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Information

Educator Preparation Committee

Strengthening Parent and Family Engagement in Pre-Service Preparation

Executive Summary: This agenda item provides information on the collaborative work that has taken place between the Parent Organization Network, San Diego State University's School of Education, and Commission staff. In addition, the item provides information on a multi-state effort related to family engagement for pre-service teacher candidates.

Recommended Action: For information only

Presenter: Cheryl Hickey, Administrator, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

Strengthening Parent and Family Engagement in Pre-Service Preparation

Introduction

This agenda item provides information on the collaborative work that has taken place between the [Parent Organization Network](#), San Diego State University's College of Education and its Center for Family, School and Community Engagement, Public Advocates, and Commission staff. In addition, the item provides information on a multi-state effort related to family engagement for pre-service teacher and administrator candidates.

Background

In July 2020 the Parent Organization Network published a report, [Family Engagement Training for Educators in Pre-Service: Common Sense but no Common Practice](#). This report builds on a body of research that demonstrates the benefits of parents and families being involved in their child's education. Improved student outcomes in the areas of attendance, academic achievement, social-emotional skills, graduation rates, college and career readiness, teacher satisfaction and school improvement are identified as correlated with family engagement with their child's education. The report identifies that there are both federal and state laws related to family engagement in educator preparation. The authors of the report interviewed teacher preparation program representatives, reviewed professional development websites, course syllabi, and the Commission's website. The report identifies recommendations for improving parent and family engagement that are broader than the Commission's areas of responsibility such as professional development.

Key Concepts Related to Parent Engagement

Staff worked with the individuals who led the work to write the report to develop a summary of the key concepts that are within the purview of the Commission ([Appendix](#)). The research conducted by the Parent Organization Network, highlighted that too often, work with parents and families in pre-service programs are an afterthought rather than an integral part of the preparation program. The purpose of the group, in part, is to effect change to ensure that new teachers are well prepared to bring in parents and families as part of the overall approach to ensuring academic success and attention to social emotional learning for every student. The key concepts identified in the summary document address both teacher and administrator initial preparation leading to a Preliminary credential as well as the second-tier preparation completed through Induction. There are recommendations directed at the Teaching Performance Expectations (TPEs), the California Administrator Performance Expectations (CAPEs), the California Standards for the Teaching Profession (CSTP), and the California Professional Standards for Education Leaders (CPSEL). When each of these sets of expectations is next reviewed and updated, the group working on the review will be provided with the Key Concepts document. This document has already been presented to and reviewed by the Bilingual Authorization Work Group as well as the California Standards for the Teaching

Profession Work Group as these educators review the current standards and make recommendations for update and revision.

Pre-Service Family Engagement Consortium

The Parent Organization Network and San Diego State University have recently joined with the newly formed [National Association for Family, School, and Community Engagement](#) (NAFSCE). NAFSCE is organizing the work of seven states as they come together to develop a pre-service framework for culturally responsive family engagement and higher-education curriculum. In fall 2019 NAFSCE invited teams of representatives from institutions of higher education (IHEs) and state education agencies (SEAs) to apply to serve on the Family Engagement Consortium on Pre-Service Educator Preparation. The seven states that make up the consortium is shown in the table below:

State	Institution of Higher Education	State Agency
California	<ul style="list-style-type: none"> Shulamit Ritblatt, San Diego State University 	<ul style="list-style-type: none"> Araceli Simeón, Parent Organization Network, CA Family Engagement Network CORE TEAM Cheryl Hickey, Administrator, Commission on Teacher Credentialing
Colorado	<ul style="list-style-type: none"> Kris Greer, Fort Lewis College 	<ul style="list-style-type: none"> Darcy Hutchins, Director of Family, School, Community Partnerships, CO Department of Education Brittany Lane, Director of Education Preparation Colorado Department of Higher Education
Hawaii	<ul style="list-style-type: none"> Katherine Ratliffe, University of Hawaii at Manoa 	<ul style="list-style-type: none"> Polly Quigley, Hawaii Department of Education, Community Engagement Branch
Maryland	<ul style="list-style-type: none"> Davenia Lea, Bowie State University 	<ul style="list-style-type: none"> Barbara Scherr, Maryland State Department of Education
North Dakota	<ul style="list-style-type: none"> Cheryl Hunter, University of ND Grand Forks 	<ul style="list-style-type: none"> Jim Upgren, Office of School Approval and Opportunity, ND Department of Public Instruction Lucy Fredericks, ND Department of Public Instruction, Office of Indian/Multicultural Education
South Carolina	<ul style="list-style-type: none"> Michele Myers, University of South Carolina Anthony A. Pittman, Claflin University 	<ul style="list-style-type: none"> James Ritter, Office of Educator Services, South Carolina Department of Education Yolandé Anderson, South Carolina Department of Education, Family and Community Engagement
Wisconsin	<ul style="list-style-type: none"> Bola Delano-Oriaran, St. Norbert College 	<ul style="list-style-type: none"> Beth Giles, Teacher Education & Professional Development and Licensing, WI Department of Public Instruction

When the Parent Organization Network and San Diego State University applied to join the NAFSCE work, Executive Director Mary Vixie Sandy wrote a letter of support for their application. After working with the Parent Organization Network, Public Advocates, and San Diego State University on developing the key concepts document, the Commission was invited to join the California team. Administrator Cheryl Hickey will represent the Commission as the work moves forward.

Anticipated Outcomes of the Initiative:

- IHEs across the country will address family, school, and community engagement (FSCE) in meaningful and effective ways within their educator and administrator preparation programs, in alignment with the NAFSCE Family Engagement Pre-Service Framework.
- State agencies with pre-service oversight and key stakeholder groups across the country will address family and community engagement in meaningful and effective ways within their educator and administrator preparation program requirements, standards, and accreditation regulations, in alignment with the NAFSCE Family Engagement Pre-Service Framework.
- Educators and administrators will have the preparation, exposure, and support needed to effectively put in place teaching practices, organizational infrastructure, and policies that create equitable and meaningful opportunities for families to engage in their children's education, to support child development, student achievement, and school improvement, as well as overall teacher quality.

The states began working together in early 2020. Due to the pandemic, the work has transitioned to technology. The next meeting of the group will take place in January 2021.

Next Steps

Staff will bring additional items to the Commission as the work moves forward.

Appendix

Parent Organization Network Key Concepts on Parent Engagement Information for Work Groups to Consider as Standards are Reviewed and Revised

Background: This document is a result of a collaboration between the Parent Organization Network, Public Advocates, the SDSU Center for Family and Community Engagement, and the Commission on Teacher Credentialing. This document is a summary of selected recommendations from the report titled "[Family Engagement Training for Educators in Pre-Service: Common Sense but No Common Practice.](#)" Multiple conversations among staff from the Parent Organization Network, Public Advocates, the SDSU Center for Family and Community Engagement and Commission Staff discussed the report and developed these statements. The goal is for all educators to be prepared for family engagement so that effective practices become integrated into what educators do, resulting in strong family-school partnerships for student success.

- A. Family engagement research has demonstrated that solid two-way communication, a collaborative relationship, and a partnership between parents/families and educators (i.e., teachers, counselors, administrators, etc.) leads to improved outcomes for attendance, academics, social emotional skills, graduation rate, college and career readiness, teacher satisfaction, and school improvement. Programs should introduce the research on family engagement theories and practices to candidates in teacher preparation. Parent/Families and Community are different entities and should be addressed independently in the Commission's expectations. (NOTE: Update all program standards)
- B. Preservice educators need to be taught the importance of meaningfully engaging with parents and family, the research base in this area, and that this engagement leads to increased student learning and wellbeing. Parents/families bring important information that helps the teacher understand the whole student, meet the student where he or she is, and allows the teacher to build on the student's assets. (NOTE: Review and update TPEs and CAPEs)
- C. Preservice preparation programs need to share information with candidates regarding different family engagement models and practices. Possible ways this could be achieved is through field experiences, service-learning projects, and/or other activities (e.g., home visits, interviews, reflections on parent/teacher conferences or IEP meetings, etc.). (NOTE: Review and update TPEs and CAPEs)
- D. The performance expectations for new educators need to include the knowledge and skills of reaching out to families in a culturally, linguistically, and developmentally appropriate way. This includes awareness of implicit and explicit biases and their potential impact on expectations for and relationship with families and understanding of the importance of having real conversations about equity, inclusion, and diversity among essential partners—

students, faculty, school and state leaders, and family and community members. (NOTE: Review and update TPEs, CAPEs, CSTP, and CPSEL)

- E. Teachers in their induction program need to be supported in building upon the knowledge and skills gained in the preliminary preparation program demonstrating that they are able to build authentic relationships with parents and families. New educators need support in understanding how to apply theories learned in preparation programs (i.e., working on recognizing personal implicit bias, social and restorative justice principles, adult learning theory, trauma-informed family engagement practices as explained in the Multi-Tiered System of Supports) to family engagement. Mentors in the Induction program need to have the knowledge and skills to support the new teacher to develop reciprocal partnerships between families and teachers. (NOTE: Review and update Teacher Induction Program Standards)
- F. School Administrators set the expectations and create systems to support their teachers and staff/team. Effective administrators develop collaborative relationships and partnerships with students' families and parents using strategies to identify and address the diverse expectations, needs, goals, and aspirations of family and community groups. Administrators need to be supported to understand the barriers preventing effective family-school partnerships and take actions to mitigate them. Coaches in the Induction program need to have the knowledge and skills to support the new administrator to develop reciprocal partnerships between families and teachers. (NOTE: Review and update Administrator Induction Program Standards)