Leeper, Beatrice Benavides, & Nesta Marshall

WHY THIS PROJECT?



Why this project?

Where are the voices of **families**, **educators**, and **children** in the field

Threads

(racial consciousness, multilingual learners, development/developmental variations, creative & experimental spirit, public schools)

Nascent

Growing

Applied

-
- Key Concepts
• Knowledge, Capacities, & Dispositions
• Assignments

Early Experiences in Program

Middle Experiences in Program

Specialization Experiences in Program

Mission and Credo

The mission of Bank Street College is to improve the education of children and their teachers by applying to the education process all available knowledge about learning and growth and by **connecting teaching and learning meaningfully to the outside world**. In so doing, we seek to **strengthen not only individuals, but the community as well**, including family, school, and the larger society in which adults and children, in all their diversity, interact and learn. We see in education the opportunity to build a better society.

What potentialities in human beings—children, teachers, and ourselves—do we want to see develop?

- **Sensitivity—not only to the external formal rights of the “other fellow,” but to him as another human being seeking a good life through his own standards**



What do families, educators, and children think early childhood special and general education teacher candidates should know and be able to do by the end of their program?



Partnered with 2 schools/centers and 6 EC educators

Focus groups with...

- 7 parents of children with IEPs
- 6 EC educators in inclusion/special education contexts
- 15 children



Adult Focus Groups

Round 1: Discussion about what feel novice ECSE teachers should know and be able to do

- Qualitative inductive analysis of transcripts
- Findings map

Round 2: Share findings with adults and gather feedback + additional ideas

What makes the focus groups uniquely Bank Street?

CENTERING THE WHOLE CHILD

We gathered multiple perspectives in order to understand current and desired experiences of young children with IEPs.

SOCIAL JUSTICE AND BELONGING

The goal of the focus groups was to advance justice and belonging for young children with IEPs in particular.

CO-CONSTRUCTED EXPERIENCE

As vital contributors to our program redesign, the community stakeholders co-constructed the focus groups with us.

REFLECTION AND RELATIONSHIP

The focus groups were a time for reflection and making connections. We told stories, laughed, and cried together.

Child Focus Groups

Site 1:

- Public school in the Bronx
- 3 children with IEPs
- 2 in K and 1 in first grade
- Conversation about their teachers + drawing

Site 2:

- Publicly funded Early Childhood Center in Manhattan
- 2 focus groups with 3 & 4 year-olds in an inclusion classroom
- Each focus group consisted of 6 children
- Artwork and visuals to stimulate conversations about their teachers

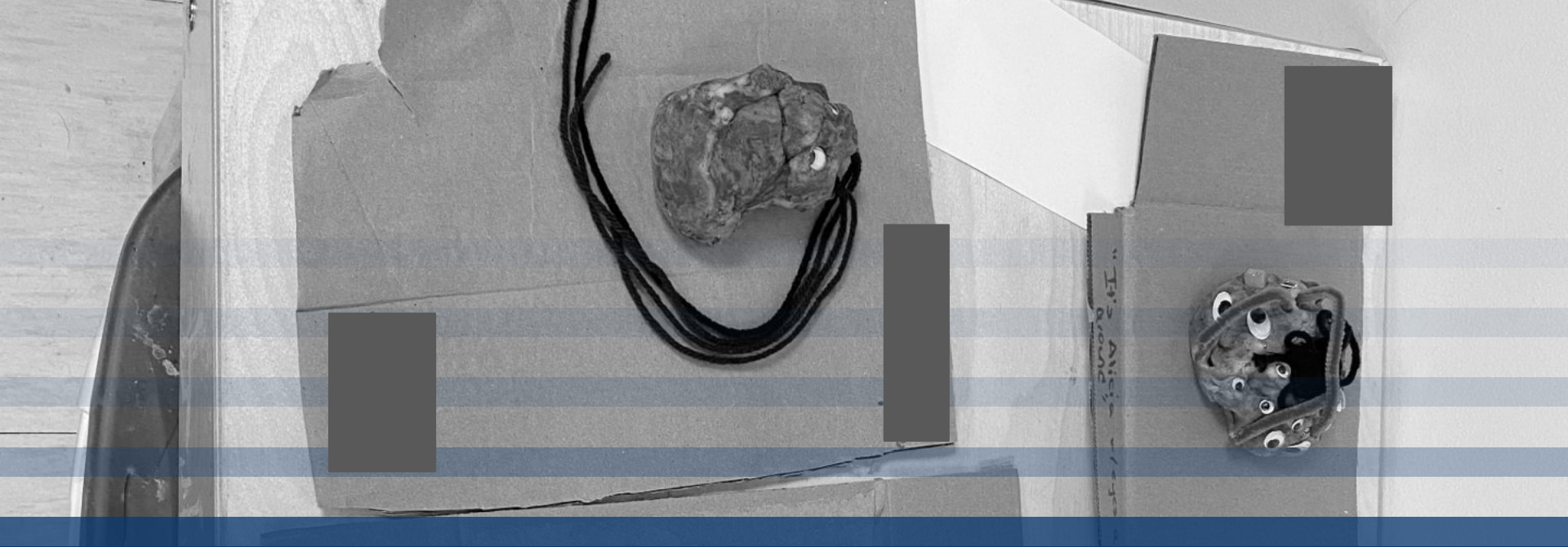




Engaging in Parallel Process



The children constructed their teachers as we are constructing our program



A Summary of Our Findings



Please see our Research-to-Practice brief for additional details

Program Mapping

Foundations Courses

- Child Development
- Language Acquisition and Learning in a Linguistically Diverse Society
- Foundations of Modern Education
- Developmental Variations

Ideas from Focus Groups *(Numbers below do not reflect any order. They are just for ease of referencing specific points)*

1. More on 0-3 child development and hands-on experience working with infants/toddlers
2. More on different kinds of disabilities and what children might need in a wide range of environments
 - a. Understanding the variability that can exist within a single disability category; possibly steering students to focus on particular disabilities since it may be difficult to become expert on all disabilities and their many variations in a short period of time
3. The impact of current events on children's development and lives

Methods Courses

- Curriculum in Early Childhood Education
- The Teaching of Reading, Writing, and Language Arts in the Primary Grades
- Science for Teachers
- Math for Teachers
- Arts Workshop for Teachers OR Music & Movement
- Language, Literature, and Emergent Literacy
- Supervised Fieldwork (1 year)

Ideas from Focus Groups *(Numbers below do not reflect any order. They are just for ease of referencing specific points)*

1. Must keep course: Curriculum
2. More emphasis on classroom management and the development of classroom ecologies; establishing a classroom community
3. Developing routines and consistency
4. Developing meaningful relationships with individual children that allow educators to know exactly what approaches

Specialization Courses

- Education of Children with Autism Spectrum Disorders
- Play Techniques for Early Childhood Settings
- Supporting Emergent Language and Literacy for Children with Developmental Variations (birth-2nd grade)
- Early Childhood Practicum 1: Observing a Child Through Family/Cultural Contexts
- Early Childhood Practicum 2: Collaboration with Families and Colleagues about the Cycle of Assessment, Planning, and Instruction
- Early Childhood Assessment

Ideas from Focus Groups *(Numbers below do not reflect any order. They are just for ease of referencing specific points)*

1. Must keep courses: Observation & Recording/Practicum 1, Collaboration with Families (Practicum 2), Play Techniques (maybe add even more about SEL, ERP)
2. Understanding the ins and outs of the special education system and related services; Add a course on advocacy or embed advocacy more explicitly throughout program
 - a. Knowing what is within a teacher's role/locus of control and who the other players are that might need to be brought in
 - b. Negotiating with key actors to ensure children receive the services they need
3. Direct experience observing in different kinds of special education settings
4. Trial and error when supporting individual children with IEPs - being able to adjust a plan after it's been implemented if it doesn't work for the child
 - a. Relatedly, implementing plans and measuring progress towards goals in ways that do not demoralize children with IEPs
5. Creating IEP goals and incorporating them into curriculum planning
6. Creating individual plans for the child in front of you and not just relying on the IEP or developmental milestones (talk to the family!)
 - a. Relatedly, helping parents to embrace the value of school/classroom-based assessments in conjunction with

Some Major Themes from Educators and Families

- 1. Families and educators believe that teachers must develop deep knowledge of development and its relationship to the social context.**
- 1. Strong family-educator and educator-child relationships are critical to teacher success.**
- 1. Educators must come to know the nuts and bolts of teaching, how to navigate the special education system, and develop meaningful plans for children with IEPs and their families.**

What children want in their teachers

- When they “played with them.”
- “I like it when they rub my back” during rest.
- When the teacher “reads and sings with me.”
- That the children get to do open play.
- When they “give me a hug.”
- When “we play with toys.”
- “She’s helpful when I get to class.”
- When they see their identities reflected back by their teachers. In a focus group one child described her ideal teacher as, “brown just like us.”





What We Learned about Working with Community Stakeholders

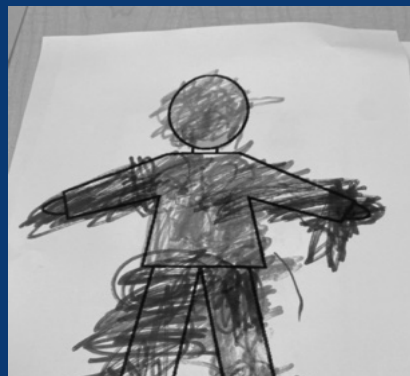
Some Lessons Learned



The power of
storytelling



Meaningfully including
community voice can
require letting go



Centering children's
voices might mean
revisiting over time



True partnerships are
rooted in long-standing
relationships

Next steps:

Co-creating a class for the redesigned program with one of our parent participants

Thank you!

Any follow up questions or ideas can be sent to Soyoung at

spark2@bankstreet.edu

Meet the Presenters



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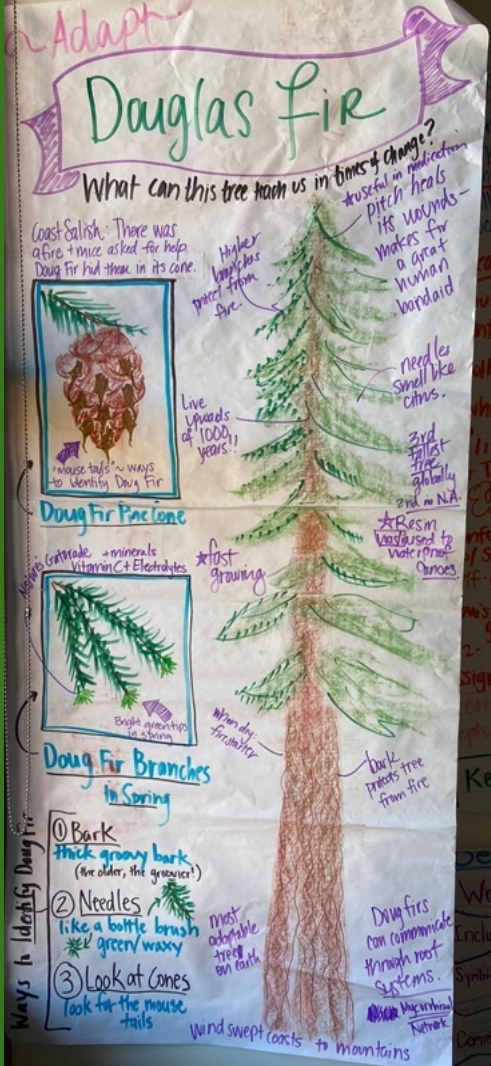
Senior Director of Research and Policy
NAFSCE

Land work in engagement with families and communities

Working Towards Sustained Community Engaged Practices with Teacher Candidates and Alumnx

Michael Bowman and Kate Napolitan
Community Educators

with Kim Gaffi, Mariana Harvey, and Elise Krohn from the Wild Foods and Medicine Team at GRuB






First, Shout Outs


No one does this work alone.

We are grateful for:

- Other FEEPIP members, particularly Ball State whose connection to Dr. Peter Murrell and their work has been a long time source of inspiration, and NAFSCE for their guidance and mentorship in this area
 - Dr. Ken Zeichner, our teacher educator mentor
 - Graduates of the Community Teaching Pathway and our many other students
 - Community and Family Mentors, who without their partnership and support this work would not be possible
- 



Our objective for this session

- **If you are a community mentor:** How do you name the ways you like to collaborate with teacher educators, educator preparation programs (EPPs)? How do you envision your work with practicing teachers?
 - **If you are a teacher educator:** How can EPPs sustain this work beyond graduation with teacher graduates? How can EPPs sustain authentic and mutually-supportive relationships with family and community mentors?
 - **If you are a policy maker or district official:** How can systems support EPPs that try to center authentic family and community engagement?
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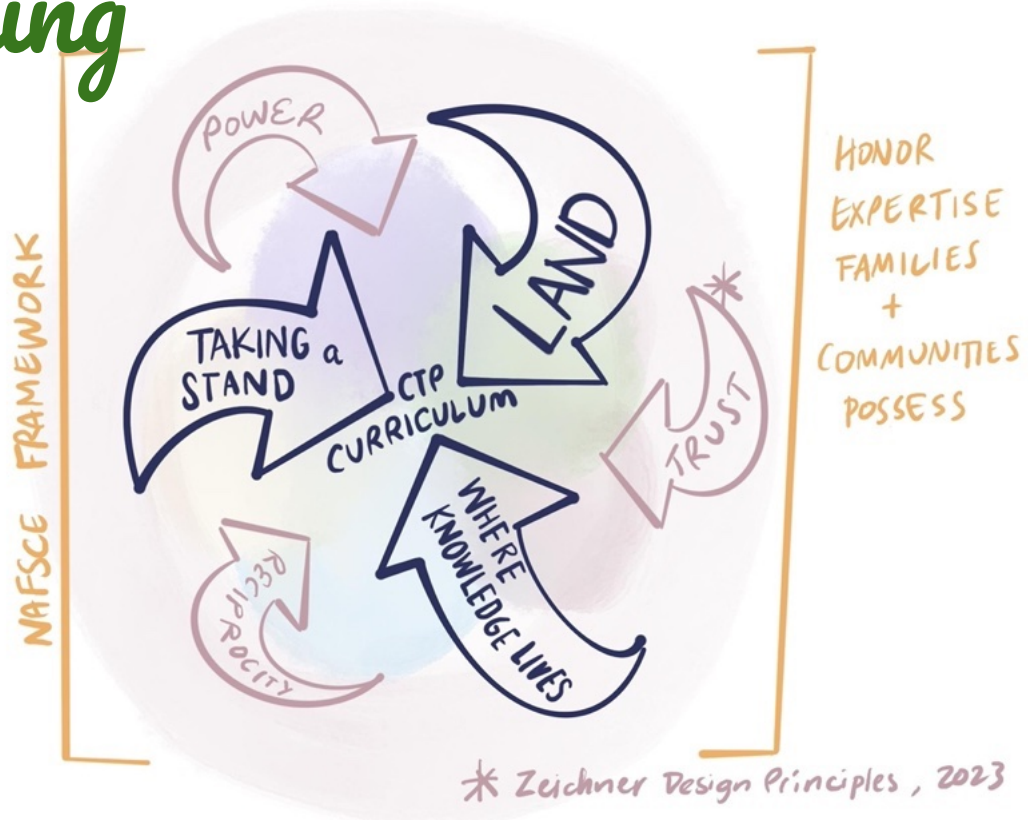


Our question originally stemmed from how to create a living land acknowledgement

*When working with teachers,
what happens when we include
the land in engagement work
with families and communities?*



Framing

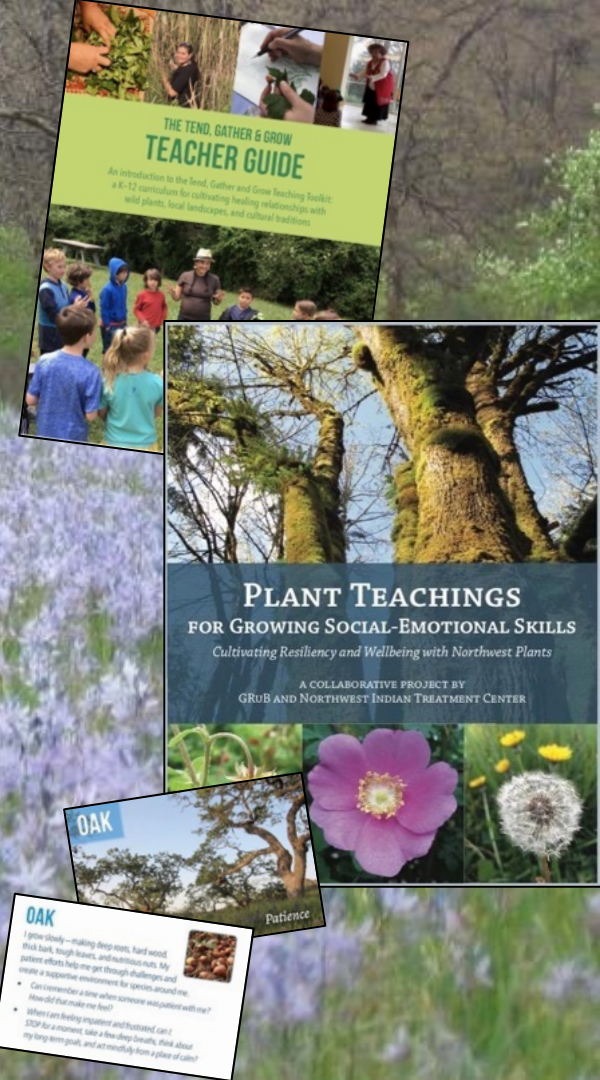
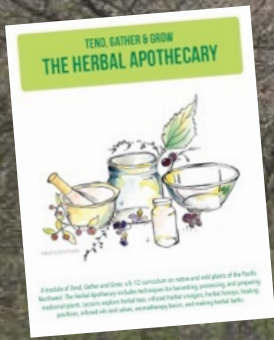


Tend, Gather & Grow

A youth-centered teaching toolkit on wild plants as food, medicine, and traditional technologies



Original team back in 2016





Tending to the land with community partners

- Community mentors name the work; collaborative design with a year-long scope
- 4 half-day workshops that included a focus on the plant teachings for Douglas Fir, Wild Rose, Cedar & Alder, Camas
 - How do we bring seasonality into our practice?
 - Healing with plants and plant medicines
 - Storytelling
 - Scientific and artistic studies
- Plant of the Month with social emotional learning connections
- Give back at Marshall Middle School - helping them complete their teaching garden space
- Using grant funds to support mentor teachers, teacher candidates, and alumx with teaching materials

Sample Inquiry Questions from Teacher Candidates

How can I build stronger relationships with Latinx families to promote student success and family engagement?

How does curriculum content generated by students and caregivers affect student joy and engagement?

TCs were asked to have a component or total question focused on engaging families and/or communities



Cover of Program for Hooding Ceremony

Theme: People, Place, and Nature



Examples of Funded Mini Grants

Paint and canvases so families can paint at home together an art piece that will be placed in a gallery displayed at school

Family and community celebration of unit on "Movers and Shakers" including local activists in the community

Portal for Community and Family Engagement Mini-Grants

CTP Community and Family Engagement Mini-grants

In January, the MIT Community Teaching Pathway faculty were awarded a Family Engagement Educator Preparation Innovation grant from the National Association for Family, School, and Community Engagement (NAFSE). The goal of the grant is to support the family and community engagement work of the Community Teaching Pathway, MIT-CTP mentor teachers, community educators, and teacher candidates.

We also believe that teachers need funds to do this work! So, we are directing funds from the grant back to you, to support family and community engagement projects this Spring (of up to \$250) designed by teacher candidates, mentor teachers, community educators, or partner schools.

What are the requirements of a CTP Community and Family Engagement Mini-grant?

Using NAFSE's Family Engagement Core Competencies as a foundation, any proposal that engages in at least one of the following qualifies for a classroom mini-grant. Does your proposal:

() aim to reflect, respect, value, and honor the racial, cultural, and linguistic diversity of families, caregivers, and



Final Plant of the Month: Camas

Reciprocity

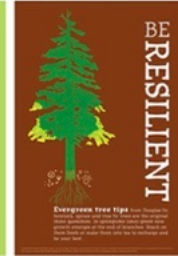
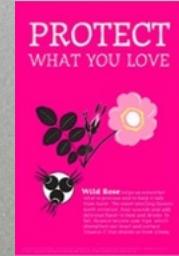
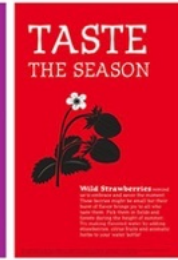
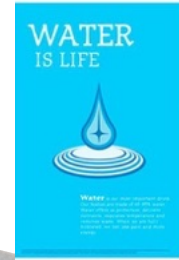
Linked to a land experience and building a micro-prairie at local middle school



Alumnx Connections

In addition to Mini Grants for Alumnx, holding Alumnx workshop and curriculum share

How can we use what we know about teaching native plants to teach content related to place (maybe we are in a new place) and times we are in?





Thank you!

Michael Bowman, Community Educator
pnwhistoryed@gmail.com

Kate Napolitan, Community Educator
katenapolitan@gmail.com

Community Partner Contact Information:

For more information visit wild.goodgrub.org & <https://www.tahomapeak.com/>

Elise Krohn, Kim Gaffi, Mariana Harvey, Yaya Odell





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.

 **DATE**
April 18, 2024

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

REGISTER NOW



FAMILY ENGAGEMENT AND EDUCATOR PREPARATION INNOVATION PROJECT WEBINAR SERIES: BUILDING SYSTEMS TO SUPPORT HOW EDUCATORS LEARN TO ENGAGE FAMILIES AND COMMUNITIES



Patricia Edwards
Professor,
Michigan State University



Marliese Peltier
Assistant Professor,
Ball State University



Jes Stroope
Senior Consultant, Office of Family,
School, and Community Partnerships
Colorado Department of Education



Stacy Bailey
Assistant Professor,
University of Northern Colorado



MODERATOR
Margaret Caspe
Senior Research Consultant
NAFSCE



MODERATOR
Reyna Hernandez
Senior Director of
Research and Policy
NAFSCE

Join us for the final installment of NAFSCE's Family Engagement and Educator Preparation Innovation Project Webinar series. Explore how two innovation collaboratives are igniting change in educator preparation. Stacy Bailey, Sam Fogleman, and Jessica Stroope from the Colorado Department of Education will unveil insights from embedding Family Engagement Core Competencies statewide, while Patricia Edwards and Marliese Pelletier will share the success story of a virtual book group enhancing teacher collaboration across five states.



DATE
May 8, 2024



TIME
1:00 - 2:00 PM ET

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NAFSCE
National Association for Family and Community Engagement

Kentucky Preparing Educators for Partnerships

Brooke Gill and Eliza O. Schick
Pichard Committee for Academic Excellence

Overview

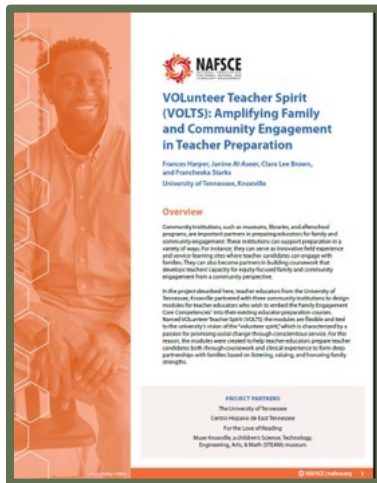
In the fall of 2020, NAFSCE led the *Supporting Success of Children and Communities Through Educators for Family Connections*. The survey of over 100 educator preparation programs across the country showed that although there are promising pockets of practice, few educators have and practice family and community engagement, there is room to grow. To meet the challenges in Kentucky, in 2022, the Pichard Committee for Academic Excellence designed the original survey and added departmental or state-level 17 educator preparation programs (EPs) across the state to expand 50:50 across the state, to include webinars.

- 40% acknowledged that graduates were less prepared for family engagement, relative to other skills, knowledge, and dispositions;
- 23% reported a small- or no-family engagement course;
- 4% of institutions tracked how well completers are prepared to engage families;
- Major challenges reported were "no time/career" and "limited opportunities in field".

Yet, a positive result from the survey emerged. A full 10% of respondents expressed an interest in strengthening their knowledge of family engagement from the field. The Kentucky Preparing Educators for Partnerships (KEPP) webinars. The goal of the program was to work with

PROJECT PARTNERS:
The Pichard Committee and its Co-Chairpersons
University of Louisville
Morehead State University (Morehead State)
Eastern Kentucky University (ECU)
Benton County Schools/ECU
Madison County Schools/ECU
Kentucky Association for College of Teacher Education (KACTE)

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

Frances Hager, Jackie Al-Rawi, Clara Lee Brown, and Franziska Skoza
University of Tennessee, Knoxville

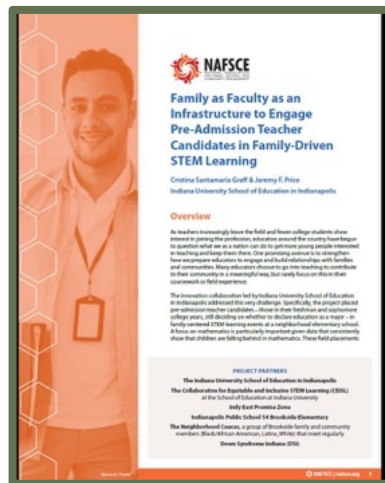
Overview

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

In the project described here, teacher education from the University of Tennessee, Knoxville partnered with three community institutions to design modules for teacher education who will be enrolled in Family Engagement Co-Courses into their existing educator preparation courses. National Center for Teacher Quality (NCTQ) provided the flexible and tool-rich capacity to create the modules, which is implemented in a pilot program with other institutions. Each module is designed to be a platform for providing social change through community service, that the modules are designed to be implemented in a variety of ways. The modules are designed to be implemented in a variety of ways. The modules are designed to be implemented in a variety of ways.

PROJECT PARTNERS:
The University of Tennessee
Cape May College in Cape May, NJ
For the case of offloading
Morehead State University, Technology, Engineering, Arts, & Health (TEACH) Institute

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

Cristina Santamaría Goff & Jeremy F. Pifer
Indiana University School of Education in Indianapolis

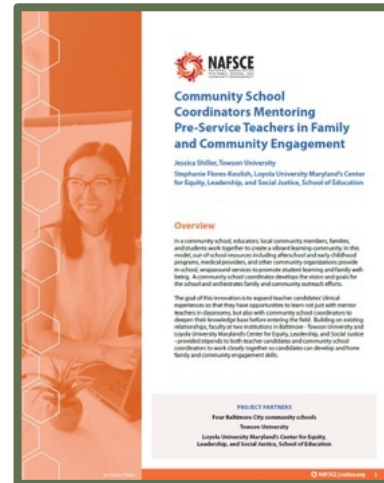
Overview

As teachers increasingly leave the field and leave college students show interest in going to the professions, education across the country has begun to question what we as faculty do. Are we preparing young people interested in teaching and engineering them there. Our program continues to do so, though we are now using education to engage and build relationships with families and communities. Many education shows to go into teaching to contribute to their community in a meaningful way, but early focus on this that coursework is field experience.

The innovation collaboration led by Indiana University School of Education is a collaborative effort to create a new challenge. Specifically, the program is about pre-admission teacher candidates. These are those students and applicants who are still deciding on whether to declare education as a major. In a family-driven STEM learning model, a single faculty member who has a focus on mathematics is particularly important program that community show that children are being prepared to participate. These field experiences

PROJECT PARTNERS:
The Indiana University School of Education in Indianapolis
The Collaborative for Equitable and Inclusive STEM Learning (CEI) of the School of Education at Indiana University
Indy East Promise Zone
Indianapolis Public School for Breakside Elementary
The Neighborhood Center, a group of Breakside Family and community members that includes Breakside Center, which is their own inquiry.
Boris Spindler, Indiana (ISU)

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

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

Overview

In a community school, educators, local community members, families, and students work together to create a vibrant learning community. In this model, an on-site teacher mentor includes professional and family (childhood) programs, health promotion, and other community engagement projects in culture, empowerment services (economic, academic, learning, and family) work, being. A community school coordinator oversees the vision and practice for the school and anchors family and community outreach efforts.

The goal of this innovation is to support teacher candidates (clinical experience) so that they have opportunities to learn not just with mentor teachers in classrooms, but also with community school coordinators who share that knowledge base before entering the field. Building on existing relationships, faculty of two institutions in Baltimore, Towson University and Loyola University Maryland's Center for Equity, Leadership, and Social Justice joined together to create this innovation. Community school coordinators and community school coordinators can work closely together to create a community school coordinators and community school coordinators.

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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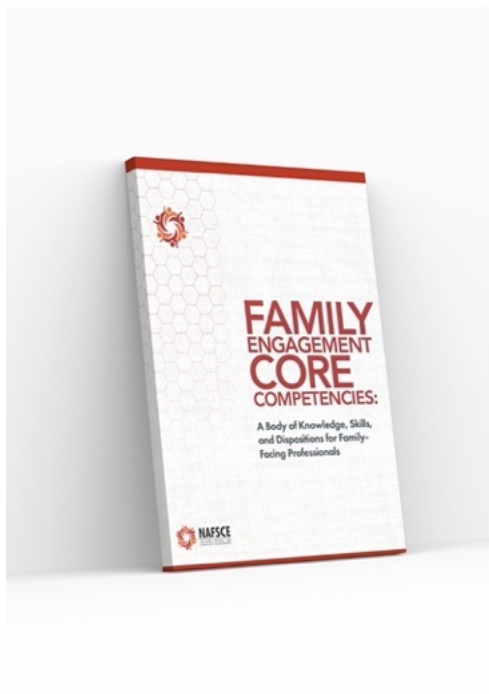


Virtual October 21-22

In-person October 23-25

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Registration Open Now



Family Engagement Core Competencies Community of Practice



Third Community of Practice [NAFSCE Members Exclusive]

May 1, 1-2pm ET

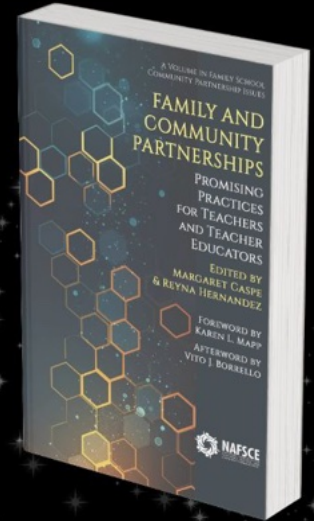
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