

Educator Preparation Framework for Family and Community Partnerships



NAFSCE
NATIONAL ASSOCIATION
FOR FAMILY, SCHOOL, AND
COMMUNITY ENGAGEMENT



Acknowledgments

The National Association for Family, School, and Community Engagement (NAFSCE) is the first membership association focused solely on advancing family, school, and community engagement. 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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Executive Summary

Over 50 years of research demonstrate that family and community engagement in education is foundational for child development, student achievement, school improvement, and family and community wellbeing. Despite the compelling evidence, family and community engagement languishes at the periphery of educational systems and school improvements. There are a variety of reasons for this disconnect. Markedly, educators have few opportunities to learn and practice family and community engagement early in their preparation and throughout their careers.

This *Educator Preparation Framework for Family and Community Partnerships* (The Framework) provides guidance to leaders in educator preparation programs (EPPs), state education agencies, schools, community organizations, families, other associations and educational systems. The Framework presents new processes and ideas for supporting educators to develop the knowledge, skills, and dispositions to engage in equity-focused family and community engagement.

Why Focus on Preparing Educators for Family and Community Engagement?

The benefits include:

- Strengthening student achievement and advancing educational equity
- Bolstering teacher quality
- Supporting recruitment, retention, and diversification of the teacher workforce
- Grounding educators in culturally relevant, responsive, and sustaining practice
- Promoting systemic conditions to support family and community engagement
- Meeting and exceeding the needs of families, teacher candidates, and educators

The Vision: The Family Engagement Core Competencies

The Framework is built on a vision of educator preparation in which all educators and administrators have opportunities—starting at the earliest points in their preparation, and throughout their careers—to develop the knowledge, skills, and dispositions needed. The goals of educator preparation for family and community engagement are to facilitate and scaffold eight inter-related core competencies that highlight the need to reflect, connect, collaborate, and co-lead.

REFLECT: Educators reflect, respect, value, and honor the racial, cultural, and linguistic diversity of families and communities and embrace equity

CONNECT: Educators build trusting authentic and reciprocal relationships with families and foster community partnerships for learning and family wellbeing

COLLABORATE: Educators listen to, learn from, and co-create with families to promote learning pathways

CO-LEAD ALONGSIDE FAMILIES: Educators engage in lifelong learning with families and advocate with them for equitable systems change

Barriers to Preparing Educators for Family and Community Engagement

The Framework highlights barriers to family and community engagement in educator preparation. These include:

- A crowded curriculum in which family engagement is viewed as an “add-on”
- Partner schools limit opportunities for candidates to engage families
- Minimal focus on family engagement in state licensure requirements and lack of enforcement of these requirements
- Lack of resources to support and recognize faculty in designing courses integrating a family-focus, and lack of family engagement familiarity among faculty
- Weak or nonexistent statewide frameworks for family engagement
- Little focus on family engagement in the accreditation process and a lack of family engagement professional standards

The Framework

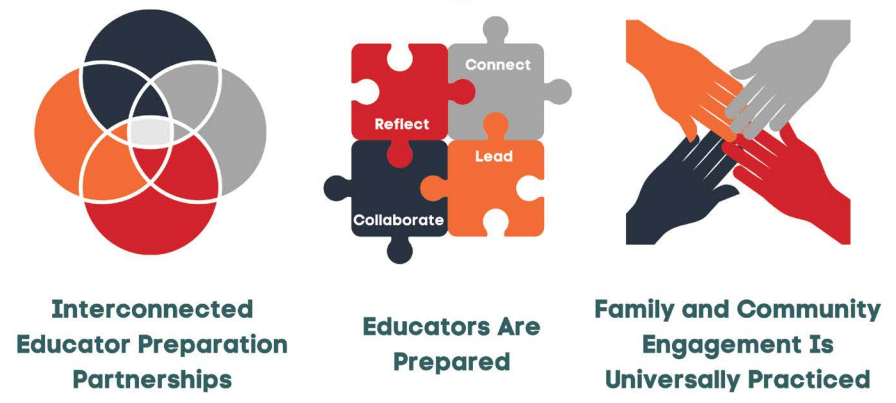
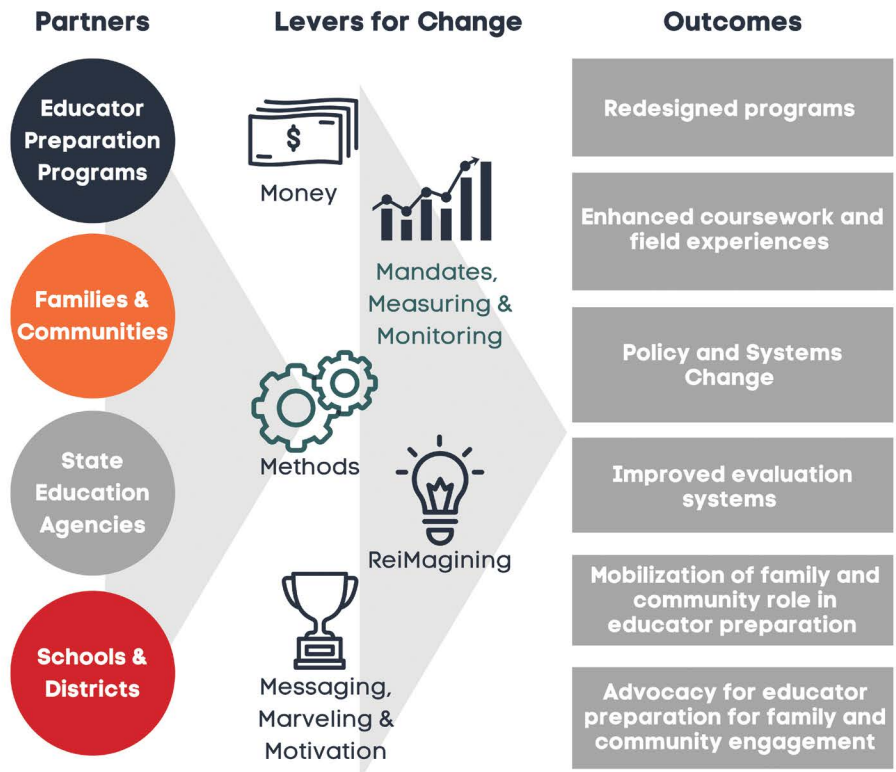
The Framework illustrates ways to advance family and community engagement in educator preparation. The Framework begins with the core beliefs and values of educator preparation in relation to family and community engagement. It continues with the key partners engaged in educator preparation, including EPPs, state education agencies, schools, and family and community partners. Then, the Framework presents a series of levers for these institutions to join together and reimagine educator preparation for family and community engagement and to make systemic change. These levers include money, mandates, measuring and monitoring,

methods, reimagining, and messaging, marveling, and motivation. Using these levers can lead to a variety of outcomes, including redesigned programs, enhanced coursework and field experiences, policy and systems change, improved evaluation systems, mobilization of family and community roles in educator preparation, and advocacy for educator preparation for family and community engagement. Ultimately this brings about: (1) interconnected educator preparation partnerships, (2) educators who are prepared, and (3) family and community engagement that is universally practiced, leading to improved student, family, and school outcomes.

A Framework for Educator Preparation in Family Engagement

Core Beliefs and Values

- Honor the expertise that families and communities possess
- Educator preparation programs can be a platform to advance equity
- Educator preparation for family engagement requires deep fundamental systems transformation



Recommendations

The Framework concludes by offering ten recommendations to promote the preparation of family and community engagement in more effective and meaningful ways.

1. Co-design educator preparation programs in collaboration with families, schools, districts, and communities
2. Elevate, advocate for, and incorporate the knowledge, assets, insights, and wisdom of families and communities in educator preparation
3. Refocus coursework and field experiences to offer dedicated courses in family and community engagement
4. Embed family and community engagement coursework throughout educator preparation curriculum in addition to a standalone course
5. Provide education candidates meaningful clinical experiences with families and communities through authentic educator preparation collaboration with family, school, and community partners
6. Incorporate family and community engagement into existing professional standards, accreditation systems, and licensure processes
7. Develop robust systems for evaluating educator preparation and family and community engagement
8. Leverage federal policies to support educator preparation for family and community engagement
9. Champion educator preparation for family and community engagement as a priority among national and statewide education organizations and associations
10. Use professional credentials, including micro-credentials, in family and community engagement to supplement educator preparation and ongoing professional learning throughout educators' careers

Conclusion

Our hope and expectation is that this Framework inspires new ideas and changes in EPPs and state policies across the country. This Framework was developed to inform a broad audience of current or potential educator preparation partners, including faculty at EPPs, deans at colleges of education, building principals, superintendents, district staff, parent leaders, and staff

at community-based organizations and state education agencies. The Framework uses family and community engagement case studies to illuminate, inspire, and exemplify excellent and developing work in educator preparation. The Framework also provides checklists with ideas for how to use the levers for change.

The Imperative of the Work

*“I didn’t have any pre-professional preparation.
I learned it all by doing or as I was doing.”*

—Response to NAFSCE’s
Fall 2021 Family Facing Professionals’
Body of Knowledge Survey

Over 50 years of research show that family and community engagement in education is foundational for child development, student achievement and success, school improvement, and family and community wellbeing. Like a space launch where engineers, scientists, and mathematicians work as a team to send astronauts into space, when families, schools, and communities partner collaboratively, this team effort propels student wellbeing, academic success, and learning. Yet a persistent problem exists. Educators rarely receive opportunities to learn and practice family and community engagement in their early preparation and throughout their careers. Underlying causes for this include weak licensing requirements for family and community engagement, a lack of coursework and strong field experiences with families, and the misconception that family and community engagement is an “add-on.” This report offers a framework to engage educators and other key partners in a dialogue to reimagine the next steps in building strong preservice preparation in family and community engagement.

As our nation sets a path forward for education in the shadow of the COVID-19 pandemic and the reinvigorated movement for racial and social justice, this focus is more important than ever before to authentically support and engage students, strengthen educational systems, and advance equity. Not only does preparing educators for family and community engagement

prioritize families, it is a key component of teacher quality and of culturally responsive, relevant, and sustaining practice. It is also a platform to address broader challenges facing the education workforce including teacher recruitment, retention, and diversification.

The Family Engagement Consortium on Educator Preparation¹ (The Consortium)—a group of faculty, state leaders, and partners from across the nation who are jointly issuing this report—affirm that educators must be prepared to form deep partnerships with families built on listening, valuing, and honoring family strengths. The conceptual framework within this document is built on the assumption that family and community engagement must be foundational.

The Framework offers guidance to leaders in educator preparation programs (EPPs), state education agencies, schools, community organizations, and families, and other associations and educational systems, on new processes and ideas for supporting educators to develop the knowledge, skills, and dispositions to engage in equity-focused family and community engagement. As one of the first investments in widespread, structural change in educator preparation in family and community engagement, this Framework seeks to ensure that educators and education leaders are well-qualified to engage families throughout their careers.

What Is Family and Community Engagement and Why Does It Matter?

Family and community engagement is a shared responsibility among families, educators, and communities to advance student learning in school and beyond.² Family and community engagement takes place across a variety of settings, beginning at a child's birth and continuing throughout the lifespan. Decades of research demonstrate the importance of family and community engagement for student achievement, including increased school readiness, improved reading and mathematics skills, students feeling more connected to schools, better social-emotional skills, and increased likelihood of high school graduation.³ However, family engagement is not just about student outcomes. It is associated with teacher satisfaction and effectiveness, positive school climate, school improvement, and culturally sustaining instruction.⁴ Family engagement improves family wellbeing, cohesiveness, and sense of community belonging.⁵ Family and community engagement is a process of ongoing, sustained, and intentional collaboration that must be tailored to community interests, culture, resources, and needs. Family engagement is one of the most salient ways to reduce disparities that exist within our educational systems. For this reason, family engagement is a matter of equity.

Despite the compelling research, family and community engagement is too often ignored in educational systems and school improvements. State and federal policies on family and community engagement have historically lacked definitive guidance and have often

not been informed by research. American schools have historically created separations between families and schools, prioritizing the knowledge of "professionals" for the academic, social, and moral education of children, and subordinating the role of families, particularly those who are marginalized.⁶ Further, family engagement is too often limited to practices derived from white, middle-class, English-speaking, dual-income homes, without incorporating the experiences of culturally diverse families. Moreover, current family engagement practices are typically low-impact and characterized by "random acts of family and community engagement" that are transactional and uni-directional rather than relational and systemic, thereby minimizing effects on student achievement.⁷

Yet, perhaps the biggest obstacle to moving family engagement from the margins to the center is that there is minimal focus on preparing educators for family engagement at the earliest moments in their preservice preparation, and very few opportunities for educators to practice and learn about family engagement throughout their careers. As a case in point, the Department of Education's *Dual Capacity-Building Framework for Family-School Partnerships*, one of the current cornerstones of the field, identifies the need to build the capacity of educators and school staff to support effective family, school, and community partnerships as one of its core components.⁸

The Landscape of Educator Preparation and Family and Community Engagement

The study of how educators are prepared for family and community engagement began nearly three decades ago. In 1997, the Harvard Family Research Project released its landmark study, *New Skills for New Schools*, that mapped the landscape of educator preparation for family engagement. Richard Riley, then Secretary of Education, wrote in the forward:

School success in promoting family involvement greatly depends on teachers and principals who

possess the knowledge, attitudes, and skills to work with families. Teacher preparation programs, however, have often not kept pace with school efforts to increase family involvement.⁹

The study went on to show that many states at the time did not mention working with parents or families as part of teacher certification requirements, and those that did rarely defined family engagement in clear and precise terms. In surveying the preparation programs

within the states that mentioned family engagement in their requirements, fewer than half provided a full course on family engagement. When there was training, it was often through more traditional teaching methods and delivery (e.g., readings and course discussion) focusing on parent-teacher conferences and parents as teachers in supporting learning at home.

In a similar study, Joyce Epstein and Mavis Sanders found that educator preparation for family engagement was most frequently housed in early childhood and special education preparation programs, with a little over half offering full courses.¹⁰ They concluded that while some teacher candidates were able to piece together information on family and community involvement from various courses, in all, they were not receiving the in-depth knowledge they needed.¹¹ Surveys of educators themselves also pointed to the impact that lack of preparation in this area had on their practice. The MetLife Survey of the American Teacher consistently showed that family engagement was the area in which educators felt least prepared, and that engaging parents and the community

in improving the education of students was extremely or very challenging for them.¹²

Based on this data, the field underwent a number of initiatives to spark change. The Harvard Family Engagement Network created the Family Involvement Network of Educators (FINE) to connect educators and share syllabi, promising practices, and methods. At the same time, the American Association of Colleges for Teacher Education (AACTE) and the Metropolitan Life Foundation formed the Parental Engagement Project which awarded funding to five EPPs to create coursework and develop policies and practices to advance teacher preparation in family engagement. Moreover, a number of books, many using case study methodology, served as resources for faculty to use in their courses.¹³

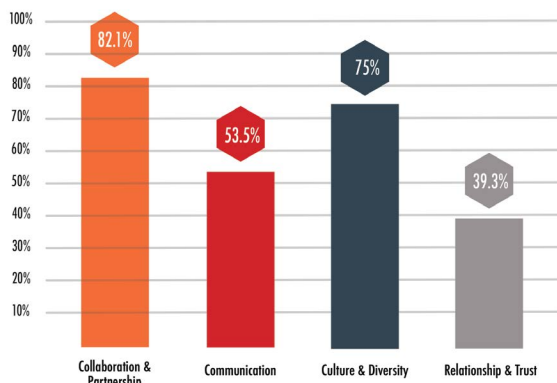
However, while progress has been made over the past 25 years in this area, research shows that this progress has been modest at best, and at worst, inadequate and insufficient.

State licensure requirements for family and community engagement are weak

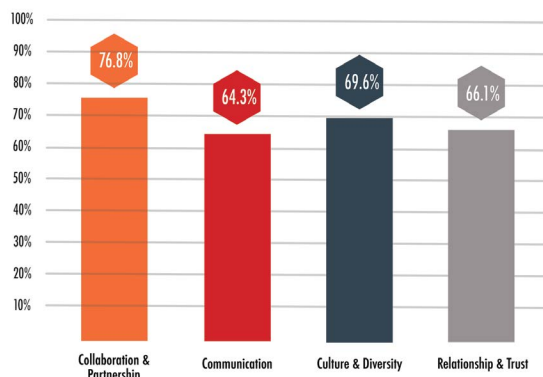
NAFSC’s 2020 landscape report, *State of the States: Family, School, and Community Engagement within State Educator Licensure Requirements*, analyzed the minimum requirements for EPPs set by the 50 U.S. states and six U.S. territories that license educators and administrators. The study found that only 17 of the 56 states

and territories explicitly address training teachers in all four foundational elements identified as essential to effective family engagement, including collaboration and partnership, communication, culture and diversity, and relationships and trust.¹⁴

Teacher Standards: Percentage of States Addressing Indicators for FSCE



Administrator Standards: Percentage of States Addressing Indicators for FSCE



Educator preparation programs provide little support for preparation in family and community engagement and it is not often valued

The Consortium's 2021 *National Survey of Colleges and Universities Preparing Educators for Family Engagement* found that only 51% of EPPs offer at least one standalone course in family and community engagement. Family engagement topics are most frequently embedded into courses on teaching children with special needs, classroom management, and culturally sustaining pedagogy,

but on average only 25% of the time. Moreover, a full 55% of department heads believe that their education candidates are a little less or much less prepared for family engagement in comparison to other subjects. And only 31% of department heads believe that family engagement is an essential or high priority for their program.¹⁵

Educators continue to feel unprepared

NAFSCE's Fall 2021 *Survey of Family-Facing Professionals* found that fewer than 40% of family-facing professionals, such as early childhood and elementary/secondary educators, believe that their preservice or professional training fully covered core competencies needed to engage families, with 30-53% indicating that each competency was only slightly covered, or not covered at all in

their training.¹⁶ Similarly, NAFSCE's 2020 survey, *Family Engagement During Covid 19*, which focused on challenges during the pandemic, showed that only 17% of early childhood and K-12 educators strongly agreed that they were properly prepared to engage families during their training and preparation programs.¹⁷

Why Should We Renew Our Interest in Educator Preparation for Family Engagement?

The time is now to refocus our attention on educator preparation for family and community engagement. Amidst the COVID-19 pandemic and the reinvigorated movement for racial justice in our country, family and community engagement has emerged as more important than ever. As a nation, we have a deeper understanding of the central role families play in education. Schools are increasingly being called upon to create systems that

support relationships to increase student success. We need to address the whole child. In order to do so, we must acknowledge, value, and partner with families and communities.¹⁸ As a society, we cannot afford to continue to leave educators ill-equipped and unprepared to work effectively with families—left to a “figure it out as you go” approach. Why should we focus on preparing educators for family and community engagement in education?

Strengthens student achievement and advances educational equity

When educators build partnerships with families, students succeed. Data continually show that trusting, reciprocal family and community partnerships are one of the strongest predictors of student success, both academically and socially.¹⁹ Research also shows that family and community engagement has its strongest impact on those students who might be most underserved.²⁰ Too often institutions—like schools—are laden with

deficit thinking that views students and their families' backgrounds as obstacles to student learning, rather than as assets. When educators are prepared to overcome these biases, they create more equitable opportunities for all families to partner in their child's learning. These partnerships extend beyond the school walls, building networks among families and constellations for learning in the broader community.

Bolsters teacher quality

Decades of research show that fully certified and experienced teachers matter for student achievement.²¹ However, educators' knowledge, skills, and dispositions to engage families are not often included as a critical component of high-quality teaching. Family and community engagement includes reflecting on one's own biases, reaching out to families, and expanding and reinforcing family learning. Through quality preparation experiences, educators develop these competencies. These include adopting asset-based orientations toward

families, an awareness of personal prejudices and preconceived notions, and increasing their abilities to use culturally responsive knowledge about families and communities to cultivate relationships and to improve teaching.²² Preparation in family and community engagement also leads to educators who are more culturally responsive and have a greater understanding of their identity as teachers in relation to their commitment to families and communities.²³

PROMISING METHODS TO PREPARE EDUCATORS FOR FAMILY AND COMMUNITY ENGAGEMENT

Research suggests that coursework—coupled or embedded within reflective and mentored clinical field experiences—are the most effective ways that teacher educators prepare educators for family engagement. These include:²⁴

- extended practicums involving working with families
- participation in school-based family events
- experiences with families that focus on collaborative planning and problem solving
- simulations, video-based instruction, case studies
- community conversations
- family interviews
- community mentoring
- home visits

Supports recruitment, retention, and diversification of the teaching workforce

Preparing educators for family and community engagement also holds the potential to help solve problems faced by the field of education and the broader teaching workforce. Enrollment in teacher preparation programs is on the decline. Research by the Center for American Progress found that between 2010 and 2018 enrollment in these programs dropped by 35 percent.²⁵ Second, due to the pandemic, teachers have been leaving the profession in large numbers, leading to a national

teaching shortage. Specifically, 55 percent of teachers say the pandemic has made them more likely to leave the profession earlier than planned.²⁶ In addition, the education workforce lacks diversity. Statistics show that whereas people of color represent 40% of the national population, and 50% of our student body, 80% of the teaching workforce is white and disproportionately female. A racially and linguistically diverse workforce benefits all students. Yet, for many people of color the

teaching profession is not attractive, due in part to high costs of college and low teaching salary.²⁷

A strong focus on preparation for family and community engagement, in combination with financially supported and guided pathways into the profession, might attract new candidates to the field. A recent national study of teachers showed that of teachers who are very unlikely to leave the profession, 84% feel respected by students' parents. Conversely, of teachers who are very likely to leave the profession, only 58% feel respected by students' parents. When teachers perceive a higher level of

respect in their relationships with students' families, they are more likely to stay.²⁸

One of the major reasons many educators choose to go into teaching is to contribute to their community in a meaningful way. Research suggests that for preservice teachers of color, preparation and experience in family and community engagement supports their visions of becoming community educators advancing social justice.²⁹ When EPPs focus on family and community engagement, educators are more prepared to effectively and meaningfully do the work that initially attracted them to the profession.

Enhances the foundation of culturally relevant, responsive, and sustaining practice

Preparing educators for family and community engagement enhances culturally sustaining pedagogy. Quite simply, educators cannot be culturally responsive if they are not engaging with families. Teaching and learning from an anti-bias stance require educators to develop instructional practices that reflect the community and culture of their children and students. and affirm their

cultural, racial, and linguistic identities. By doing so, educators are able to build on the funds of knowledge, intellectual, and social resources that exist in everyday communities and life.³⁰ Culturally responsive teaching supports critical thinking, motivates and engages learners, and strengthens their cultural identity.³¹

Promotes systemic conditions to long-term sustained success

Preparing educators for family and community engagement contributes to a positive shift throughout the trajectory of the education system. Teachers who are well prepared are more likely to implement culturally responsive, high-impact practices that are evidence-based and promote long-term, sustained student success. Teachers who have cultivated this mindset and go on to become administrators are likely to adopt it as leaders. Well-prepared administrators are confident in creating and

articulating a vision for family and community engagement. They are also more likely to put in place systems, conditions, and professional learning opportunities to create strong family engagement school cultures, and to seek funding to support it. Moreover, state and district leaders, who were often classroom educators and building administrators, are likely to see the importance of engaging families and communities in policy development and prioritize it at the system level.

Addresses identified needs of families, education candidates, and educators

Over the course of this project, our Family Engagement Consortium on Educator Preparation has listened to the voices of many families, educators, and education candidates. There is an overwhelming consensus that a stronger emphasis on family and community engagement is essential. Focus groups with educators and education candidates show that educators come to learn about family and community engagement through clinical

opportunities and on-the-job experiences. Families want to be involved in preparing pre-service teachers. Families can welcome educators into their homes, participate in interviews, share stories, and become community navigators and mentors. Educators and families come to understand one another when it involves meaningful and sustained relationship-building.³²

How the Framework Was Developed

This Framework illustrates ways to reimagine educator preparation for family and community engagement. We approached its development with the core belief that the Framework could not be a prescriptive step-by-step guide. It needed to be a set of competencies and levers that EPPs, families, state education agencies, schools, and others could apply to their ongoing work. We engaged in overlapping and iterative activities that included the following:



The Family Engagement Consortium on Educator Preparation met 12 times from 2020–2022.

Family Engagement Consortium on Educator Preparation

Beginning in January 2020, NAFSCE convened, in partnership with four organizations—the American Association of Colleges for Teacher Education (AACTE), the Council for the Accreditation of Educator Preparation (CAEP), MAEC, and the National Education Association (NEA)—faculty from educator preparation programs and state education agency leaders from seven states to form the Family Engagement Consortium on Educator

Preparation. The Consortium has worked together to develop this preservice framework for culturally responsive and sustainable family engagement through regular meetings and dialogue over a two-year period from January 2020–December 2021. Appendix I provides a list of the participating states and partners and how they were selected and Appendix II provides the themes and goals of the 12 meetings held.

Group 2

SEA Function 1: Establish Professional Standards

Group 4: How might we engage key stakeholders in preparing educators for family engagement?

| | Parent Leaders | Education Candidates & Educators | School/Charter Administrators & Community Partners |
|---|---|---|--|
| Coursework | Ex. Parent leaders might be invited to talk at a class panel. | Ex. Teacher candidates might be part of the development of new course | Ex. Principals might attend a class and see what all of the 1200 education candidates know and can do about family engagement. |
| Field Experiences | | | |
| Policy (i.e., Standards, Accreditation, licensure, etc) | | | |
| Program Design | | | |
| Wildcard | | | |

Work samples from Consortium meetings including brainstorming using Fishbones, Jamboards, and Creativity Matrices.

Landscape Analysis of Current State Licensure Requirements regarding Family Engagement Preparation

NAFSCE completed a landscape assessment of current state licensure requirements regarding family engagement preparation. The resulting report, *State of the States: Family, School, and Community Engagement Within State Educator Licensure Requirements*, analyzes

the current minimum requirements for 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.

Survey of Colleges and Universities Preparing Educators for Family Engagement

The Consortium asked chairs, heads, coordinators, and directors of departments or units that oversee EPPs to complete a survey about ways their programs approach educator preparation in family engagement, methods

they use to teach it, and their beliefs about it. The goal was to learn from the field, identify promising practices, and gather information about how EPPs prepare candidates.³³

Core Competencies for Education Professionals

To better understand the knowledge, skills, and dispositions educators need to engage families meaningfully, we identified eight broad competencies for family and community engagement professionals. The resulting document, *Family Engagement Core Competencies: A Body of Knowledge for Family-Facing Professionals* outlines the general expectations for what professionals in the

field should know and be able to do.³⁴ It aligns to 15 sets of professional organizational standards and key family engagement frameworks, such as the *Head Start Parent, Family, and Community Engagement Framework*, *Dual Capacity-Building Framework for Family-School Partnerships*, and others.



The Consortium's visual representation of how the Framework can be used to bridge families, schools, and communities, and educator preparation programs.

NAFSCE's Fall 2021 Survey of Family-Facing Professionals

To validate and understand the importance of the eight core competencies, NAFSCE conducted the *Family Facing Professionals Body of Knowledge Survey* in fall 2021.³⁵ A total of 582 family engagement professionals including educators, state leaders, and families provided feedback on these eight competencies in respect to

importance of the role of family-facing professionals, the extent to which competencies were covered in training for their family-facing role, and their perceived need for additional training or credentialing in each of the competencies.

Literature Review

To ensure that we captured the research in the field, we synthesized the research base for educator preparation in family engagement. Through this review we identified salient processes and practices related to the importance

of family engagement in educator preparation, successful family engagement methods, and the areas that include potential for change.

Key Partner Engagement

NAFSCE engaged a variety of partners outside the Family Engagement Consortium on Educator Preparation throughout the process to understand and illuminate the bright spots in the field and to get feedback on components of the Framework over time. We invited key stakeholders to consortium meetings, including parent

leaders, educators, and community and school organizations. We also conducted numerous interviews with practitioners and scholars in the field outside of the Consortium. We wrote about and posted many of these learnings on our website as an article series to inform the field about the process.³⁶

The Vision: Core Competencies for Family and Community Engagement

The current Framework is built on a vision of educator preparation in which all educators and administrators have opportunities—starting at the earliest points in their preparation and throughout their careers—to develop and reinforce the knowledge, skills, and dispositions needed. The goal of educator preparation for family and community engagement is to facilitate and scaffold eight interrelated core competencies that highlight the need

to reflect, connect, collaborate, and co-lead. For further elaboration on each competency, see *Family Engagement Core Competencies: A Body of Knowledge, Skills, and Dispositions for Family-Facing Professionals*.³⁷

When education candidates leave their programs, they will be able to:

Reflect: Family-Facing Professionals Actively Reflect

COMPETENCY 1: Respect, Honor, and Value Families

Educators gain knowledge, skills, and dispositions about family engagement theories and research and seek to understand families from different cultures and communities and the multiple roles they play in their children's learning and development.

COMPETENCY 2: Embrace Equity Throughout Family Engagement

Educators gain cognitive flexibility and perspective-taking skills to practice anti-bias and equitable family and community engagement. Teacher candidates recognize their own biases toward families and identify inequities and oppressive ideologies in educational and societal structures to achieve social justice. They are able to address these inequities, focus on families that are often the most underserved, use family engagement practices that often go “unseen” by schools, and work actively to build new, equitable practices.

Connect: Family-Facing Professionals Connect with Families and Communities

COMPETENCY 3: Build Trusting Reciprocal Relationships with Families

Educators gain knowledge, skills, and dispositions to build relationships by cultivating mutual trust, communicating effectively, creating welcoming, family-friendly environments, and reaching out actively to every family. Teacher candidates develop the knowledge, skills, and dispositions to engage in all aspects of relationship building through multiple modes of communication, including with emerging and developing technologies.

COMPETENCY 4: Foster Community Partnerships for Learning and Family Wellbeing

Educators gain knowledge, skills, and dispositions to build community partnerships to support children and families, establish systems to expand how families link to community resources, and cultivate social support networks and connections among families.

Collaborate: Family-Facing Professionals Collaborate with Families around Student Learning and Development

COMPETENCY 5: Co-Construct Learning Opportunities with Families

Educators gain knowledge, skills, and dispositions to use family knowledge as resources for learning to improve instruction. They join families in planning, implementing, and evaluating learning opportunities and services.

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

Educators gain knowledge, skills, and dispositions to develop data sharing systems that are accessible to every family, create conversations on developmental and academic progress, and expand on family learning in the home and community.

Lead alongside Families: Family-Facing Professionals Lead alongside Families

COMPETENCY 7: Take Part in Lifelong Learning

Educators gain commitment to lifelong learning, identify and participate as members of the family engagement profession, engage in professional learning to grow family engagement knowledge and skills, and use data to assess, evaluate, and improve family engagement practices.

COMPETENCY 8: Advocate for Systems Change

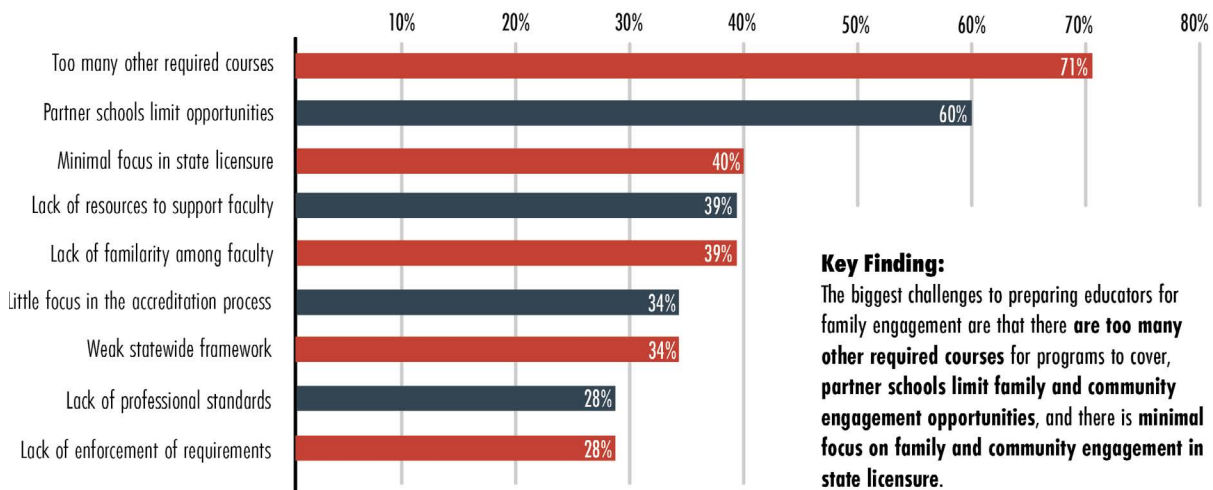
Educators gain knowledge to identify and examine new and existing policies and practices to advance culturally responsive family and community engagement, create platforms to listen to and respond to the advocacy of families, parent leaders, and communities who mobilize for change, and frame the conversation to expand public understanding about family and community engagement.

Barriers and Root Causes

Below we outline some of the biggest barriers and their root causes to effectively prepare educators for family and community engagement.

Barriers to Preparing Educators for Family and Community Engagement

Percentage of department heads who report the following challenges as moderate or serious barriers to preparing educators to engage families and communities



A Crowded Curriculum in Which Family Engagement Is Viewed as an “Add-on”

Educator preparation programs face multiple requirements and mandates set forth by states and accreditation standards with limited credit hours to address them.

Too often these requirements take precedence over family engagement.

Partner Schools Limit Opportunities for Candidates to Engage Families

Education candidates are required to fulfill clinical hours as part of their licensure. Frequently, however, these clinical engagements offer limited opportunities for candidates to engage with families. These limitations are sometimes a reflection of privacy concerns or schools themselves

having narrow partnerships with families. In addition, mentor teachers themselves often struggle to engage families and need their own support and guidance to do this work well.

Minimal Focus on Family Engagement in State Licensure Requirements and Lack of Enforcement of These Requirements

Landscape analyses of state licensure requirements for family engagement show that family engagement is not valued; and even in cases when it is, the requirements are not enforced.

Lack of Resources to Support and Recognize Faculty in Designing Courses Integrating a Family-Focus and Lack of Family Engagement Familiarity among Faculty

Faculty receive little support in either designing stand-alone family engagement courses or embedding family and community topics into existing courses such as classroom management or multiculturalism. Educators need to enhance their knowledge and skills on family engagement. They need professional opportunities on how to build these topics into coursework in meaningful ways through appropriate methods. Institutions often do not value or recognize the time and effort that supporting hands-on learning in family engagement might take through the tenure process or as a valuable field of scholarship.

Weak or Nonexistent Statewide Frameworks Limit Family Engagement

Faculty and state leaders also view weak statewide frameworks for family and community engagement as limiting how family engagement is positioned in EPPs. In context, many state education agencies do not have statewide frameworks or lack a clear definition of family and community engagement.³⁸ This is problematic because although there are a number of national frameworks for family and community engagement, the work at the state level, rather than federal, guides the accreditation and licensure process. Without clear definitions of the purpose, importance, and implementation of family engagement within a state, it is too easily ignored in EPPs.

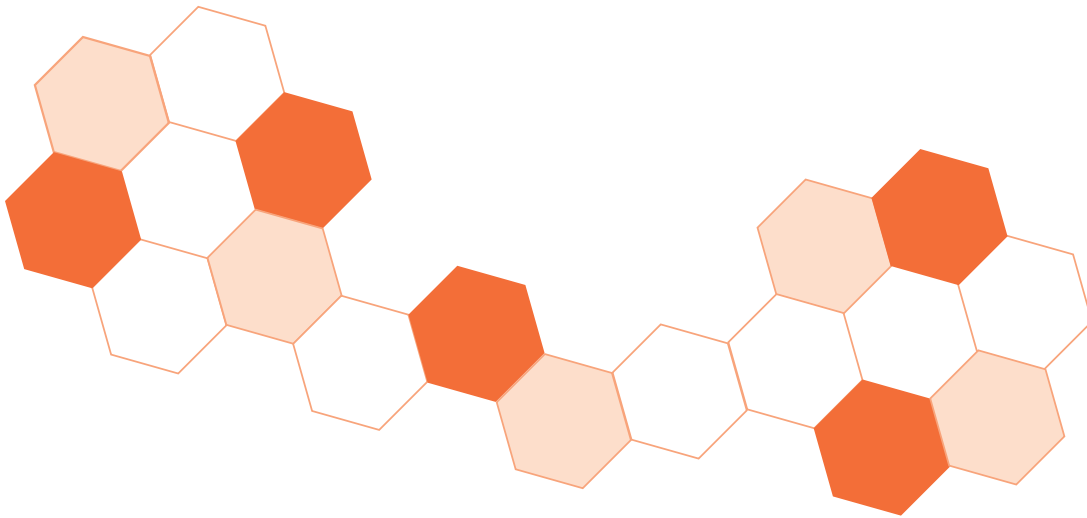
Little Focus on Family Engagement in the Accreditation Process and a Lack of Family Engagement Professional Standards

There are a number of standards and accreditation systems that stress the importance of educator preparation and continuous learning in family engagement for particular fields or discrete points in children's development. No one set of competencies exists for family-facing professionals to practice family engagement in education across the developmental spectrum, particularly one that is grounded in an understanding of equity and social justice. Without a robust and clear set of practice standards, it is difficult to obtain a scope and sequence of study for preparing educators for family engagement. As a response to this need, the *Family Engagement Core Competencies: A Body of Knowledge, Skills, and Dispositions for Family-Facing Professionals* was developed.

A Framework for Change

The Framework represents a theory of change beginning with the core beliefs and values of educator preparation for family and community engagement. The Framework continues with the key partners engaged in educator preparation including educator preparation programs (EPPs), families and communities, state education agencies, and schools and districts. The Framework builds on the work that these institutions currently engage in by presenting a series of levers they can use to reimagine educator preparation for family and community engagement leading to outcomes and impacts. These levers include money, mandates, measuring and monitoring, methods, reimagining, and messaging, marveling, and motivation.

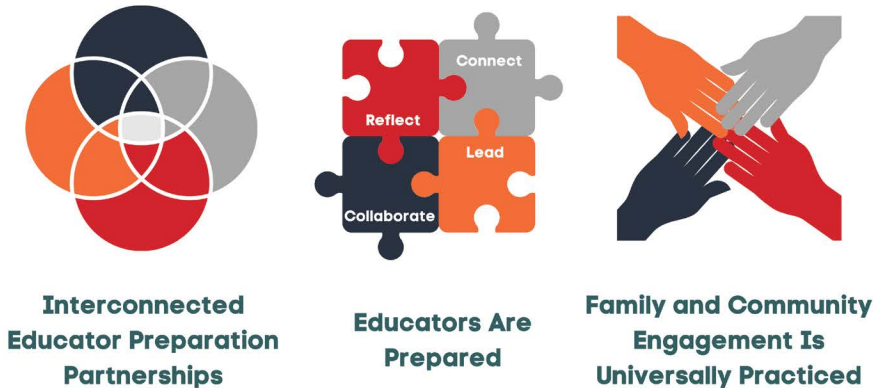
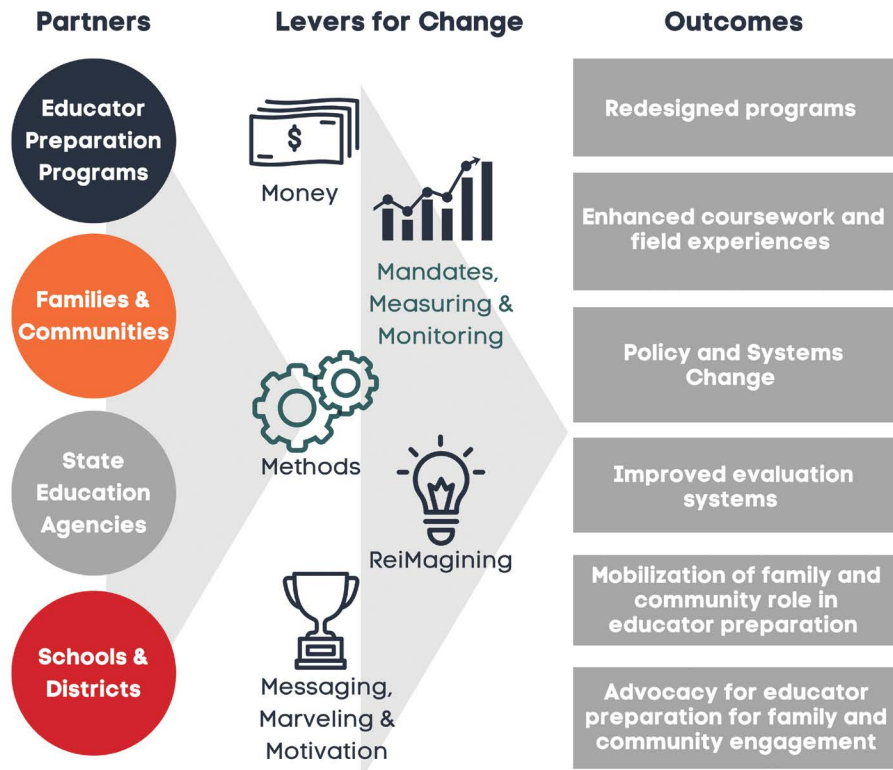
Using these levers can lead to a variety of outcomes, including redesigned programs, enhanced coursework and field experiences, policy and systems change, improved evaluation systems, mobilization of family and community roles in educator preparation, and advocacy for educator preparation for family and community engagement. In turn, these outcomes lead to interconnected educator preparation partnerships that address family, school, and community engagement in meaningful, equitable, and effective ways. This results in educators who are prepared to reflect, connect, collaborate, and lead alongside families. Ultimately, this preparation brings about universally practiced family and community engagement to support child development, student achievement, and school improvement.



A Framework for Educator Preparation in Family Engagement

Core Beliefs and Values

- Honor the expertise that families and communities possess
- Educator preparation programs can be a platform to advance equity
- Educator preparation for family engagement requires deep fundamental systems transformation



Core Beliefs and Values

The Framework begins by advancing the values that guide educator preparation for family engagement, each of which come with an example of their value in practice.³⁹

Honor the Expertise That Families and Communities Possess

Education candidates need authentic opportunities to listen to, learn from, and share and reflect with families and community members throughout their coursework and field experiences. With these opportunities, teacher candidates are more likely to analyze and adopt a strengths-based approach, view families through an

asset-based lens, and consider parents as intellectual resources for teaching and learning. Experiential learning with families also offers opportunities for teacher candidates to practice a variety of skills including relationship building and communication.

CASES FROM THE FIELD

Engaging Family as Faculty

In Family as Faculty, families are guided and supported to instruct courses on family and community engagement. The program was co-developed by Dr. Sally Wade, who was a faculty member at the University of South Florida. The goal of the initiative was to debunk any deficit-driven assumptions that teacher candidates might have and to help candidates see families as experts on their children. Dr. Santamaría Graff, at Indiana University-Purdue University, expanded this work in her own courses

on family and community engagement and children with special needs. Dr. Graff advises faculty who might adopt this approach to form partnerships with community organizations, build relationships with families, and co-create curriculum with them in order to reduce power hierarchies and barriers. Initial research suggests that this model is an important first step toward helping teacher candidates positively transform deficit assumptions that they may have about families.⁴⁰

Tutoring as Service Learning to Connect Candidates and Families

Service-learning provides opportunities for teacher candidates to participate in community and civic projects with families. When COVID-19 struck, faculty who were engaged in community based- and service-learning needed to meet clinical requirements and continue service learning virtually. Dr. Bola Delano-Oriaran, of St. Norbert College Teacher Education Department, De Pere, WI, started a national tutoring initiative to provide virtual tutoring to K-12 students and their families. The initiative engaged eight different institutes of higher education, and families

from over 20 states. Dr. Delano-Oriaran guided the teacher candidates in communicating authentically and appropriately with families. Preliminary data suggest teacher educators not only supported the K-12 students, but that the program had an impact on education candidates' communication and confidence in working with families. Dr. Delano-Oriaran is working to extend this work through a community-based-engaged model designed by the community for the community.⁴¹

Families and Communities as Mentors to Aspiring Educators

A community-mentoring model gives local community members, especially parents, a more active role in preparing their children's teachers for engaging with families. At the University of Washington, Dr. Kenneth Zeichner and his colleagues engage community mentors to work with candidates so that teachers see their students as members of families and communities. Mentors might serve as guest speakers in courses, engage in group discussions at partner schools, speak on panels, host community

forums and mini-conferences, facilitate community-guided walks, or assist with home visit training. Research shows that this approach helps preservice teachers support their visions as community educators, and affirms the community expertise of mentors. According to Dr. Zeichner, this approach is valuable because it creates a shift from "superficial community involvement" to a "shift in power in terms of whose knowledge counts."⁴²

Educator Preparation Programs Can Be a Platform to Advance Equity

As introduced earlier, when educators are prepared for family and community engagement, students are more likely to succeed academically and socially, especially those who are most underserved. Educators who are prepared for family and community engagement are more satisfied in their roles, more likely to stay in the

profession, and more likely to adopt culturally sustaining, responsive, and relevant practices. And preparing educators for family and community engagement can also be an important way to help diversify the teaching workforce, as many teachers of color choose the profession as an act of social justice.

CASES FROM THE FIELD

Kentucky Prioritizes Teacher Preparation to Advance Equity

In 2019, 49% of Kentucky's children started kindergarten behind as measured by the state kindergarten readiness screener. These data highlight the inequities in education in the earliest years throughout the state. The Prichard Committee created the Task Force on Teacher Preparation and Professional Learning to study and recommend policy changes and support for Kentucky's teacher preparation and

professional development programs. In the report, *Teaching Matters Most*, one major recommendation is that the Council on Postsecondary Education, the Kentucky Department of Education, and the Education Professional Standards Board should be required to include parent and family engagement in educator preparation, professional learning, and student-level intervention.⁴³

A Community College Elevates Family Voice

The Family Engagement Institute (FEI) at Foothill College, CA—a designated Hispanic Serving Institution—has a mission to promote equity by developing college-going aspirations for first-generation students and families. FEI focuses especially on those

students and families who are undocumented and disproportionately affected by oppressive systems. Since a college-bound identity forms early in a child's life, FEI offers children from preschool through high school a variety of multigenerational family and youth

engagement opportunities throughout the year at the college campus. These events embed the possibility of college into families' lives. FEI also strives to place families at the center of the college by offering

parenting courses for families, and by bringing family perspectives into key initiatives on issues of equity, inclusion, and diversity.⁴⁴

Authentic Caring to Build Asset-Based Perspectives

Dr. Yasmin Morales-Alexander, an Assistant Professor at CUNY-Lehman College, focuses on supporting teacher candidates' perceptions and practices in relationship-building with families and children through culturally relevant and sustaining pedagogical contexts. She introduces her students to experiential learning with families through a stance

of "authentic caring," embedding themes of social justice, and using critical frameworks for supporting teacher identity development. She promotes small group work, asks questions that promote critical contemplation, and designs assignments that foster deep reflection about family engagement.⁴⁵

Educator Preparation for Family Engagement Requires Deep Fundamental Systems Transformation

Systems transformation requires internal changes within EPPs and within the educational system where we place teachers. The internal examination starts with the EPPs' missions and visions with respect to families, diversity of student body and faculty, tuition costs, and a review of curricula and teaching methods to ensure

they are culturally responsive. The external examination includes partnerships with community organizations and schools, broader policies, standards, mandates, funding, and accreditation and evaluation processes. For family engagement to take root, these pieces must be in place.

CASES FROM THE FIELD

Advocating for Awareness and Accountability in California

Advocacy for policy change and accountability has been the foundation of California's efforts to strengthen educator preparation for family and community engagement. In July 2020, Parent Organization Network—a member of NAFSCE's Consortium on Educator Preparation from California—released the groundbreaking report *Family Engagement Training for Educators In Pre-Service: Common Sense but No Common Practice*.⁴⁶ The report highlights how the California Education Code's 1993 requirement for educators to receive preparation and fieldwork experience in family engagement needs to be strengthened and standardized. The

report suggests that the lack of consistency in program requirements leads to a wide variance in the amount of time spent on the subject, the content that is covered, and type and rigor of the fieldwork. One direct outcome of this work has been a growing collaboration with California's Office of Family Engagement within the California Department of Education and the California Commission on Teacher Credentialing (CTC). The CTC is responsible for setting standards and requirements for all preparation programs that lead to a license, certificate, or authorization to serve in the public schools in California.⁴⁷ The CTC is working to ensure that language related to

the role and partnership of parents, caregivers, families, and communities is included in all EPP standards and performance expectations, including Bilingual

Authorization, Pupil Personnel Services standards, and California Standards for the Teaching Profession (CSTP) for Teacher Induction programs.

Utilizing Professional Learning to Enhance Family and Community Engagement in Colorado

In 2019, the Colorado Department of Higher Education was tasked by the Colorado legislature to survey Institutes of Higher Education across the state on best practices in educator preparation. Survey results showed that only 40% of institutions believed they fully prepared educators for family engagement, with 30% rating themselves as partially doing this work, and 30% rating themselves as emerging in this area. To address this gap, in the fall of 2020, The Colorado Department of Higher Education and The Colorado Department of Education brought together faculty from various EPPs across the state for a one-week virtual convening to discuss best and promising practices in family and community engagement, creating the opportunity for systems transformation.

Representatives from the Colorado Department of Higher Education, Colorado Department of Education, and Fort Lewis College, who were part of NAFSCE's Pre-Service Family Engagement, created a community of practice. Representatives from EPPs have been meeting monthly to discuss and share bright-spot case studies from their various programs and discuss topics of interest, including math and science education, triangulating family, school, and community partnership supports, partnering with afterschool programs and libraries, and hearing from student teachers about their experiences in engaging families. Feedback from participants suggests that meetings are productive, beneficial, and relevant.⁴⁸

Listening to the Voices of Families and Education Candidates Throughout South Carolina

Listening to families and education candidates fosters improvement in family and community engagement preparation and systems transformation. The NAFSCE Consortium on Educator Preparation South Carolina team developed a statewide survey to learn from preservice teachers, coaching teachers, and administrators about their experiences in working with families and other caregivers. Results show that preservice teachers would like to:

- Have more opportunities at the beginning of the school year to interact with and meet students and their families
- Witness how coaching teachers correspond with and respond to families
- Learn more about resources in and outside of school to help families
- Learn more about how to reach out to families
- Know more about a school's background and demographics before entering the school
- Ensure interactions with families are more inclusive and culturally responsive
- Know how to communicate more effectively with families as a means of parental engagement and communication (e.g., parent letters, phone calls, parent conferences, etc.)

Partners that Support Family and Community Engagement : Various Roles

The Framework delineates the core functions of the main partners involved in the preparation of education candidates.

Educator Preparation Programs

Educator preparation programs support preparation in family and community engagement through:

- hiring, training, and retaining faculty, which can include those with family and community engagement knowledge and experience
- recruiting and retaining educator candidates, especially a racially, linguistically, ethnically, economically and student body
- designing and implementing programs that can
- include a scope and sequence of work related to family and community engagement topics
- designing and delivering coursework and experiential learning with a family and community engagement focus
- engaging in research and coordination with key constituencies, including those of families, schools, and communities
- assessing the impact of their programs

Families and Communities

Families and community institutions, such as libraries, afterschool programs, and parent groups, offer education candidates glimpses into a child's life outside of school, in the home, and community. Families and communities support preparation in family and community engagement through:

- opening doors to home visits
- becoming cultural and community navigators for preservice teachers
- serving as spaces for teacher candidates to meet clinical requirements, often using whole-family project-based learning approaches
- providing tutoring and sharing academic progress with families, either virtually or in-person
- serving as thought partners as candidates put theory into practice
- advocating for new policies and approaches to family and community engagement and educator preparation

State Education Agencies

State education agencies are responsible for setting requirements and monitoring EPPs. State education agencies support preparation in family and community engagement through:

- establishing and adopting professional standards that include the importance of educators knowing and communicating with families
- setting licensing requirements with family and community engagement competencies

- monitoring and evaluating candidate and program effectiveness
- offering professional learning and continued family engagement coaching
- engaging with stakeholders, particularly K-12 schools, on enhancing and growing their work on family engagement

School and District Partners

Schools are the educational hub of a community and the primary space in which children and families learn and grow. Schools and districts support preparation in family and community engagement through:

- offering meaningful field experiences with mentor teachers who are prepared for family and community engagement
- providing opportunities for clinical experiences for candidates to listen and learn from families and community members
- offering opportunities for teacher candidates to participate and volunteer in programs, join families on committees, and engage in projects that are meaningful

- serving as learning labs and research sites for faculty
- budgeting, allocating funding, and setting policies to support family and community engagement
- providing meaningful induction, mentoring, and coaching programs and intentional and comprehensive professional learning in family and community engagement
- evaluating educators, goal setting, and setting professional development plans as they relate to family and community engagement

Levers of Change

The Framework is rooted in the idea that key overlapping and intertwined levers can be used to bring EPPs, families and communities, state education agencies, and schools and districts into closer collaboration to expand opportunities for educator preparation in family and community engagement.



Money: Promoting Incentives for Local Change Through Federal, State, and Local Funds

This lever refers to the offering of financial resources to support educator preparation in family engagement to make local change. Funding can come from federal, state, and local resources and private grants. Funding can be used to address challenges related to lack of resources and support.

CASES FROM THE FIELD

Sparking Innovation Through Mini-grants

The Kansas Parent Information Resource Center (KPIRC), a contracted entity of the Kansas State Department of Education, provides technical assistance for family engagement throughout the state. KPIRC allocated a portion of its federal grant funds to create \$2,500 mini-grants. These mini-grants enabled university faculty to innovate and enhance

their courses to better prepare educators for family engagement. In pre- and post-surveys, teacher candidates whose courses had been enhanced by the mini-grants reported feeling more confident in building family-friendly classrooms and engaging with families in these environments.⁴⁹

Mentoring New Teachers for Family and Community Engagement Through Grants: Prince George's County Teacher Mentorship Program

Prince George's County Public Schools, Maryland used a three-year grant to create mentorship opportunities for first-year teachers and leadership opportunities for highly qualified teachers. The county received \$25 million in federal funds from the U.S. Department of Education "Teacher and School Leader Incentive Program." The program, titled, "Great Teachers, Great Leaders, Great Schools," matched each first-year teacher with an

experienced mentor.⁵⁰ The mentors supported new teachers in partnering and communicating with families. This mentorship allowed teachers to ask questions, get to know their colleagues, and better understand the culture and expectations for their communities. At the same time, it provided a financial incentive to retain and develop the leadership of experienced teachers.⁵¹



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

- ✓ Create endowments for faculty to focus on family engagement
- ✓ Offer incentives to expert mentors in school and community settings to work with candidates
- ✓ Sponsor students and teachers at professional conferences for increased professional learning
- ✓ Allocate funds to establish family and community engagement fellowships
- ✓ Provide financial incentives to faculty to redesign coursework for family engagement, and
- ✓ Offer training grants to faculty and students to grow family engagement knowledge and skills



Mandates, Measuring, and Monitoring: Working with Institutional Leaders and Public Officials to Effect Policy Change and Assess Impact

This lever refers to institutional leaders, public officials, and others working to effect policy changes. These policy changes can take the form of changes to statutes or a stronger focus on standards for family and community engagement. They can also focus on the development of tools and processes to more comprehensively and appropriately measure and assess family and community engagement outcomes for both individual teacher candidates and programs more broadly.

CASES FROM THE FIELD

Mandating Family Engagement Course Hours for Teacher Licensure in Nevada

In 2011, after state and national surveys highlighted a need for student teachers to be better prepared to engage families, Nevada created a new law fortifying educator preparation in family engagement. The law created the Office of Parental Involvement and Family Engagement (PIFE) in the Nevada Department of Education. It also created a fulltime position to oversee the office and required the Commission on Professional Standards to collaborate with PIFE to adopt regulations prescribing coursework on family engagement. The adopted regulations, effective July

2015, stipulate that all initial licensees must complete a three-credit-hour course on family engagement before receiving a standard or professional license. Since the mandate has gone into effect, EPPs have created, offered, and required courses dedicated to family engagement. Educators have benefited from these increased opportunities to understand the standards for family engagement on which they are evaluated and they've gained common knowledge and understanding of best practice for what family engagement can and should look like.⁵²

Aligning Standards in North Dakota

The state of North Dakota identified a need for increased collaboration between the North Dakota Department of Public Instruction and North Dakota Institutions of Higher Education. The state began by aligning standards from the Advanced Council for Exceptional Children (2012), Professional Preparation Standards from NAEYC (2010) and The ND Division

for Early Childhood Specialty Sets (2017) to identify similarities and differences related to family and community engagement. In aligning these standards, North Dakota has facilitated the development and modification of blended educator preparation and licensure programs.

Measuring Educator Preparation in Family and Community Engagement Through Completer Surveys

The Massachusetts Department of Elementary and Secondary Education is required to administer and publicly report survey data about the quality of educator preparation in the state. This requirement is intended to grant access to perceptions of teacher readiness to both preparation providers and the general public. Massachusetts is also one of the few states that explicitly articulates expectations for family engagement within its Professional Standards

for Teachers and Professional Standards for Administrative Leadership. Surveys of first year educator candidates and their supervising practitioners find that educators feel least prepared and confident in family and community engagement. These data have helped partners throughout Massachusetts, including its Statewide Family Engagement Center, to improve and redesign how educators are prepared to engage families.⁵³



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

- ✓ Develop and adopt family, school, and community engagement standards for EPPs stakeholders (e.g., employer completer surveys, educator completer surveys, etc.)
- ✓ 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
- ✓ 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
- ✓ 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
- ✓ Develop measurement tools to assess educator readiness to engage families and their successful work in this area through student teaching exhibitions, showcases, and portfolios



Methods: Co-Creating Engaging Curriculum and Fieldwork with Families

This lever refers to the use of new methods and pedagogy to provide experiences that enhance the learning of family engagement. It also includes how faculty research understand the impact of their curriculum.

CASES FROM THE FIELD

Promoting Cognitive Flexibility Through Case Studies

Case studies prepare prospective teachers to face unexpected situations that arise in family engagement. Dr. Patricia Edwards, Professor at Michigan State University, explains that faculty need to help prospective teachers develop “non-prescriptive” skills that transcend situations, including the ability to critically evaluate, reflect on their biases, and take different perspectives. Dr. Edwards and her colleagues published *Partnering with Families for*

Student Success in 2019, a collection of case studies and modules supporting educators to problem-solve about real-life dilemmas in family engagement. Case studies are an effective method to reassess any negative, oversimplified views of families. By reading about real-life case studies, candidates also begin to see other factors that affect the ways in which families engage, and additional ways to reach out to and involve families.⁵⁴

Facilitating Genuine Dialogue with Families Through an Eight-Step Process

Teacher candidates and early career teachers describe difficulty engaging with their students’ families, and they experience anxiety and frustration when families raise questions or express concerns about classroom issues. Teachers must be supported in managing their emotional responses in the moment as well as simultaneously facilitating constructive dialogue with families. Dr. Pat Norman, a professor and director of teacher education at St. Norbert College, developed an eight-step process that guides teachers in

facilitating these conversations. The first part involves responding to a check of internal feelings and empathizing with what the family shares. The second half empowers the teacher to describe what they have learned, to identify and commit to action steps, and follow through on these actions. Novice teachers are provided explicit, concrete steps for intentionally transforming negative feelings that can arise in family meetings, such as transforming defensiveness or stress into openness and appreciation.⁵⁵

Implementing Family Math Nights for Teachers of Mathematics

When faculty embed family and community engagement into required methods courses, they provide teacher candidates opportunities to apply this knowledge and these skills to specific content areas. At Purdue University, mathematics professors, Dr. Signe Kastberg and Dr. Laura Bofferding, lead a one-semester mathematics methodology course where candidates plan and carry out family math nights as a

course assignment. Teacher candidates are required to design and implement a family math activity for children and their entire families. Early evaluations suggest that family math nights enhance candidate thinking about how to help parents understand mathematics homework, and increase candidates’ awareness of the importance of family engagement and communication.⁵⁶

Preparing Educators to Engage Families Through Technology

Educators need to be both well-prepared to use home-school communication technologies as well as to support families in the use of digital technology. Susan Walker, associate professor emeritus of Family Social Science at the University of Minnesota, instructs educators in different technology modes and content in their pre-service work through her course Families and Technology. According to Walker, to ensure accountability, state teacher licensing boards

can adopt technology integration standards by the International Society of Technology in Education, and professional associations can convene advisory bodies to identify technology standards of practice in relation to families. School districts and other agencies can provide quality devices, relevant training, clear and enforced technology-use policies, and technology competence as a hiring and performance review standard.⁵⁷

Assessing School Counselors' Family Engagement Beliefs

"Consultation and Collaboration" is a required course in the School Counseling Program at Assumption University, in Worcester, MA. Students complete a pre- and post- self-assessment to begin to think about their own beliefs and values about family engagement. Students then reflect and assess if and how those beliefs have changed over the course. Examples of Likert-evaluated items include, "Families play an important role in their children's education," and "In my experience, schools value and welcome all families and their participation in their

children's education." At the end of the semester, students reflect on accrued beliefs, skills, resources, and practices with this prompt: "Your administrator wants to improve parent involvement at your school. How do you respond to their request and inquiry?" The assessment requires students to measure and monitor their own beliefs about family engagement. The desired outcome is that students will have expanded their ideas of what family engagement is, who might be involved, and how it might be enacted and supported in a school setting.⁵⁸



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

- Offer summer institutes or conferences on family engagement that highlight cutting-edge research and methods, such as simulations or action research and service learning with families
- Promote syllabi sharing and curriculum mapping through open networks, enabling

faculty and state leaders to continue to learn from one another

- Promote inter-professional learning among students in different content areas that focus on families by cross-listing courses (e.g., special needs, psychology, health)



ReiMaging: Build and Nurture Partnerships

This lever refers to the intentional building and nurturing of relationships among EPPs, families, schools, communities, and district and state administrators. These partnerships can be designed to build an ecosystem that mutually reinforces learning and knowledge for teacher candidates across various settings. It involves creating seamless pathways for teacher candidates to learn about and practice family engagement throughout their careers.

CASES FROM THE FIELD

Thinking Beyond School for Teacher Pipeline: Libraries and Afterschool Programs

Libraries and afterschool programs provide pre-service teachers authentic environments for engaging with students, families, and community members. Benefits of partnering with community partners include giving opportunities for teacher educators to engage with families and see the whole child, innovative clinical experiences, developing teacher pipelines, and intergenerational learning. One powerful example of these partnerships is the “Grow Your Own” program between California Teaching Fellows and Fresno Unified School District.

In this program, high school students are recruited as fellows and interns as paraprofessionals over the summer before working in afterschool programs during their college years. They receive help with guidance for careers in education and are actively recruited by district leaders after graduation. This program has brought more diverse candidates into the teacher workforce and into school and district leadership roles, and reduced teacher turnover in high-need schools.⁵⁹

Leveraging Online Modules to Grow Preparation Pathways

Members of NAFSCE’s Family Engagement Consortium on Educator Preparation from Hawaii have been leveraging their series of free-access online family engagement modules (AFFECT) to better coordinate pathways for educators to learn and practice family and community engagement. The modules are designed to teach family engagement topics with a focus on diverse groups specific to Hawaii, such as military, Native Hawaiian, Micronesian, and Filipino families. First, the Hawaii team created four role-play scenarios to use in courses to give students hands-on opportunities to practice communication skills with parents. Second, the Hawaii

team integrated five of the AFFECT modules into a third-year pre-service teacher class on *Responsive Pedagogy for Multilingual Learners*. To provide professional development to those classroom teachers whose training may not have included instruction on family engagement, the Hawaii Statewide Family Engagement Center (HSFEC) developed a 15-week hybrid online course, *Family Engagement: The Link to Improving Student Achievement*, offering three PDE credits. The curriculum includes a case study with a student and family and a portfolio with assignments and reflections on the teacher’s work each week throughout the semester.⁶⁰



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



Expand clinical experiences, including student teaching and service learning, into spaces other than schools, such as community organizations, after-school programs, museums, and libraries



Connect with various associations to broaden the conversation



Motivating, Marveling, and Messaging: Recognize and Reward Promising and Effective Practices

This lever refers to the development and use of campaigns, strategic communications, and rewards that create momentum and shift mindsets on the importance and effectiveness of engaging families in educator preparation and highlight promising and effective practices.

CASES FROM THE FIELD

Awarding a Family Teacher of the Year

Each year, the National Center for Families Learning (NCFL) partners with Toyota to recognize a "Family Teacher of the Year" awarding the winning teacher \$20,000 and the runner-up \$5,000 to support their work for engaging families. The 2020 recipient was Leila Kubesch from Cincinnati, Ohio. When speaking with her students' families, Kubesch discovered there was a common need for older siblings to feed their younger siblings during at-home learning amidst the COVID-19 pandemic. In response to this family-identified need, Kubesch created an afterschool class

called "Chow and Tell" to teach her students the ins and outs of cooking. This class made the kitchen into a classroom for the whole family and showcased one innovative way teachers can support students and families. Awards like "Family Teacher of the Year" can create opportunities to honor educators and celebrate their work with families. These awards can also motivate others to build and enhance programming of effective, teacher-led family engagement efforts.⁶¹

Motivating Through Micro-Credentials

The NEA and NAFSCE teamed up to develop the Family Engagement micro-credential that is a short competency-based recognition that allows an educator to demonstrate knowledge aligned with NAFSCE's eight core competency areas outlined in

this Framework. Unlike "sit-and-get" certifications, the micro-credential is awarded based on demonstrated mastery of the subject matter. The micro-credential is divided into eight topic areas (e.g., understanding families, building a strengths-based mindset,

building relationships with families) and each topic area provides a background on the topic, resources to read, and activities to demonstrate proficiency. Without completing a separate course or degree, this micro-credential bolsters the existing knowledge and skills of educators in family and community

engagement. Future educators can also develop those crucial skills before entering the classroom. Motivating current or aspiring educators to gain credit via micro-credentials is a simple, effective way to enhance their family and community engagement knowledge and skills.



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

- ✓ Provide formal recognition of faculty accomplishments in family engagement
- ✓ Include family engagement as an element of the tenure process
- ✓ Invite visiting scholars
- ✓ Facilitate messaging on family engagement when recruiting students for their programs and holding recruitment sessions for new candidates
- ✓ Create incentives to attract more diverse faculty and teacher candidates that better mirror the diversity of today's K-12 students and families
- ✓ Offer awards, grants, and recognition at annual events, conferences, and newsletters on family engagement
- ✓ Create endorsements or micro-credentials that can be awarded to practitioners and faculty who complete requirements in the family engagement field
- ✓ Convene communities of practice for novice teachers that message the importance of family engagement, especially highlighting the link between job satisfaction and family engagement competencies

Recommendations

Preparing educators for family and community engagement is an essential component of building equitable opportunities for each and every family and student in our nation's schools. We offer the following recommendations to begin a conversation among educator preparation programs (EPPs), family and community advocates, state and federal leaders, district and school leaders, and national and state organizations and

associations to partner, unite, and promote family and community engagement in more effective and meaningful ways. The recommendations are grouped into three broad themes: Redesign and Reimagine Educator Preparation for Family and Community Engagement, Refocus Coursework and Field Experiences for Family and Community Engagement, and Promote Policy and Systems Change.

Redesign and Reimagine Educator Preparation

Recommendation 1: Comprehensively co-design educator preparation programs in collaboration with families, schools, districts, and communities for equitable family and community engagement

The Consortium recommends a fundamental redesign of educator preparation programs in which families, schools, and communities become close collaborators.⁶² We envision a partnerships in which educator preparation programs, families, schools, and communities, and state agencies work side-by-side to ensure that family engagement coursework and practice align with the values and goals of the community. This requires that educator preparation programs recruit and retain faculty from diverse backgrounds, with knowledge, skills, dispositions, and teaching and research interests that are tied to families and communities. It also requires reducing

barriers to program entry and providing extended support in navigating employment so that economically and racially diverse candidates, who are often closest to the communities that schools serve, are able to thrive. It also means placing candidates alongside accomplished teachers and mentors who can support educators as they work to build relationships and collaborate with families. Finally, it means creating meaningful residency and induction programs that help novice teachers build the competencies they need to transition into their careers working with families and communities successfully.

CASES FROM THE FIELD

Reimagining Teacher Preparation Programs in Denver and Beyond

Candidates need first-hand experience working with families and a continuous connection between theory and practice. The Center for Urban Education at the University of Northern Colorado, with funding from the Colorado Department of Higher Education, developed an innovative Grow Your Own Model. The program recruits candidates from local high schools and community colleges to take part in a program

model that blends bachelor level coursework with clinical experience. The program allows candidates to work half-day as para-educators in schools within partner districts, and take courses in the afternoon and evenings.⁶³ The program successfully recruited diverse candidates—more than 70% identify as students of color and over 90% are first-generation college students. Many of these students are parents

themselves, from the communities in which they teach, and are prepared to take families' perspectives and build supportive relationships from the start. Candidates get hands-on experiences working with families through their everyday interactions in schools. Family and community engagement topics

are intentionally embedded throughout coursework as students are asked to apply and reflect on the role of families in different discipline areas, especially science, mathematics, and literacy.

Recommendation 2: Elevate, advocate for, and incorporate the knowledge, assets, insights, and wisdom of families and communities in educator preparation

There is a pressing need to elevate and honor the knowledge, assets, insights, and wisdom of families and communities in educator preparation. EPPs can partner with families and family leaders to share this expertise. These opportunities deepen education candidates' understanding of the children, families, and communities they serve. Families can play many roles: as guest speakers, faculty, community or cultural ambassadors, navigators, professional developers or program advisory members. Families may share stories and experiences and relevant knowledge through videos, blogs,

in-person opportunities, and training modules. In addition, families might also take part in admissions selection, teacher hiring, accreditation interviews, or reviews. They may advocate for change with EPPs, schools, districts, and community-based organizations to increase the integration of family and community engagement. Last, they may demand accountability, request audits or studies for how educators are prepared for family and community engagement, and engage in community-based participatory action research.

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.⁶⁴ 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*.⁶⁵ 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.

Refocus Coursework and Field Experiences for Family and Community Engagement

Recommendation 3: Offer dedicated courses in family and community engagement

Dedicated courses explicitly prepare educators for their vital role in partnering with families and communities. Findings of our national study show that only 51% of EPPs offer at least one standalone course in family and community engagement. Offering a standalone course elevates the importance of family and community engagement and provides a dedicated space to address these topics intentionally. Educator preparation programs, school and community partners, and state administrators can work together to use the levers in this Framework to open space for these courses, whether from mini-grants, program redesign, or through state statutes. The *Family Engagement Core Competencies: A Body of Knowledge, Skills, and Dispositions for Family-Facing Professionals* offers a guide to develop a comprehensive course, as well as the intentional integration of family engagement across other courses.

Faculty should create ongoing opportunities for culturally diverse families and communities to deepen candidates' understanding of the children, families, and communities in which they work. Courses should be offered in community settings, not just the university campus, to establish reciprocal partnerships. Opportunities can be created for candidates to connect with and learn from diverse parent, family, and community leaders, through guest speaking opportunities, internships, service-learning opportunities, and engagement in community events. Other active assignments and methods such as case studies and simulations provide spaces for education candidates to reflect, connect, and collaborate with diverse families. EPPs, states, schools, and community partners can provide support to faculty in learning and developing their skills and knowledge to facilitate these courses effectively.

CASES FROM THE FIELD

Partnering with Community Organizations with a Family-Focus

One way for students to learn about family engagement is to give them the opportunity to work with organizations who engage in real life situations about family engagement. For example, Dr. Karen Mapp's Family and Community Engagement course at the Harvard Graduate School of Education, "The Why, What, and How of School, Family, and Community Partnerships," engages groups of students to partner with an organization on a short-term project that

allows for collaborative, two-way learning experiences. Projects include students helping a school develop a monitoring tool to assess, plan, and evaluate their family engagement programs and services, creating a community engagement plan for an after-school program, and interviewing state education agencies to learn about their efforts in family engagement during the pandemic.

Recommendation 4: Embed family and community engagement coursework throughout educator preparation curriculum in addition to a standalone course

Coursework should integrate family, school, and community engagement topics to comprehensively build, enhance, and reinforce foundational knowledge and skills in domain areas, such as literacy, mathematics, and classroom management. EPPs should take time to review

and map syllabi and systematically ensure that the eight core competencies of family and community engagement are intentionally embedded throughout the scope of the syllabi for an education candidate.

Recommendation 5: Provide education candidates meaningful clinical experiences with families and communities through authentic, culturally diverse partnerships

EPPs, schools, and community-based partners can work together to provide meaningful and authentic opportunities for education candidates to gain hands-on skills in partnering and building relationships with families. This effort can take a variety of forms, including listening to and sharing ideas and lessons with families, participating or volunteering in school and community programs or service-learning activities, or engaging directly with families and community mentors. Schools and communities should open space for scaffolding and reflective listening between candidates and families and create opportunities for families and community members to share their expertise. Mentor teachers, community educators, and coaches should be effectively trained to provide

opportunities to develop knowledge, skills, and dispositions in family and community engagement and learn the art of coaching to effectively share and facilitate new learning among candidates. These professional development experiences should be in partnership with EPPs to enable faculty to conduct research on promising methods and emerging techniques and ideas. Partnerships can utilize local, state, and federal funds, including Title I funds, to compensate education candidates and families for continued collaboration and partnership. State agencies can create field experience requirements that immerse candidates in the families, culture, and communities in which they are learning.

CASES FROM THE FIELD

Schools Within the Context of Community Program at Ball State University

In 2009, faculty from Ball State University and members of the Whitely neighborhood—an historically African American neighborhood in Muncie, Indiana, with a population of approximately 2,500 people—began collaborating through an early childhood professional development school to serve together on various neighborhood committees and councils. Despite high attendance rates at neighborhood schools and the community's deep value for education, only a small percentage of students in the community were passing state literacy exams. The *Schools Within the Context of the Community*

Program was born as a way to resolve this disconnect between the community and its teachers. The program is structured so that preservice teachers have a chance to leave the university setting and become immersed in the community for an 18-credit semester, during which candidates take classes in pedagogy and management while interacting with students and families. The content is strategically woven together to be seamless and is intended to deconstruct and then reconstruct students' understanding of the world. Research shows that as a result of the program, teacher candidates are able to connect

to community values and beliefs, cast aside deficit orientation to view the community in terms of its strength and resilience, and begin to form an emergent critical consciousness. They also understand

how to connect community learning to classroom curriculum and pedagogy and reinforce a personal commitment to culturally responsive practice and equity in education.⁶⁶

Policy and Systems Change

Recommendation 6: Incorporate family and community engagement into existing professional standards, accreditation systems, and licensure processes

State policymakers and administrators of state agencies that oversee licensure can strengthen guidelines for research and practice-informed family and community engagement in a variety of ways. First, address family, school, and community engagement across relevant professional standards, including those governing educators and educational leaders. Standards can be updated and more comprehensively based on the eight research-based competencies outlined in this Framework. Second, establish consistent family engagement requirements

across EPPs. NAFSCE's landscape analysis of licensure requirements found that only 30% of U.S. states and territories explicitly address training teachers in all four foundational elements identified as essential to effective family engagement; these include collaboration and partnership, communication, culture and diversity, and relationships and trust. Third, states and other accrediting bodies can embed and integrate family and community engagement into accreditation systems and licensure to ensure that requirements are being met.

CASES FROM THE FIELD

CAEP Revised Accreditation Standards Explicitly Include Family Engagement for the First Time

In the fall of 2020, the Council for the Accreditation of Educator Preparation (CAEP), the leading professional accreditor of departments, schools, and colleges that prepare educators, revised the standards that it uses to review the quality of preparation programs. The revised standards, which went into effect in spring 2022, emphasize technology, equity, and diversity, and for the first time, underscore the importance of preparing educators for family engagement. The explicit inclusion of families into

the standards—in content knowledge, pedagogy, clinical practice, and program impact—moves the preparation of educators for family engagement from the periphery to the center. EPPs seeking CAEP accreditation will now be explicitly monitored on family and community engagement measures and metrics, which will lead EPPs to include concrete family engagement coursework in order to receive accreditation.⁶⁷

Recommendation 7: Develop robust systems for evaluating educator preparation and family and community engagement

There is a need to put systems in place to evaluate how educators are prepared more generally, and for family and community engagement specifically. Teacher candidates can be assessed in family and community engagement through a combination of self-assessment, external observations, surveys, portfolios, and reflections. For candidates to be evaluated in this area there is a need for clear, standard, observational metrics around what equitable family engagement in practice looks like. Educator preparation programs themselves should also collect both quantitative and qualitative data on the quality of their family and community engagement work. These data can be gleaned from focus groups and surveys

of current students, reviewing syllabi, and having conversations with faculty. Surveys of program graduates can also track how well the program is preparing candidates to enter the profession. Post-graduation data collection should focus on graduate success and experience with family engagement to improve teaching at colleges and universities. These data should be reported on by various stakeholders, including school principals, families, and communities. Accreditation systems should require that programs engage in doing inventories/assessment of their programs in family and community engagement to make them accountable to those they serve.

CASES FROM THE FIELD

Historically Black Colleges and Universities Focusing on Student Voice

Historically Black Colleges and Universities (HBCUs) constitute 3% of the nation's colleges and universities yet prepare 50% of Black educators. Founded in 1865, Bowie State University (BSU) is Maryland's oldest HBCU, and one of the ten oldest in the country. Bowie State offers courses and clinical experiences to develop educator candidates' competencies in family and community engagement. As part of its collaboration in the NAFSCE Family Engagement Consortium on Educator Preparation, the Mid-Atlantic Equity Consortium (MAEC) conducted focus groups with students and faculty at Bowie State University in

the College of Education as a way to better understand and improve its EPP. From these groups, faculty learned that students believed "communication skills" to be the most necessary skill to engage with families. Students expressed feeling overwhelmed with starting their internships in schools and managing coursework, and a desire for more classes and coaching on family engagement. The faculty in the focus group also recognized culturally responsive family engagement as "central" to student development, particularly at a historically Black institution, both for their students and for the students that they teach.

States should adopt uniform accreditation standards to ensure equal access to high quality family, school, and community engagement for all students. AACTE conducted a recent landscape analysis which shows that state accreditation standards vary widely across program type (e.g., traditional, alternative, etc.).⁶⁸ To ensure all students receive the same level of services, states should develop and implement uniform policies regarding the number of

clinical hours, observations, and other metrics for authentic family engagement. Similarly, teacher candidates, regardless of educator preparation type, should be held to the same evaluation and reporting standards. Licensure tests should include questions pertaining to family and community engagement (e.g., Praxis and other state content assessments) or multiple pathways for candidates to demonstrate their knowledge of the subject matter they

will teach, thereby addressing the barrier that standardized teacher licensure exams present for many qualified candidates. States should seek to understand how their policies for entrance into EPPs may have unintended consequences in limiting who has access to high quality

educator preparation. States that do include additional exams for entrance into educator preparation should include measures of family and community engagement in their entry assessments (e.g., Consortium for Research-Based and Equitable Based Assessments).

Recommendation 8: Leverage federal policy to support educator preparation for family and community engagement

Federal support offers opportunities to grow and strengthen how educators are prepared for family and community engagement. Title II of the Every Student Succeeds Act (ESSA) can be used to strengthen teacher quality in this area. Title II of the Higher Education Act, and the currently proposed Educators for America Act, offer mechanisms to increase service scholarships and loan forgiveness, teacher residencies, grow your own programs; enhance educator preparation, professional learning, and teacher training, and build capacity in family and community engagement. Federal policies can strengthen Historically Black Colleges and Universities and Hispanic and Minority Serving Institutions, and community colleges to enhance the pipeline of diverse

teachers and can incentivize states to commend those providers and programs that include a family and community engagement component within their accreditation standards. Equitable policies can incentivize states to work with districts to develop plans that promote family and community engagement and remove barriers to the profession that negatively affect the pipeline for teachers of color disproportionately. The federal government can activate Statewide Family Engagement Centers and Parent Training and Information Centers to include an element of educator preparation for family and community engagement and advance research-informed and collectively-informed decisions on policies that represent best practices.

Recommendation 9: Champion educator preparation for family and community engagement as a priority among national and statewide organizations and associations

National organizations and associations can take the lead in communicating the importance of preparing educators for family and community engagement to the broader educational field. Organizations can facilitate horizon conversations on the intersection of educator preparation for family engagement and the broader education field related to equity, capacity, workforce, and quality. Organizations can also convene communities of practice and create other networking and learning opportunities within associations. For example, AACTE may create a Topical Action Group (TAG) on family and community engagement that promotes syllabi and methods sharing. Organizations can also engage the next generation of teacher candidates as field leaders in growing the

movement for better preparing educators for family and community engagement through student membership groups. Another idea is for organizations to establish professional learning communities for relevant audiences, including faculty, deans of schools of education, teacher candidates, educators, school and district administrators, community partners, and parent and family leaders, to build their capacity to integrate family engagement into educator preparation. Last, organizations can advocate to broaden opportunities for educators to learn and practice family and community engagement throughout their careers and make these recommendations in related policy statements and reports.

CASES FROM THE FIELD

Student Association Membership Builds Professional Capacity to Engage Families

As a part of NAFSCE's Family Engagement Consortium on Educator Preparation, students from participating educator preparation programs received a free year-long membership. Over 140 new student members joined NAFSCE via the initiative, giving them access to a multitude of family and community engagement resources, including an online library of over 900 professional resources, monthly community of practice meetings, and *Member Connect*, NAFSCE's

online social media and networking platform for members. Within *Member Connect*, student members had a private thread where they could connect, ask questions, and learn together. Students were invited to virtual "Ask Me Anything" events, designed as an informal platform to connect and open lines of communication between students and experts in the family engagement field, including professors, and district, state, and school administrators.⁶⁹

Recommendation 10: Use micro-credentials and professional credentials in family and community engagement to supplement educator preparation and ongoing professional learning throughout educators' careers

In recent years, credentialing has emerged as a promising way to support educators' ongoing personalized professional skill development. High-quality credentialing can be used to support professional learning in family and community engagement as well as verify discrete skills that educators demonstrate by submitting evidence of application in practice. This credentialing can also be used to fill gaps in preparation upon hiring of new educators. The NEA and NAFSCE Family Engagement

Micro-credential is one such example. Further, credentialing can be used as a supplement to EPPs within an already crowded curriculum. States can support this work by incorporating family and community engagement into policies or establishing credentialing programs for career advancement, additional license endorsements, license renewal, and ongoing professional learning. To ensure equity, states can help to ensure that micro-credentials are easily accessible, especially for schools most in need.

Case Studies At-a-Glance

The many case studies embedded in the Framework illuminate the vibrant ways that individuals, universities, state departments, schools, non-profits, and others are working together to prepare educators for family and community engagement. While the Framework aspires for fully reimagined educator preparation programs (EPPs), we also hope you and your organization will use

the Framework as a starting point for reflection and leveraging ideas and changes from where you are. As such, in order to help you identify which case studies might be the most relevant entry point for you and your organization, the following list of “Case Studies At-A-Glance” outlines the case studies through various organizations and roles.

Educator Preparation Programs Initiating Change

- **A Community College Elevates Family Voice**, Foothill College, CA—page 22
- **Assessing School Counselors’ Family Engagement Beliefs**, Assumption University, MA—page 31
- **Authentic Caring to Build Asset-Based Perspectives**, CUNY-Lehman College, NY—page 23
- **Facilitating Genuine Dialogue with Families Through an Eight-Step Process**, St. Norbert College, WI—page 30
- **Historically Black Colleges and Universities Focusing on Student Voice**, Bowie State, MD—page 40
- **Implementing Family Math Nights for Teachers of Mathematics**, Purdue University, IN—page 30
- **Partnering with Community Organizations with a Family-Focus**, Harvard Graduate School of Education, MA—page 37
- **Preparing Educators to Engage Families Through Technology**, University of Minnesota, MN—page 31
- **Promoting Cognitive Flexibility Through Case Studies**, Michigan State University, MI—page 30
- **Reimagining Teacher Preparation Programs in Denver and Beyond**, The Center for Urban Education at the University of Northern Colorado, CO—page 35
- **Tutoring As Service Learning to Connect Candidates and Families**, St. Norbert College, WI—page 21

State Education Agencies Taking the Lead

- **Advocating for Awareness and Accountability in California**, CA—page 23
- **Aligning Standards in North Dakota**, North Dakota Department of Public Instruction and North Dakota Institutions of Higher Education, ND—page 29
- **Kentucky Prioritizes Teacher Preparation to Advance Equity**, KY—page 22
- **Leveraging Online Modules to Grow Preparation Pathways**, Hawaii Statewide Family Engagement Center (HSFEC), HI—page 32
- **Listening to the Voices of Families and Education Candidates Throughout South Carolina**, SC—page 24

- **Mandating Family Engagement Course Hours for Teacher Licensure in Nevada**, Office of Parent Involvement and Family Engagement (PIFE), NV—page 28
- **Measuring Educator Preparation in Family and Community Engagement Through Completer Surveys**, Massachusetts Statewide Family Engagement Center, MA—page 29
- **Sparkling Innovation Through Mini-grants**, Kansas Parent Information Resource Center (KPIRC), KS—page 27
- **Utilizing Professional Learning to Enhance Family and Community Engagement in Colorado**, CO—page 24

School, District, Family, Educator Preparation, and Community Partners Working Together

- **Building Family Engagement Through Empathy**, North Dakota State Superintendent's Family Engagement Cabinet, ND—page 36
- **Engaging Family as Faculty**, University of South Florida, FL and Indiana University-Purdue University, IN—page 21
- **Families and Communities as Mentors to Aspiring Educators**, University of Washington, WA—page 22
- **Mentoring New Teachers for Family and Community Engagement Through Grants: Prince George's County Teacher Mentorship Program**, Prince George's County, MD—page 27
- **Schools Within the Context of Community Program at Ball State University**, Ball State University, IN—page 38
- **Thinking Beyond School for Teacher Pipeline: Libraries and Afterschool Programs**, Fresno, CA—page 32

National Organizations Sparking Transformation

- **Awarding a Family Teacher of the Year**, The National Center for Families Learning (NCFL)—page 33
- **Motivating Through Micro-Credentials**, National Education Association (NEA) and NAFSCE—page 33
- **CAEP Revised Accreditation Standards Explicitly Include Family Engagement for the First Time**, Council for the Accreditation of Educator Preparation (CAEP)—page 39
- **Student Association Membership Builds Professional Capacity to Engage Families**, NAFSCE—page 42

Appendix I:

Members of the Family Engagement Consortium on Educator Preparation from 2020–2022

| STATE | LEAD PARTNERS |
|--------------------------|---|
| National Partners | <p>Vito Borrello, Executive Director, NAFSCE</p> <p>Margaret Caspe, Senior Research Consultant and Project Lead, NAFSCE</p> <p>Reyna Hernandez, Senior Director of Research and Policy, NAFSCE</p> <p>Tim Finklea, Vice President for Membership Engagement and Board Services, Council for the Accreditation of Educator Preparation</p> <p>Barbara Hicks, Senior Policy Analyst, National Education Association</p> <p>Weadé W. James, Senior Director of Development and Research, American Association of Colleges for Teacher Education</p> <p>Susan Shaffer, President and Co-Founder, MAEC</p> |
| California | <p>Lisa Borrego, Director of Family Engagement, California Department of Education</p> <p>Cheryl Hickey, Administrator, Professional Services Division, California Commission of Teacher Credentialing</p> <p>Shulamit Ritblatt, Professor and Director of the Center for Family, School and Community Engagement, San Diego State University, College of Education</p> <p>Araceli Simeón, Project Director, Parent Organization Network Co-Chairing the CA Family Engagement Network CORE TEAM</p> |
| Colorado | <p>Kristine Greer, Associate Provost for Academic Affairs, Professor of Teacher Education, Fort Lewis College</p> <p>Darcy Hutchins, Director of Family, School, Community Partnerships, Colorado Department of Education</p> <p>Brittany Lane, Director of Educator Preparation, Colorado Department of Higher Education</p> |
| Hawaii | <p>Caryl Hitchcock, Associate Professor, Center on Disability Studies, Affiliated Faculty, Institute for Teacher Education, Elementary Education, University of Hawaii at Manoa, College of Education</p> <p>Polly Quigley, Educational Specialist, Hawaii State Department of Education</p> <p>Katherine Ratliffe, Educational Psychology Chair, University of Hawaii at Manoa, College of Education</p> |

| STATE | LEAD PARTNERS |
|-----------------------|---|
| Maryland | <p>Davenia Lee, Associate Professor, Bowie State University</p> <p>Barbara Scherr, Family Involvement Coordinator, Maryland State Department of Education</p> <p>Josephine Wilson, Associate Professor, Bowie State University</p> |
| North Dakota | <p>Lucy Fredericks, Director, Office of Indian/Multicultural Education, North Dakota Department of Public instruction</p> <p>Cheryl Hunter, Department Chair, Associate Professor, Teaching & Leadership, University of North Dakota</p> <p>Jim Upgren, Assistant Director, Office of School Approval and Opportunity, North Dakota Department of Public Instruction</p> |
| South Carolina | <p>Michele Myers, Associate Dean for Diversity, Equity and Inclusion, University of South Carolina</p> <p>Anthony Pittman, Dean of the School of Education, Claflin University</p> <p>James Ritter, Education Associate for Educator Preparation, South Carolina Department of Education</p> <p>Regina Thurgood, Director, Family and Community Engagement, South Carolina Department of Education</p> <p>Yolande Anderson, Former Director, Family & Community Engagement, South Carolina Department of Education</p> |
| Wisconsin | <p>Bola Delano-Oriaran, Professor of Education and Dean of Social Sciences, St. Norbert College</p> <p>David DeGuire, Director, Professional Services Division at California Commission on Teacher Credentialing, California Commission on Teacher Credentialing (Participated as former Director, Teacher Education, Professional Development, and Licensing, Wisconsin Department of Public Instruction)</p> <p>Beth Giles, Director, Education Outreach and Partnership, University of Wisconsin Madison School of Education</p> |

***Note:** Applications were evaluated based on their ability to contribute to the composition of a diverse Consortium team. Evaluators reviewed each IHE in the following categories: the extent to which institutions prepared educators, administrators, or both; the type of institution applying (e.g., public, private, HSI, HBCU); class size and diversity of the college of education graduates; diversity of learning topics offered by the IHE (e.g., special needs, bilingual education, etc.); and geographic area (e.g., urban or suburban). Faculty members all have a proven track record of instructing on, and/or writing about, family-school- community topics. The dean of each IHE’s colleges of education has provided written support for the faculty member’s participation and has committed to integrating knowledge, innovations, and ideas emerging from the Consortium into their school of education. Each state team has partnerships with other IHEs throughout the state that support and scale this initiative.

Appendix II: Progression of Meeting Themes and Objectives

| | DATE | MEETING TOPIC | MEETING GOALS |
|------------------|---------------------|--|---|
| Meeting 1 | January 21–22, 2020 | The importance of educator preparation for family engagement | <p>Develop relationships among members of the Consortium</p> <p>Create a shared understanding of the definition of family engagement and the importance of educator preparation for effective family, school, and community partnerships</p> <p>Consider strengths and gaps in educator preparation for family engagement and national, state, and local opportunities</p> |
| Meeting 2 | April 29–30, 2020 | The competencies educators need for family engagement and the challenges and opportunities that exist | <p>Continue to build relationships within our Consortium</p> <p>Learn from initiatives and innovations that have sparked change in educator preparation in family engagement over the past 25 years</p> <p>Map what we want educators to know, be able to do, and believe about family engagement at the end of their educator preparation program</p> <p>Identify underlying conditions inhibiting educators from acquiring these competencies and raise up potential levers of change</p> |
| Meeting 3 | July 22, 2020 | The role of educator preparation for family engagement in light of the pandemic and national reckoning on racial justice | <p>Facilitate ongoing connections between and across state teams and partner organizations</p> <p>Collaboratively develop the values that underpin the preparation of teachers for equitable family engagement that can anchor a call to action</p> |
| Meeting 4 | October 8–9, 2020 | A deeper dive into competencies and levers for change based on preliminary data from our national survey | <ul style="list-style-type: none"> ■ Discuss and provide updates on the ongoing activities of the Consortium: (1) national survey; (2) launch materials; and (3) article series ■ Work session to create an outline of our Framework with a focus on two main areas: (1) competencies and (2) levers for change ■ Imagine together how we might engage families and students in our work |

| | DATE | MEETING TOPIC | MEETING GOALS |
|------------------|------------------|--|---|
| Meeting 5 | January 19, 2021 | Changes we're making: A look at CAEP Standards, Body of Knowledge, and Preliminary Framework | <ul style="list-style-type: none"> ■ Facilitate ongoing connections between and across state teams and partner organizations ■ Share updates on the broader field of educator preparation for family engagement as well as updates from our Consortium ■ Discuss the preliminary draft of our Pre-service Framework |
| Meeting 6 | March 8, 2021 | Planning for Stakeholder Engagement | <ul style="list-style-type: none"> ■ Facilitate ongoing connections between and across state teams and partner organizations ■ Celebrate our successes ■ Dedicate time to a working session to move forward with engaging key stakeholders (e.g., parent leaders, district and community partners, teachers, and teacher candidates) in the development of our Framework |
| Meeting 7 | April 12, 2021 | Learning from Parent Leaders | <ul style="list-style-type: none"> ■ Connect the Consortium and parent leaders and share experiences together ■ Hear from parent leaders about what knowledge, skills, and competencies they believe educators should have when it comes to engaging families and communities ■ Imagine together the various roles that parent leaders can play in supporting the preparation of educators for family and community engagement |
| Meeting 8 | May 24, 2021 | Learning from Teacher Candidates and Teacher Leaders | <ul style="list-style-type: none"> ■ Connect the Consortium, teacher leaders, and teacher candidates and share experiences together ■ Listen and learn from teacher leaders and teacher candidates about their experiences in being prepared to engage families and communities ■ Imagine together the various roles that teacher leaders and teacher candidates can play in supporting the preparation of educators for family and community engagement |

| | DATE | MEETING TOPIC | MEETING GOALS |
|-------------------|--------------------|---|---|
| Meeting 9 | July 15, 2021 | Learning from Schools and Community Partners | <ul style="list-style-type: none"> ■ To connect faculty and state leaders within the Consortium with school, afterschool, and library partners to learn and share together about the importance of preparing educators for family and community engagement ■ To brainstorm the different roles and expectations school and community partners have for education candidates and family and community engagement ■ To imagine together recommendations to expand how school and community partners support educator preparation for family and community engagement |
| Meeting 10 | September 20, 2021 | Evaluating Educator Preparation for Family and Community Engagement | <ul style="list-style-type: none"> ■ To connect faculty, state leaders, and guest evaluators within the Consortium ■ To learn from Dr. Leslie Fenwick about the state of evaluation of educator preparation ■ To think together about how to evaluate educator preparation for family and community engagement and the various levels in which this might occur (e.g., individual candidates, educator programs, statewide policies, etc.) ■ To discuss as a group our plan for the remainder of 2021 and into early 2022 |
| Meeting 11 | November 1, 2021 | Recommendations Working Meeting | <ul style="list-style-type: none"> ■ To connect faculty and state leaders within the Consortium ■ To provide feedback and develop a set of recommendations for our Framework |
| Meeting 12 | December 13, 2021 | Celebrating Our Successes, Finalizing the Framework, and Moving Ahead with Spread and Scale | <ul style="list-style-type: none"> ■ To connect faculty and state leaders within the Consortium ■ To celebrate our successes ■ To think about our future plans and next steps |

Endnotes

1. You can learn more about the members of the Family Engagement Consortium on Educator Preparation in Appendix I and online at www.nafsce.org/edprep
2. A note on our terms: By educator preparation programs (EPPs) we refer to high-quality, evidence-based preparation that assures educators are ready to teach all learners. Throughout the document we use the term education candidates to refer to those enrolled in educator preparation programs. Education candidates are primarily considered undergraduate students, yet we also use the term to refer to graduate students and those in administration preparation programs. Finally, we use the term family broadly to refer to parents as well as extended family including grandparents, aunts, uncles, and others who take on caregiving responsibilities of children within their homes and communities.
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