Effective Program Spotlight:

NEA Family Engagement Micro-Credential

March 31, 2021

Please introduce yourself in the chat!
Make sure your chat goes to all panelists AND attendees.
NAFSCE & NEA’s Partnership History

• NCPIE Sponsor
• NAFSCE Network Sponsor
• Lead Pre-Service Partner
• Family Engagement Micro-Credential
Shelly Moore Krajacic, NEA Executive Committee

- Educators need professional learning opportunities but can’t always get them.
- NEA micro-credentials make it easy for all educators to learn throughout their careers.
What is a micro-credential?

- A short, competency-based recognition of mastery of some topic
- Created *by* educators, *for* educators
- Grounded in research and best practice
- Awarded based on demonstrated mastery, determined by reviewers
- Is recognized in some districts and states as meeting continuing education credits
NEA/NAFSCE Partnership

- Working together since 2015 to promote Family Community Engagement
  - 8 Micro-credentials on Family Engagement
  - Family Engagement Pre-Service Educator Preparation Initiative
How prepared did you feel to engage families when you started your career?
Family and Community Engagement in Education is a Shared Responsibility Among Families, Schools, and Communities To Support Student Learning

**Families:** Guide, support, and advocate for student learning

**Schools and Communities:** Open doors to families, build relationships, reinforce families’ goals and priorities, and use families’ resources to build curriculum, practices, and policies

Mapp, et al., 2019; Weiss, Lopez, & Caspe, 2018
Family and Community Engagement in Education Matters For...

**Students:** Improved school readiness, higher student achievement, better social skills and behavior, increased likelihood of high school graduation (Boonk, et al., 2018; Castro, 2015, Reynolds, et al., 2018, etc.).

**Teachers:** Increased job satisfaction and reduced likelihood of leaving the profession (Met Life, 2010).

**Families:** Increased family well-being, leadership, knowledge and skills (Small, 2009).

**Equity:** Increased opportunities for all families and more equitable school environments (Bryk, 2009; Daring, 2006; Jeynes, 2015).
Preparing Educators for Family and Community Engagement Lags Behind Preparation in Other Subject Areas

Shartrand, et al., 1997

Epstein & Sanders, 2006

Weiss, et al., 2014

2018 Journal of Education for Teaching

NAFSCE. 2020
Family Engagement Courses

51% of department heads reported at least 1 class in family engagement

Embedding Family Engagement

% of department heads who report that family engagement topics are embedded into courses usually or all of the time

Caspe, M., James, W., Ritblatt, S. & Myers, M. (2021)
47% of PK-12 educators agree or strongly agree that they were properly prepared to engage families.

64% of PK-12 educators agree or strongly agree that their school provides them with professional learning for family engagement.
What are the competencies educators need to engage families effectively?
Caspe & Lopez, 2018; Caspe, Lopez & Hannebut, 2019; Lopez, Mehra, & Caspe, 2021; NAFSCE, forthcoming

**Dispositions & Mindsets**
- Understanding diverse families in cultural and community contexts
- Possessing equity fluency

**Field Leadership**
- Leadership and professionalism
- Seeing the system

**Professional Practice**
- Building trusting relationships
- Co-creating with families
- Linking to learning
- Forming community partnerships
What is a micro-credential?

A micro-credential is a digital badge earned by demonstrating competency of a specific skill.
How does a micro-credential get created?

Step 1 - Big ideas are developed

Step 2 - Members write the micro-credential

Step 3 - Digital promise and NEA staff work on editing and revising until both partners agree on final product

Step 3b - Digital promise designs the badge image

Step 4 - Micro-credential is added to NEA Certification Bank
How can you use a micro-credential?

- CEUs
- Graduate Credit
- Pay increase or stipend
- Professional Learning
- PLC work
How long will it take me to do a micro-credential?

Approximately 15 hours of work to complete

2-3 weeks for each review
Family Engagement
Micro-credential Stack

1. Families in Society and Cultural Contexts
2. Developing Trusting Reciprocal Relationships Through Home Visits
3. Linking Family Engagement to Learning outcomes
4. Leading with Professional Ethics
5. Community Partnerships for Learning and Family Well-Being
6. Families as Co-Creators
7. Family Engagement Systems
8. Family Engagement as Access and Opportunities for All
What are the components of a micro-credential?

- Competency
- Key Method
- Method Components
- Support Research
- Resources
- Submission Guidelines and Evaluation Criteria
Submission Guidelines and Evaluation Criteria

Example Overview Questions: Families in Society and Cultural Contexts

(200-400 words)

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

- Prior to beginning this micro-credential, what was your understanding of the cultural make-up of your classroom/school?
- What is the racial, linguistic, socioeconomic, family structure make-up of your classroom/school?
- What is your reason for selecting this micro-credential and what do you hope to gain from it?

Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. Educator includes a learning goal that describes what they hope to gain from earning this micro-credential.
Submission Guidelines and Evaluation Criteria

Example Artifacts: Families in Society and Cultural Contexts

Artifact 1: Information Gathering Documentation

- Create a plan to gather information about your students and their families. Your plan should include:
  - A list of at least 10 age-appropriate questions for your students
  - A list of at least 10 culturally responsive questions for the students' families
  - A description of how you will collect the information
  - Your timeline for collecting the information
  - A list of challenges you foresee and how you will overcome them
  - A summary of your findings

Artifact 2: Documentation of Changes and Results

- For each area below you need to:
  - Describe at least 1 change that you made in your classroom practices based to be inclusive of families.
  - Explain your reasoning for each change. Cite the information you gathered in Artifact 1 to support your reasoning.
  - Write a brief summary of results for each area.

Areas to Address

- Curriculum Enhancement
- Classroom/school practices
- Communication with students and families.
- Training needed (even if training is not completed).
- Family/cultural needs that were identified in the information gathering phase.
## Submission Guidelines and Evaluation Criteria

**Example Rubric:** Families in Society and Cultural Contexts

<table>
<thead>
<tr>
<th>Artifact 1: Information Gathering Documentation and Analysis</th>
<th>Proficient</th>
<th>Basic</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation shows how information is gathered from both students and adults in the home. Documentation uses sensitive language that is appropriate for all family structures and across cultures. Language interpretation issues are addressed, as well as the need for multiple attempts for those who do not respond to initial requests. Summary includes reasonable challenges and strategies for overcoming them.</td>
<td></td>
<td>Documentation shows how information is gathered from both students and adults in the home. Language used is not sensitive to all potential family structures. Language interpretation issues are not addressed. Multiple attempts to gather information are addressed.</td>
<td>Documentation shows how information is gathered from students or adults, but not both. Language used is not sensitive to all potential family structures. Language interpretation is not addressed and multiple attempts to collect information is not addressed.</td>
</tr>
</tbody>
</table>
Submission Guidelines and Evaluation Criteria

Example: Part 3 Reflection

(150-200 words)

Please answer the following reflective questions. Please do not include any information that will make you identifiable to your reviewers.

- How has your mindset changed?
- How have students been impacted?
- How have families been impacted?
- Have there been any building wide impacts?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success, even if not every change was a success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.
Questions
Leila Kubesch

• Tell us about yourself and why family engagement is important to you?
• Why were you inspired to join the team that wrote the family engagement micro-credential?
Joan Lewis

• You are experienced using micro-credentials in your work as a coach. Can you talk about the ways you’ve seen micro-credentials improve the practice of those you work with.

• Are there ways you can imagine using the family engagement micro-credential?
Patricia Roach

As an assessor, what helps candidates to be successful when completing a micro-credential?
What helps candidates to be successful when completing a micro-credential?

- Demonstrate your mastery & application of Family Engagement concepts through the responses you provide.
- Base your responses on your particular educational setting & students.
- Include deep analysis & reflection: the impact of your work on students, families & your teaching practice.
- Read each section carefully. Respond to each question. Refer to passing criteria & rubrics for guidance.

Tricia Roach
Continued ...

- If including links to your work, be sure they are accessible to the assessors.

- Use effective communication – proofread!

- Maintain confidentiality – do not include your name or students’ names.

- When possible, work with others as a learning community.
Patricia Roach

• What is important for people to know about the family engagement stack?
What is important for people to know about the family engagement stack?

- Includes 8 separate micro-credentials. Not necessary to work through all, or in any specific order.
- Each micro-credential involves 1 or more actionable steps or events to complete. These all include working directly with families in your educational setting.
- This work is highly practical & job-embedded.
- Will result in real-world applications & tools to share with colleagues.

Tricia Roach
Questions?