

# Family Engagement in the PSTs and CAP

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# Objectives

- Learn about changes in expectations around family engagement in the PSTs and CAP and how they fit into national trends.

# Agenda

<b>Topics</b>
<b>Current Trends in Preparing Educators for Family and Community Engagement</b>
<b>Application to PSTs and CAP</b>
<b>DESE Family Engagement Initiatives</b>

# Our Beliefs



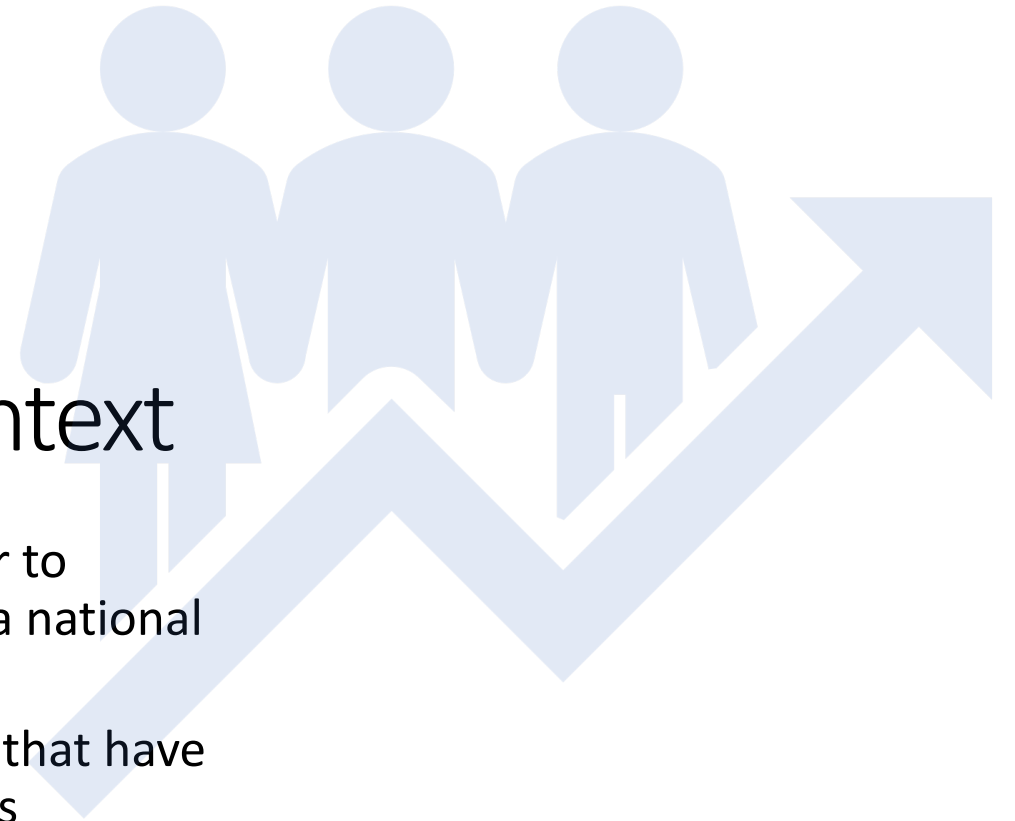
- We believe all students can thrive.
- We believe all students deserve access to effective educators.
- We believe through strong preparation all educators can be effective on day one.
- We believe all educators must support each and every student in their care.
- We believe students are best supported when families, communities, and educators work together.
- We believe DESE, sponsoring organizations, and PK-12 schools and districts will need to take action to disrupt inequities.
- We believe DESE, sponsoring organizations, and PK-12 schools and districts will need to partner to build an education system that lives up to these beliefs





## DESE Expectations in Context

- NAFSCE is presenting information in order to contextualize Standard III with trends on a national level
- They are NOT stating expectations of SOs that have not been communicated in DESE materials



# Current Trends in Preparing Educators for Family and Community Engagement



**NAFSCE**  
NATIONAL ASSOCIATION  
FOR FAMILY, SCHOOL, AND  
COMMUNITY ENGAGEMENT

# NAFSCE Mission + Vision



## OUR MISSION

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



## OUR VISION

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





# Students Succeed When Families, Schools and Communities Join Together.

Family and Community Engagement in education is a **shared responsibility** among families, schools, and communities to support student learning.

**FAMILIES** guide, support and advocate for student learning.

**SCHOOLS AND COMMUNITIES** reach out to neighborhood families and build relationships, help reinforce families' goals and co-construct practices and policies together.



# Family and Community Engagement in education matters.



## STUDENTS

Have improved school readiness, higher student achievement, better social skills and behavior, increased likelihood of high school graduation.



## FAMILIES

Experience increased family well-being, leadership, knowledge and skills.



## TEACHERS

Report increased job satisfaction and reduced likelihood of leaving the profession.



## EQUITY

Provides increased opportunities for all families and more equitable school environments

## THE CHALLENGE

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Family-facing professionals - school leaders, educators, family coordinators, afterschool providers, etc. - receive few opportunities early on or throughout their careers to learn how to partner with families and communities.

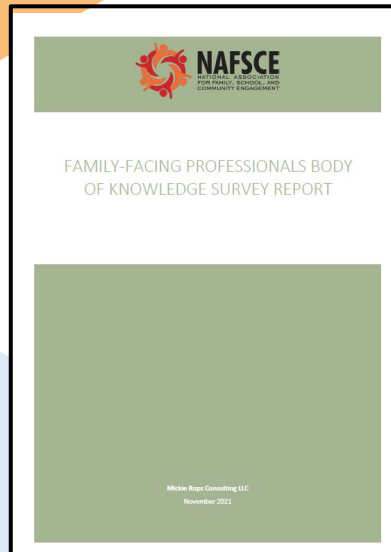


# Trend 1

**The national landscape is a mixed picture**



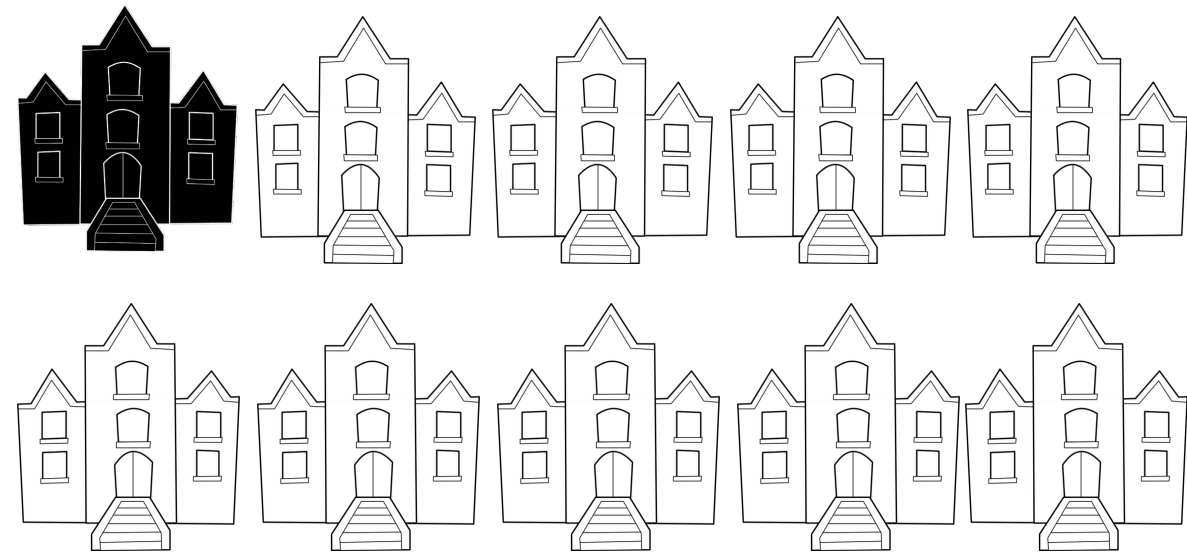
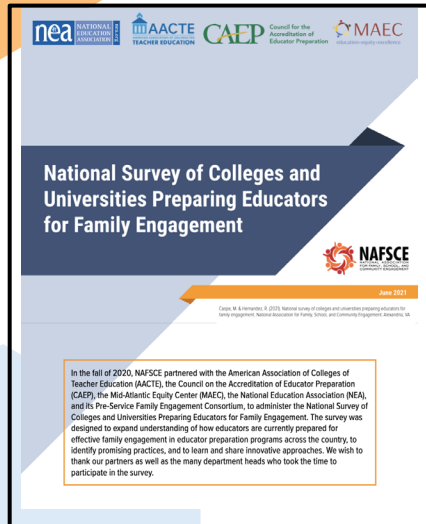
**Fewer than 4 out of 10 family-facing professionals believe that their pre-service or professional training fully covered the core competencies needed to engage families**



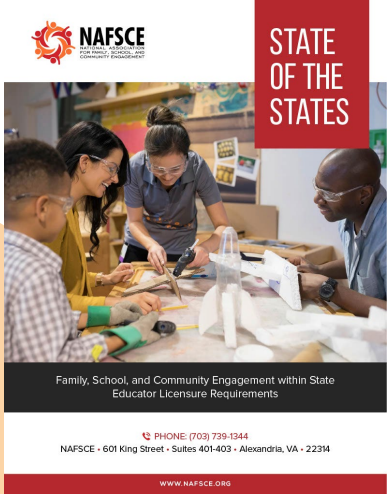
# Family and community engagement is incorporated into less than 25% of culturally sustaining pedagogy, classroom management, and language & literacy courses



# Family and community engagement is incorporated in less than 10% of courses for educational leadership and teaching STEM



# Only 30% of U.S. states and territories explicitly address training teachers in elements essential to effective family engagement





## Trend 2

**We know the competencies that educators need to develop to engage families meaningfully and equitably**

# Family Engagement Core Competencies



## REFLECT

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



## CONNECT

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



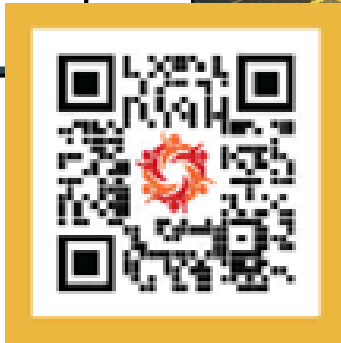
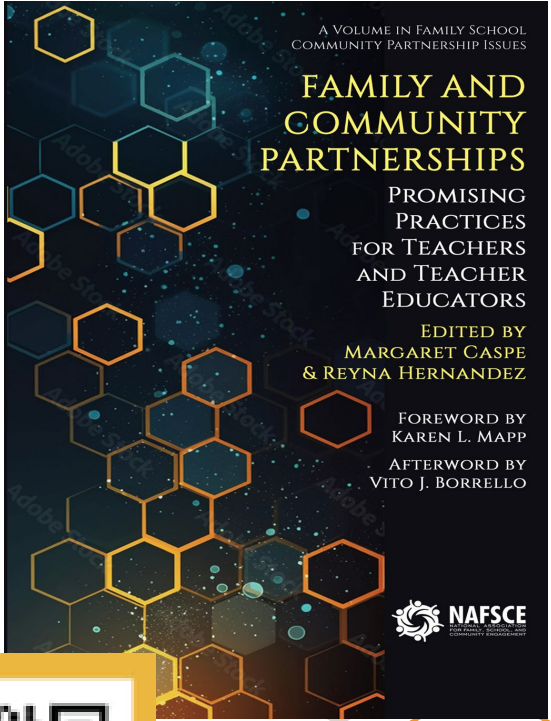
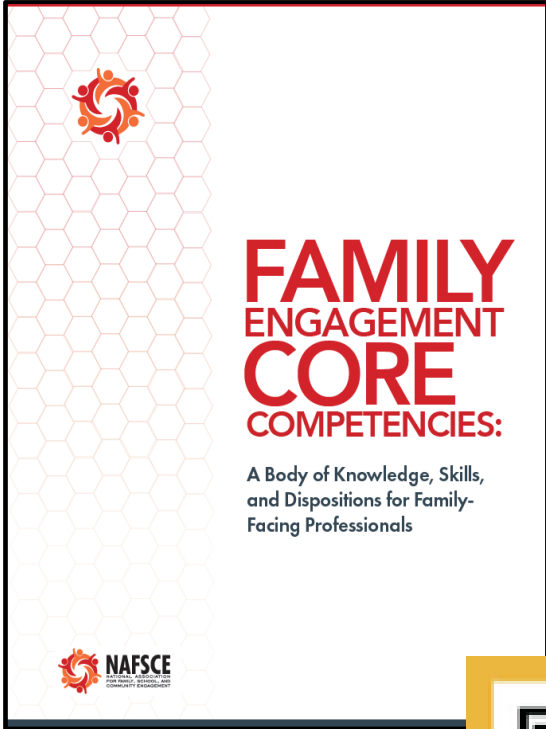
## LEAD

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



## COLLABORATE

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



# Our Process

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# Standards Crosswalk

## Appendix 1. Standards Alignment

NAFSCE reviewed a set of 15 professional standards from various organizations to understand how family, school, and community partnerships are represented within them. The organizational standards reviewed are in Table 1. The standards varied by audience and purpose. Therefore, the goal of this cross-walk is to elevate the commonality across the standards and draw out the comprehensive nature of what educators need to know and be able to do, and believe, to have a strong foundation in family engagement. We recognize that these documents do not represent the universe of those available, but were chosen because of their ubiquity in the field, commonality of use, or had been recommended to us. We commit to adding documents to this review across time and welcome responses for edits, additions, and changes.

Table 1. List of Reviewed Standards by Organization, Audience, and Purpose

Organization	Audience	Purpose
Association of Teacher Educators	Teacher educators	<b>Standards for Teacher Educators</b> The Association of Teacher Educators developed these standards to describe how teacher educators impact the education of teachers. Standard 2 and Standard 6 address family and community engagement competencies.
Council for Exceptional Children	Education candidates in the field of Special Education	<b>Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards)</b> The Council for Exceptional Children prepared these standards to guide the preparation of educators who will be working with students in kindergarten through 12th grade. Standards 1, 2, 6 and 7 address family and community engagement competencies.
Council for the Accreditation of Educator Preparation	Completers graduating from a K-6 Elementary Educator Preparation Program	<b>CAEP 2018 K-6 Elementary Teacher Preparation Standards (Initial Licensure Programs)</b> The Council for Accreditation of Educator Preparation developed these educator preparation standards to outline what completers graduating from a K-6 elementary educator preparation program should know and be able to do. Standard 1 addresses family and community engagement competencies.
Council of Chief State School Officers	PK-12 Teachers	<b>INTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0</b> The Council of Chief State School Officers, through its Interstate Teacher Assessment and Support Consortium (INTASC), developed these standards to outline what teachers should know and be able to do to promote student success. Standards 1, 2, 3, 7, 8, 9 and 10 address family and community engagement competencies.
Office of Head Start	Staff and Supervisors Who Work with Families	<b>Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work with Families</b> The Office of Head Start developed this resource to outline the competencies for staff working with families in Head Start and Early Head Start programs. Standards 1, 2, 3, 4, 5, 6, 7, 8 and 9 address family and community engagement competencies.

Organization	Audience	Purpose
The National Association for the Education of Young Children	Early Childhood Educators (0-8)	<b>Professional Standards and Competencies for Early Childhood Educators</b> The National Association for the Education of Young Children developed these standards to outline the core competencies early childhood educators will ideally demonstrate to promote the development and learning of young children. Standards 1, 2, 3 and 6 address family and community engagement competencies.
National Association of School Psychologists	School Psychologists	<b>The Professional Standards of the National Association of School Psychologists</b> The National Association of School Psychologists developed these standards to guide education, credentialing, professional practice and ethical behavior of school psychologists. Standards 1, 2, 5, 6, 7, and 8 address family and community engagement competencies.
National Board for Professional Teaching Standards	Early Childhood Teachers	<b>Early Childhood Generalist Standards</b> The National Board for Professional Teaching Standards developed these standards to articulate the actions that accomplished teachers utilize to advance student learning. Standards 1, 2, 3, 4, 5, 6, 7, 8, and 10 address family and community engagement competencies.
National Council on Family Relations	Family Life Educators	<b>Standards &amp; Criteria Certified Family Life Educator Designation</b> The National Council of Family Relations created this document to highlight the knowledge, skills, and abilities included within the examination for the Certified Family Life Educator (CFLE) designation. Standards 1, 2, 3, 6, 7, 8 and 10 address family and community engagement competencies.
National Education Association	Teacher Leaders	<b>The Teacher Leadership Competencies</b> The National Education Association, in collaboration with The National Board for Professional Teaching Standards, and the Center for Teaching Quality, developed these competencies to frame a vision for teacher leadership. The Instructional Leadership Competency; Diversity, Equity, and Cultural Competency; and the Association Leadership Competency address family and community engagement.
National Policy Board for Educational Administration	Institutions undergoing accreditation for educational leadership programs	<b>National Educational Leadership Preparation (NELP) Program Recognition Standards: District Level</b> The National Policy Board for Educational Administration developed these standards to specify what novice leaders and program graduates should know and be able to do after completing a high-quality educational leadership preparation program. Standard 5 and 7 address family and community engagement competencies.
	Educational leaders	<b>Professional Standards for Educational Leaders</b> The National Policy Board for Educational Administration developed these standards to outline the core competencies for educational leaders - including principals and assistant principals - to build successful schools and promote student learning. Standards 8, 9, and 10 address family and community engagement competencies.

**Standard 1: Content and Pedagogical Knowledge**

The provider ensures that candidates develop an understanding of the critical concepts and principles of their

The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students **and their families.**

...candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

**R1.2 Content** The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning

**R1.3** ...candidates are able to apply critical concepts and principles of learner development, learning differences, and creating safe and supportive learning environments in order to work effectively with diverse P-12 students **and their families.**

engage and improve learning for all students.

**R1.4 Professional Responsibility** The provider ensures candidates are able to apply their knowledge of ... demonstrate

...collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students **and their families.**

**Standard 2: Clinical Partnerships and Practice**

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

**R2.1 Partnerships** arrangements for preparation.

**R2.2 Clinical Edu** provider- and sch student learning a

**R2.3 Clinical Experiences** The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, **schools, families, and communities.**

**Standard 4: Program Impact**

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

**R4.1 Completer Effectiveness** The provider demonstrates that program completers.

The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students **and their families.**

preparation for their assigned responsibilities in working with diverse P-12 students and their families.

**R4.3 Satisfaction of Completers** The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.



# InTASC: Model Core Teaching Standards

The teacher collaborates with families, communities ...values the input and contributions of families...in understanding and supporting each learner's development

Standard 1: Learner Development

The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms

Standard 2: Learning Differences

The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments

Standard 3: Learning Environments

The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

Standard 7: Planning for Instruction

The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest

Standard 8: Instructional Strategies

The teacher...uses evidence to continually evaluate practice, particularly the effects of choices and actions on others (learners, families...), and adapts practice...

Standard 9: Professional Learning & Ethical Practice

The teacher respects families' beliefs, norms, and expectations and works collaboratively with learners and their families to establish mutual expectations and ongoing communication

Standard 10: Leadership & Collaboration



# Our Process

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## 1. Respect, Honor, and Value Families

- a. Examine, respect, and value the cultural and linguistic diversity of families and communities
  
- b. Explore, understand, and honor with families how children develop, grow, and change from birth through adulthood across settings, and how these changes affect families



## 2. Embrace Equity Throughout Family Engagement

- a. Look inward to develop cultural humility, cognitive flexibility, and perspective-taking skills to practice anti-bias and equitable family and community engagement.
  
- b. Reflect on how history and social context influence family engagement systems and practices.



# REFLECT





### 3. Build Trusting Reciprocal Relationships with Families

- a. Cultivate mutual trust
- b. Communicate effectively
- c. Create welcoming environments
- d. Reach out actively to families, especially those who might be most underserved



### 4. Foster Community Partnerships for Learning and Family Well-being

- a. Build community partnerships to support children and families
- b. Establish systems to expand how families link to community resources
- c. Cultivate social support networks and connections among families



CONNECT







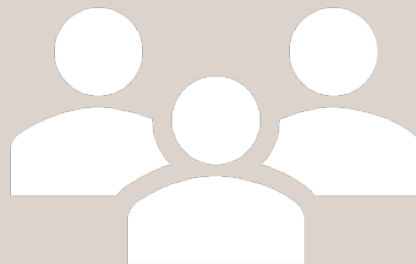
## 5. Co-Construct Learning Opportunities with Families

- a. Build upon family knowledge as resources for learning
- b. Join with families for planning, implementing, and evaluating learning opportunities and services



## 6. Link Family and Community Engagement to Learning and Development

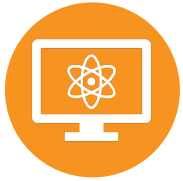
- a. Develop data systems that are accessible to each and every family
- b. Create conversations around developmental and academic progress
- c. Expand on family learning in the home and community



# COLLABORATE







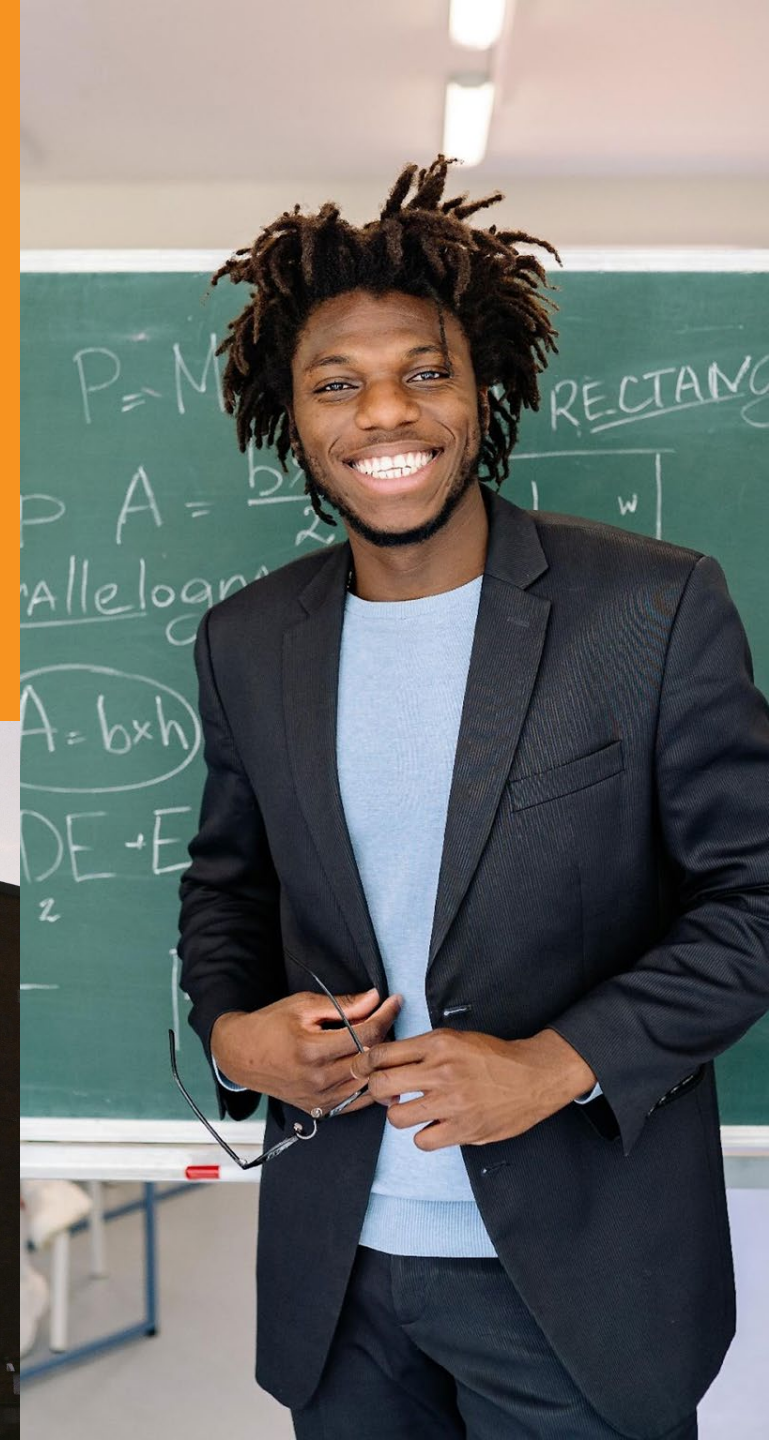
## 7. Take Part in Lifelong Learning

- Identify and participate as a member of the family engagement profession
- Engage in professional learning to grow family engagement knowledge and skills
- Use data to assess, evaluate, and improve family and community engagement



## 8. Advocate for Systems Change

- Identify and examine new and existing policies and practices to further family and community engagement
- Champion equity as an essential element of family and community engagement and stand with families for equitable educational systems and outcomes
- Reframe the conversation around family and community engagement to expand public understanding

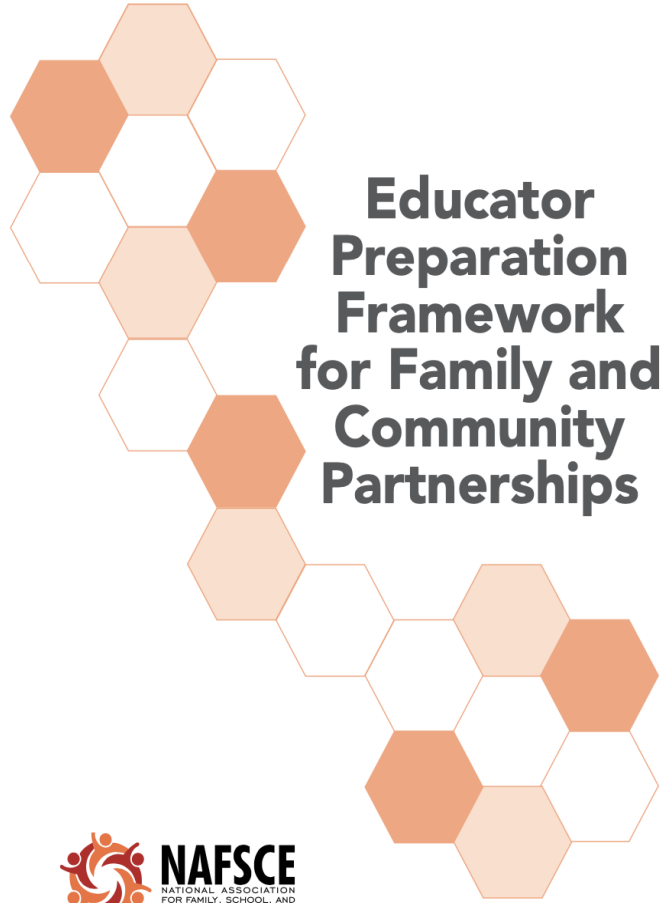




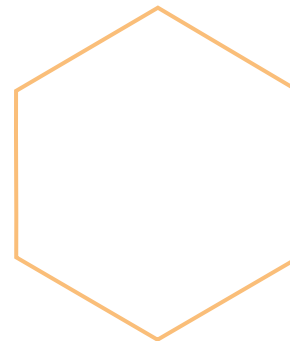
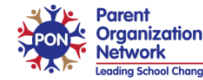
## Trend 3

**Preparing educators for family engagement takes partnerships among educator preparation programs, families & communities, schools, and districts**





# Educator Preparation Framework for Family and Community Partnerships



# Equity, Collaboration, Systems Transformation

## Partners

**Educator Preparation Programs**

**Families & Communities**

**State Education Agencies**

**Schools & Districts**

## Levers for Change



Money



Mandates,  
Measuring &  
Monitoring



Methods



ReiMaging



Messaging,  
Marveling &  
Motivation

## Outcomes

Enhanced  
coursework and field  
experiences

Redesigned  
programs

Policy and systems  
change

Advocacy and  
mobilization of  
families, schools, and  
communities



**Interconnected  
Educator Preparation  
Partnerships**



**Family and Community  
Engagement Is  
Universally Practiced**



**Educators Are  
Prepared**

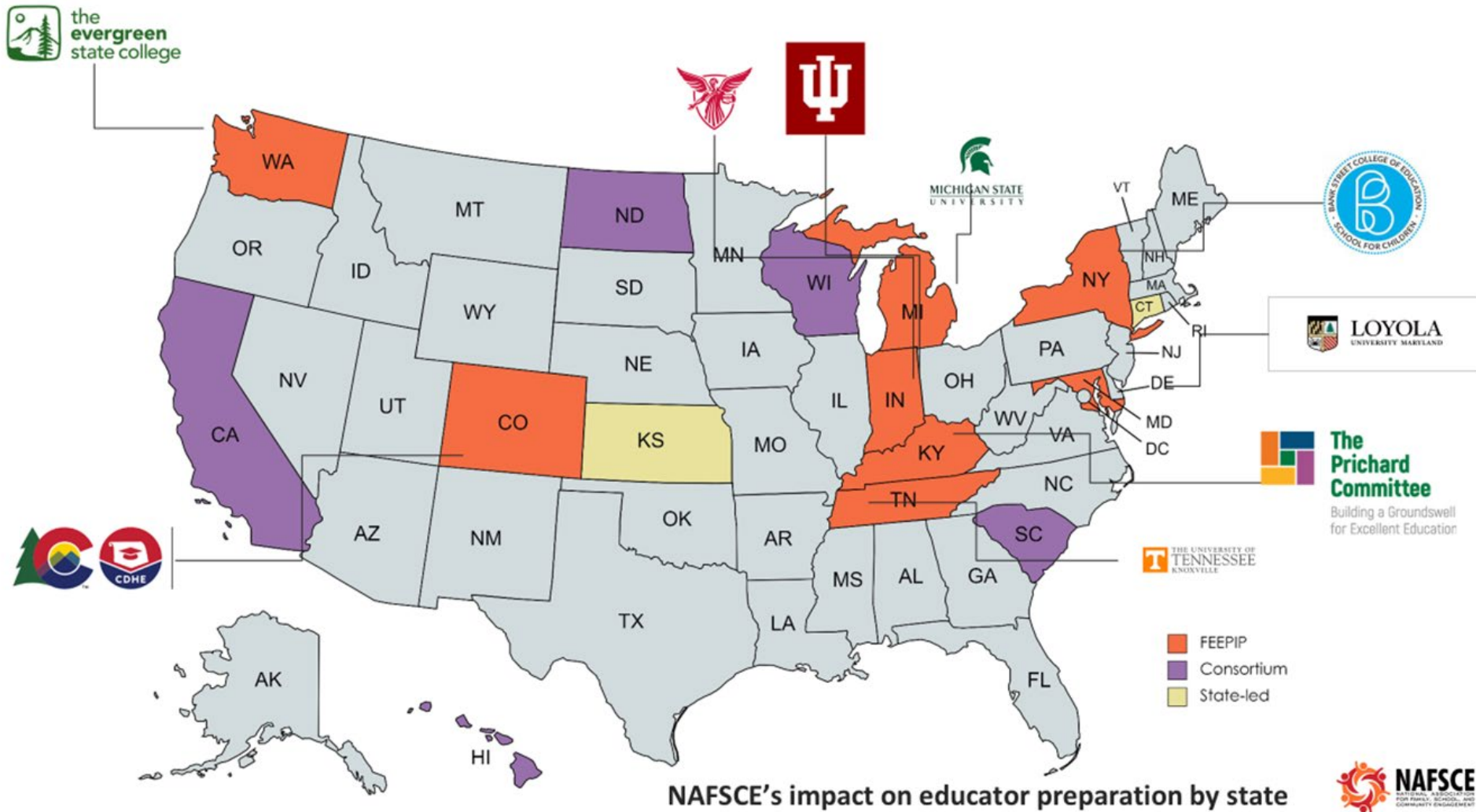




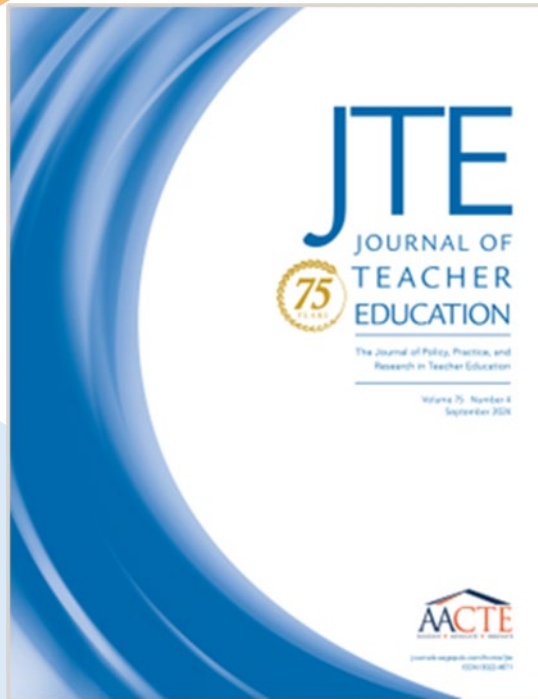
## Trend 4

**There are many bright spots around the country we can learn from**

# Family Engagement and Educator Preparation Innovation Project (FEEPIP)



# Innovation Collaboratives Impacted Four Main Areas



Coursework

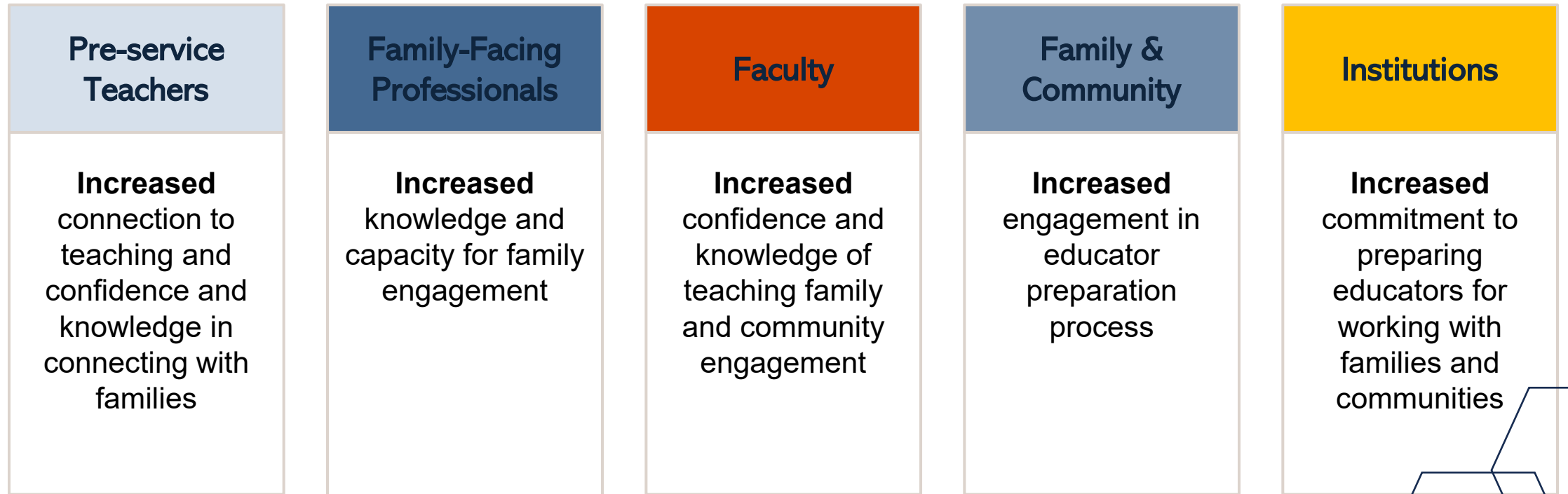
Clinical Practice

Program  
Redesign

Systems Change

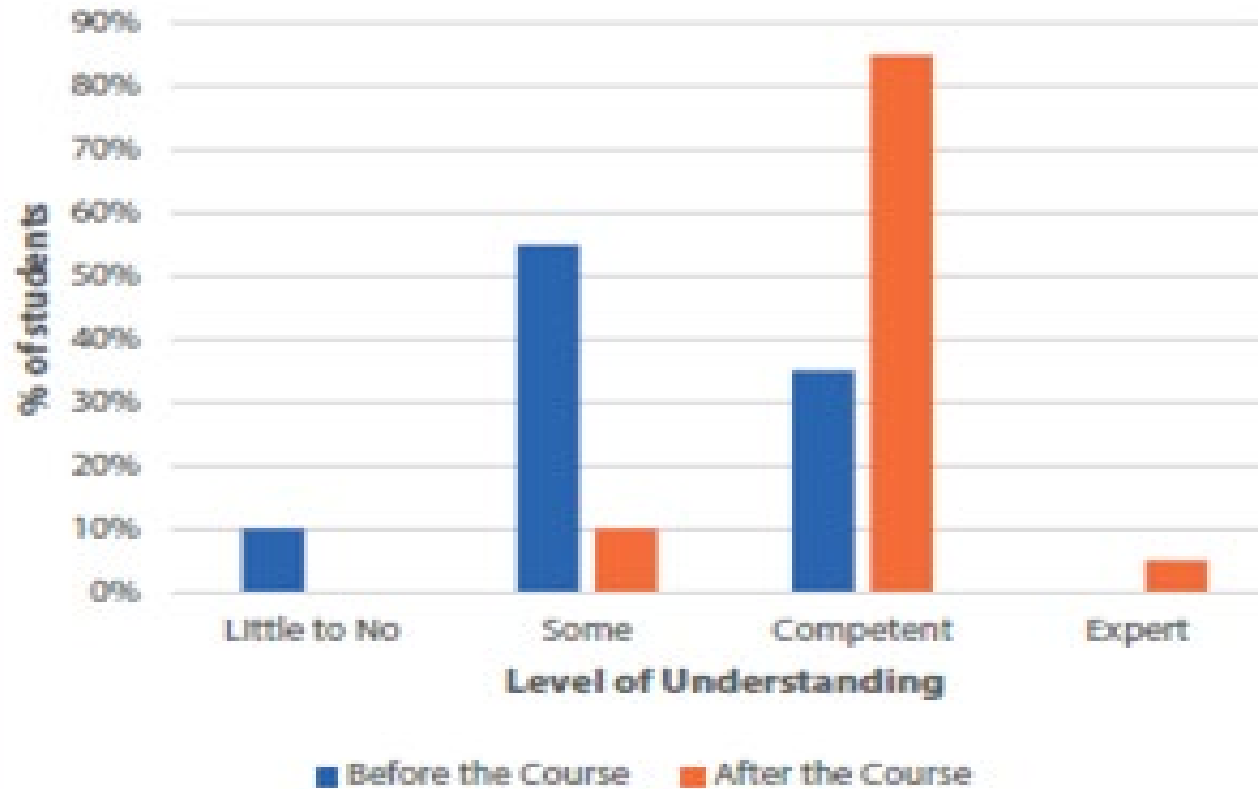


# Innovation Collaboratives Influenced the Educator Preparation Ecosystem



# Close Up: Curriculum Infusion

Pre-Service teacher candidates increased their confidence in working with families.



**The Prichard Committee for Academic Excellence (KY)** - A collaboration with the Commonwealth Institute for Parent Leadership to integrate family engagement knowledge, skills, and field experience into pre-service coursework.



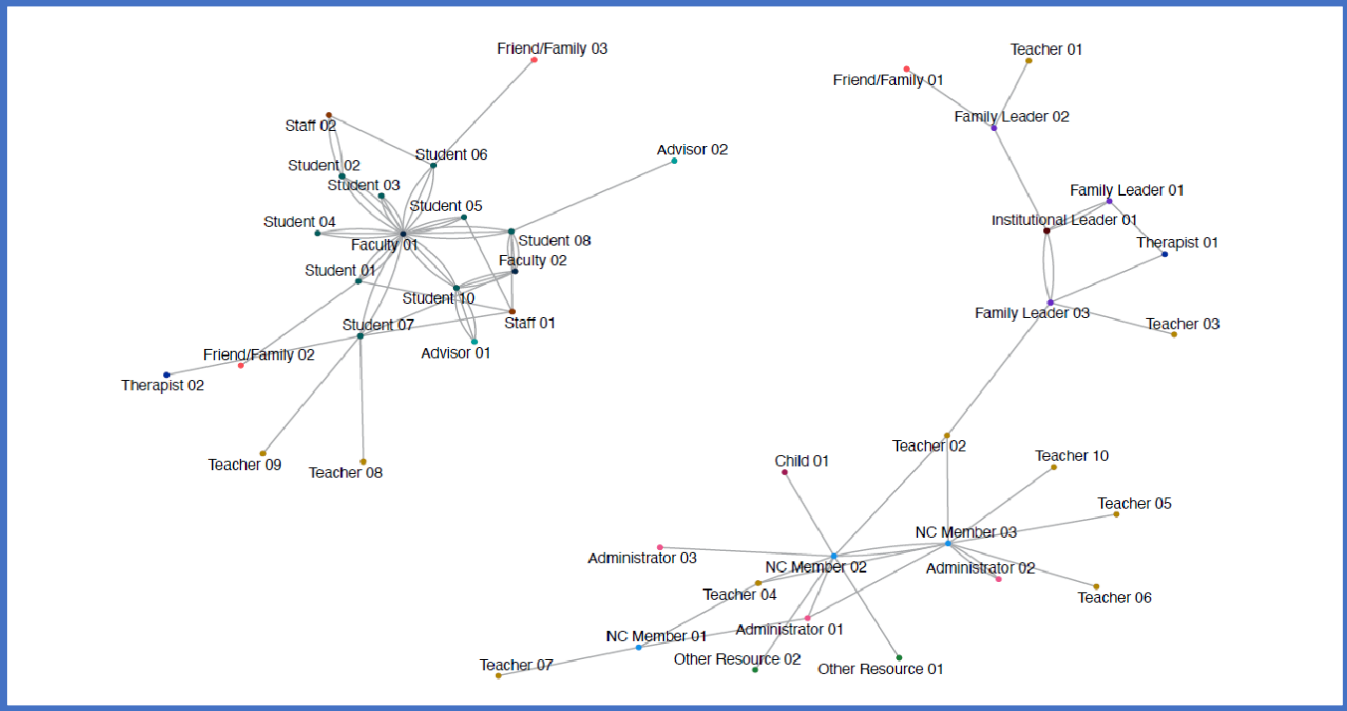
**The Prichard Committee**



Building a Groundswell for Excellence  
NAFSCE

# Close Up: Clinical Experience

Students, families, and community members increased opportunities to grow their social networks.



The Collaborative for Equitable and Inclusive STEM Learning at the Indiana University School of Education (IN) - in partnership with Indianapolis Public Schools, The Neighborhood Caucus of the Indy East Promise and Down Syndrome Indiana - to engage pre-admissions pre-service teachers in family-centered STEM learning events modeled after the Family as Faculty approach.



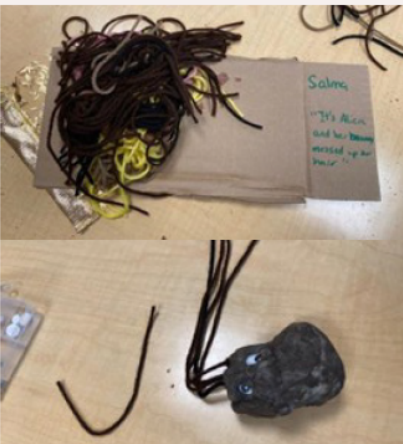
# Close up: Program Redesign

## FOUNDATIONS COURSES

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

### Ideas from Focus Groups

- **Child Development:** More on 0-3 child development and hands-on experience working with infants/toddlers
- **Learning Differences:** More on different kinds of learning differences and what children might need in a wide range of environments (e.g., understanding the variability that can exist within a single disability category; possibly steering students to focus on particular disabilities since it may be difficult to become expert on all disabilities and their many variations in a short period of time)
- **Current events:** More current events and family context on children's development and lives



Artwork created during focus groups

## METHODS COURSES

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

### Ideas from Focus Groups

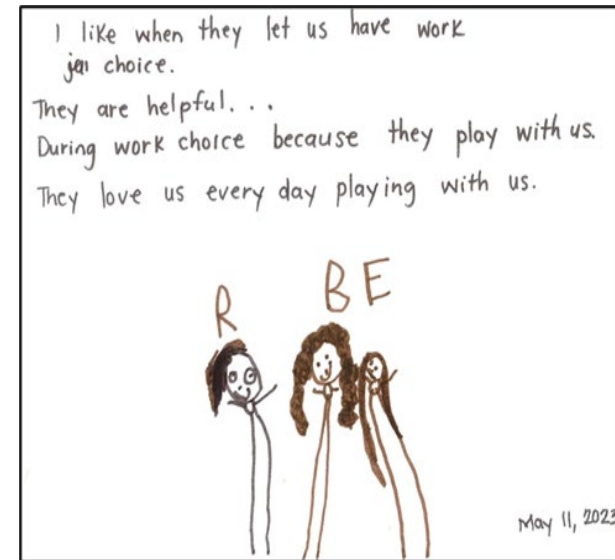
- **Curriculum:** Keep the curriculum course
- **Classroom Management:** More emphasis on classroom management, establishing a classroom community, developing routines and consistency, and developing meaningful relationships with individual children that allow educators to know exactly what approaches benefit each child
- **Differentiating Behavior:** More on differentiating behavior and language depending on the child, and ensuring accessibility for all children (UDL, backwards planning, working with an interdisciplinary team)
- **Assessment:** More on developing and implementing assessments when teaching lessons
- **Technology:** More on incorporating educational technology
- **Transitions:** Expand information on how to get to know a child before the year begins from previous teachers/ service providers, the family (e.g., through home visits), and observing the child.
- **Social-Emotional Learning:** More on how to learn to think holistically about education (not just academics) with more emphasis on social-emotional learning, including crisis intervention and how to cultivate children's interests and creativity offering children multimodal learning experiences
- **Professional Stance:** Support early career teachers to remain motivated, have stamina, and love the work of teaching and develop self-reflective skills, humility, a learner's stance, a stick-with-it attitude, flexibility, and creativity, and knowing how to ask for help when unsure of what to do, accepting the journey of trial and error and that we all make mistakes

## SPECIALIZATION COURSES

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

### Ideas from Focus Groups

- **Curriculum:** Must keep Observation & Recording/Practicum 1, Collaboration with Families (Practicum 2), Play Techniques
- **Systems Thinking:** Understanding the ins and outs of the special education system and related services; Add a course on advocacy or embed advocacy more explicitly throughout program knowing what is within a teacher's role/locus of control and who the other players are that might need to be brought in Negotiating with key actors to ensure children receive the services they need, Direct experience observing in different kinds of special education settings
- **Understanding Individualized Education Plans (IEPs):** Trial and error when supporting individual children with IEPs - being able to adjust a plan after it's been implemented if it doesn't work for the child Relatedly, implementing plans and measuring progress towards goals in ways that do not demoralize children with IEPs, Creating IEP goals and incorporating them into curriculum planning
- **Interprofessional Collaboration:** Collaborating effectively with paraprofessionals, other adult colleagues, such as related service providers or co-teachers, and school leaders
- **Communicating with Families:** Being able to work with a wide range of communities and being able to communicate about services & IEPs in ways that the family will understand depending on family background with diplomatic communication, and the ability to have difficult, genuine, authentic and caring conversations. Communicating with families through a range of modalities to ensure maximum accessibility. Communicating regularly with families (1-3 times a month) and making sure everyone is on the same page about what the child is working on (not just telling parents what isn't going well, and more reports than just the annual IEP meeting). Communicating with the entire family/caregiving unit, even if it is just one person that school personnel typically see (it does not mean the other[s] are not also involved). How to have the "meeting before" or the "meeting after" the meeting (e.g., conversation before the IEP about what child does well and what they'll have to discuss in IEP)
- **Building Relationships with Families:** Showing empathy to families and remembering that they too are learning their child and are engaging in a daily practice of trial and error as caregivers, building authentic, close-knit relationships and knowing how to work effectively with different kinds of families and family structures
- **Supporting Family Learning:** Providing tips and strategies for families to try at home in order to support their child, supporting families to use the language of school at home, speaking with families about the approaches and values of the home to ensure practices used in school align and practice creating parent/family workshop



**Bank Street College Graduate School of Education (NY)** - in partnership with Bronx Community Charter School, New York Center for Child Development, and the Bank Street Head Start program – is engaging in focus groups with families and children to redesign its Early Childhood Special Education preparation program.

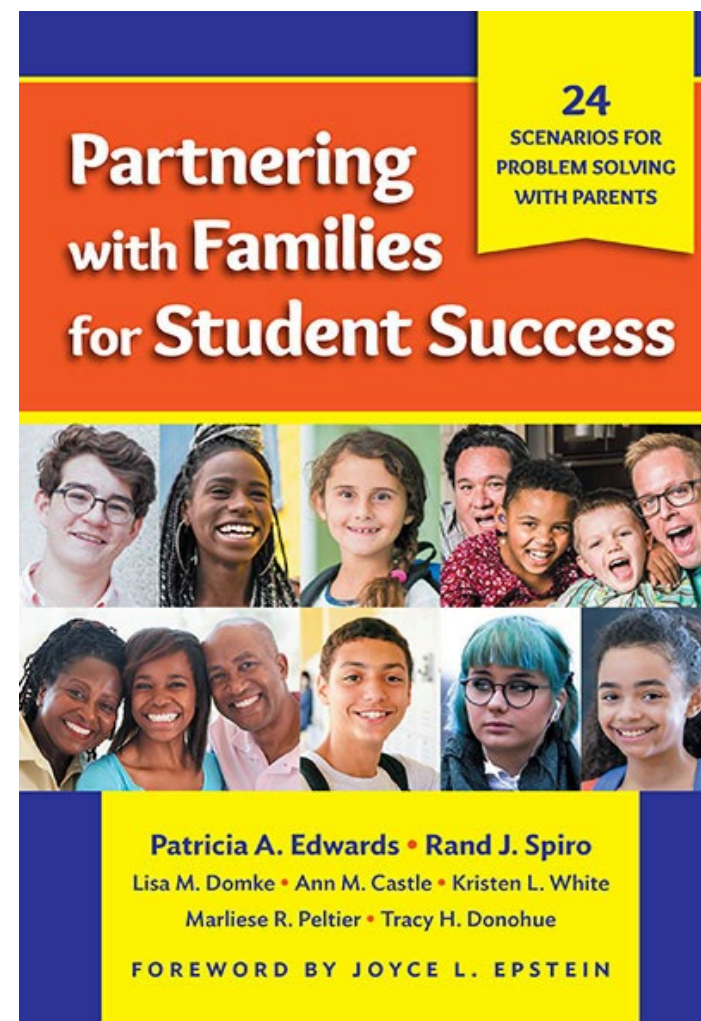
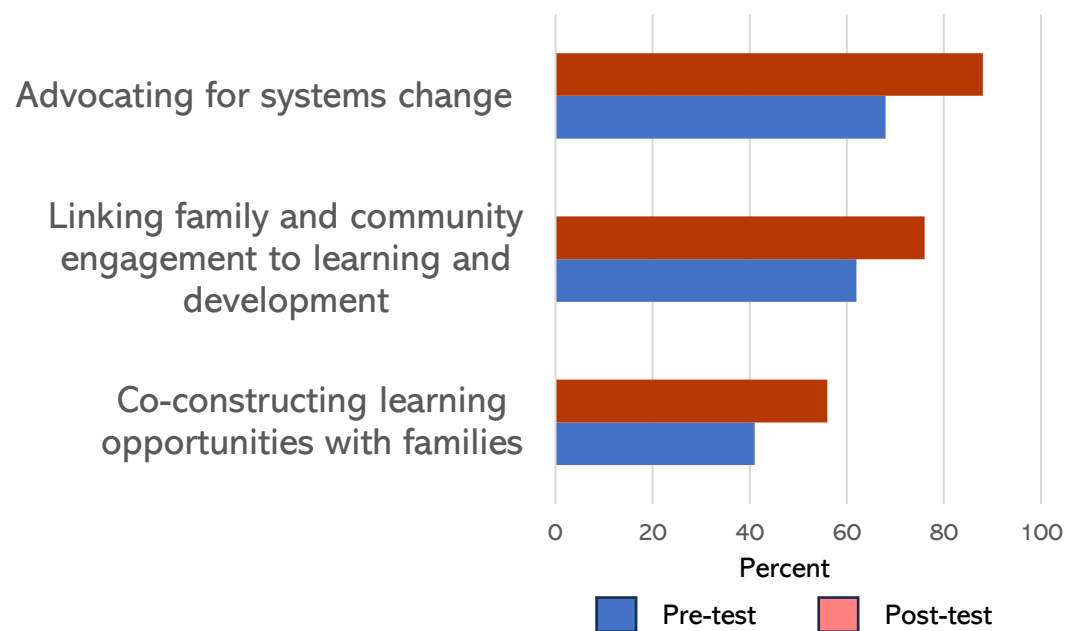




# Close up: Systems Change

Mentor teachers across 5 different institutions and district partners improved their abilities in family and community engagement

Increases in family-facing professionals' perceptions of how they collaborate and lead with families.



**Michigan State University (MI)** - in partnership with Northern Michigan University, Ball State University, University of Southern Maine, Bowie State University as well as Lansing Public Schools Marquette-Area Public Schools Muncie Community Schools, South Portland School Department and Prince George's Community Public Schools - to run a professional learning group to enhance collaborating teachers' competencies in mentoring pre-service teachers in family and community engagement.



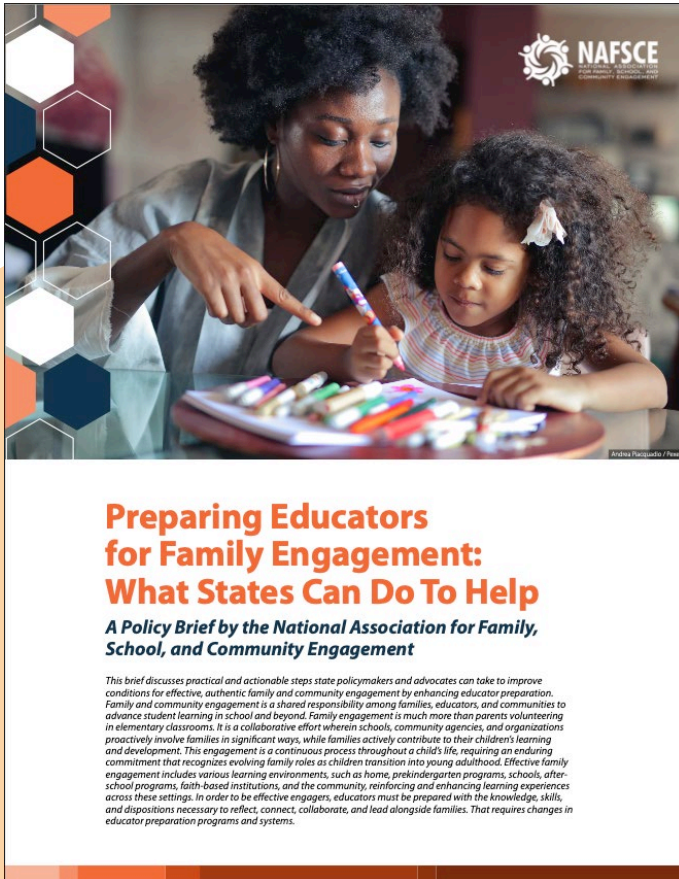
**MICHIGAN STATE**  
UNIVERSITY



## **Trend 5**

**Policymakers have an important role to play**

# What States Can Do



## Legislate

Requirements for family engagement throughout educator preparation systems.



## Collaborate

With the field to elevate and inspire best-practice educator preparation for family engagement

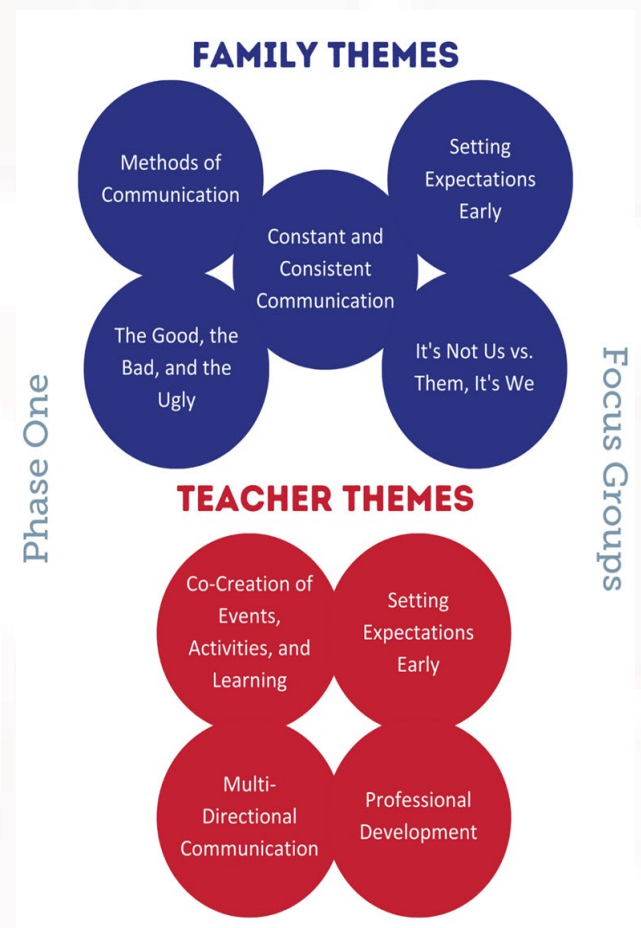


## Regulate

Explicit family engagement requirements throughout educator preparation guidance, policy, and procedure.

# Expanding Leadership

**Colorado Department of Higher Education (CO)** - in collaboration with the Colorado Department of Education and a consortium of educator preparation programs throughout the state - to embed the Family Engagement Core Competencies into educator preparation and the field across the state of Colorado through the design of a statewide survey and focus group tool.







# Thank you!

[caspem@nafsce.org](mailto:caspem@nafsce.org)



# Changes in PSTs and CAP

# Differentiated Practice Levels

Level	Expectation for Candidates
<b>Practice</b>	Candidates are introduced to and then <b><i>actively engage in opportunities to apply</i></b> the concepts and skills they have learned. They have opportunities to practice these skills, be observed by instructors or field supervisors, and obtain feedback.
<b>Demonstrate</b>	Candidates practice and are ultimately able to <b><i>demonstrate proficiency</i></b> in the concepts and skills they have acquired. They are able to apply their knowledge and skills in various situations, including in field-based experiences. Their application of the concepts and skills meets established standards. <b>They are able to demonstrate the concepts and skills without the need for significant guidance or support, though they may still be developing the scope and consistency expected for the Essential Elements.</b>

# Differentiated Practice Levels

Level	Expectation for Candidates
<b>Essential Elements</b>	<p>A subset of elements at the “demonstrate” level have been identified as the Essential Elements. These are the practices and skills assessed through the Candidate Assessment of Performance (CAP). Each Essential Element was selected in part because the knowledge and skills it describes serve as an umbrella to other elements within the PSTs (See <a href="#">Appendix C</a>). Candidates must meet the established readiness thresholds for quality, scope, and consistency for each Essential Element to be deemed “ready to teach” during their practicum (see <a href="#">2024 Guidelines for the Candidate Assessment of Performance</a>).</p>



# Standard III Practice Levels

III-A Communication with Families	Introduce	Practice	Demonstrate
<p>1. <b>Communication With Families:</b> Establishes regular, two-way communication with families that:</p> <ul style="list-style-type: none"> <li>• Is culturally and linguistically sustaining, aligned with family preferences, in language(s) that families understand, and in approachable language and formats.</li> <li>• Shares timely information about student learning and performance.</li> </ul>		X	
III-B Family Engagement	Introduce	Practice	Demonstrate
<p>1. <b>Family Engagement:</b> Engages with families in a way that is equitable and collaborative by:</p> <ul style="list-style-type: none"> <li>• Building positive relationships with families characterized by mutual trust and respect.</li> <li>• Providing a variety of frequent, inclusive, and culturally and linguistically responsive opportunities for all families to engage as partners in the classroom community.</li> <li>• Clearly and accessibly communicating information about family engagement opportunities.</li> </ul>		X	

# Standard III Practice Levels

III-A Communication with Families	Introduce	Practice	Demonstrate
<p>1. <b>Communication With Families:</b> Establishes regular, two-way communication with families that:</p> <ul style="list-style-type: none"> <li>• Is culturally and linguistically sustaining, aligned with family preferences, in language(s) that families understand, and in approachable language and formats.</li> <li>• Shares timely information about student learning and performance.</li> </ul>		X	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Role plays of parent conferences</li> <li>• Practicing writing emails to individual families which are then reviewed by instructor or SP</li> </ul>
III-B Family Engagement	Introduce	Practice	
<p>1. <b>Family Engagement:</b> Engages with families in a way that is equitable and collaborative by:</p> <ul style="list-style-type: none"> <li>• Building positive relationships with families characterized by mutual trust and respect.</li> <li>• Providing a variety of frequent, inclusive, and culturally and linguistically responsive opportunities for all families to engage as partners in the classroom community.</li> <li>• Clearly and accessibly communicating information about family engagement opportunities.</li> </ul>		X	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Participating in back-to-school night</li> <li>• Helping plan a family-centered event</li> <li>• Drafting communication to families about classroom events</li> </ul>

# Standard III Practice Levels

III-C Collaboration	Introduce	Practice	Demonstrate
<p>1. <b>Collaboration on Student Learning and Well-Being:</b> Partners with families to support students' learning and well-being by:</p> <ul style="list-style-type: none"> <li>● Leveraging families' cultural and linguistic knowledge and expertise as assets.</li> <li>● Engaging with families about what students are learning in the classroom and expectations for student success.</li> <li>● Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.</li> </ul>			<p>X CAP Essential Element</p>

# Standard III Practice Levels

III-C Collaboration	Introduce	Practice	Demonstrate
<p>1. <b>Collaboration on Student Learning and Well-Being:</b> Partners with families to support students' learning and well-being by:</p> <ul style="list-style-type: none"> <li>• Leveraging families' cultural and linguistic knowledge and expertise as assets.</li> <li>• Engaging with families about what students are learning in the classroom and expectations for student success.</li> <li>• Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.</li> </ul>			<p>X CAP Essential Element</p>

## Examples:

- Drafting communication to families to invite them to participate in student learning, coordinating with families about how they want to engage
- Drafting a data systems that is accessible to all families, getting feedback from families on how it's working
- Collaboratively planning family engagement events
- Drafting talking points for parent conferences that ask for parents' input (and participating alongside SP, if possible)
- Issuing a survey to solicit input from families about what classroom resources would represent their families, identifying new classroom resources in response
- Create assignments for students that involve families





**Family Engagement**  
Department of Elementary and Secondary Education

# DESE Family Engagement Initiatives 2024

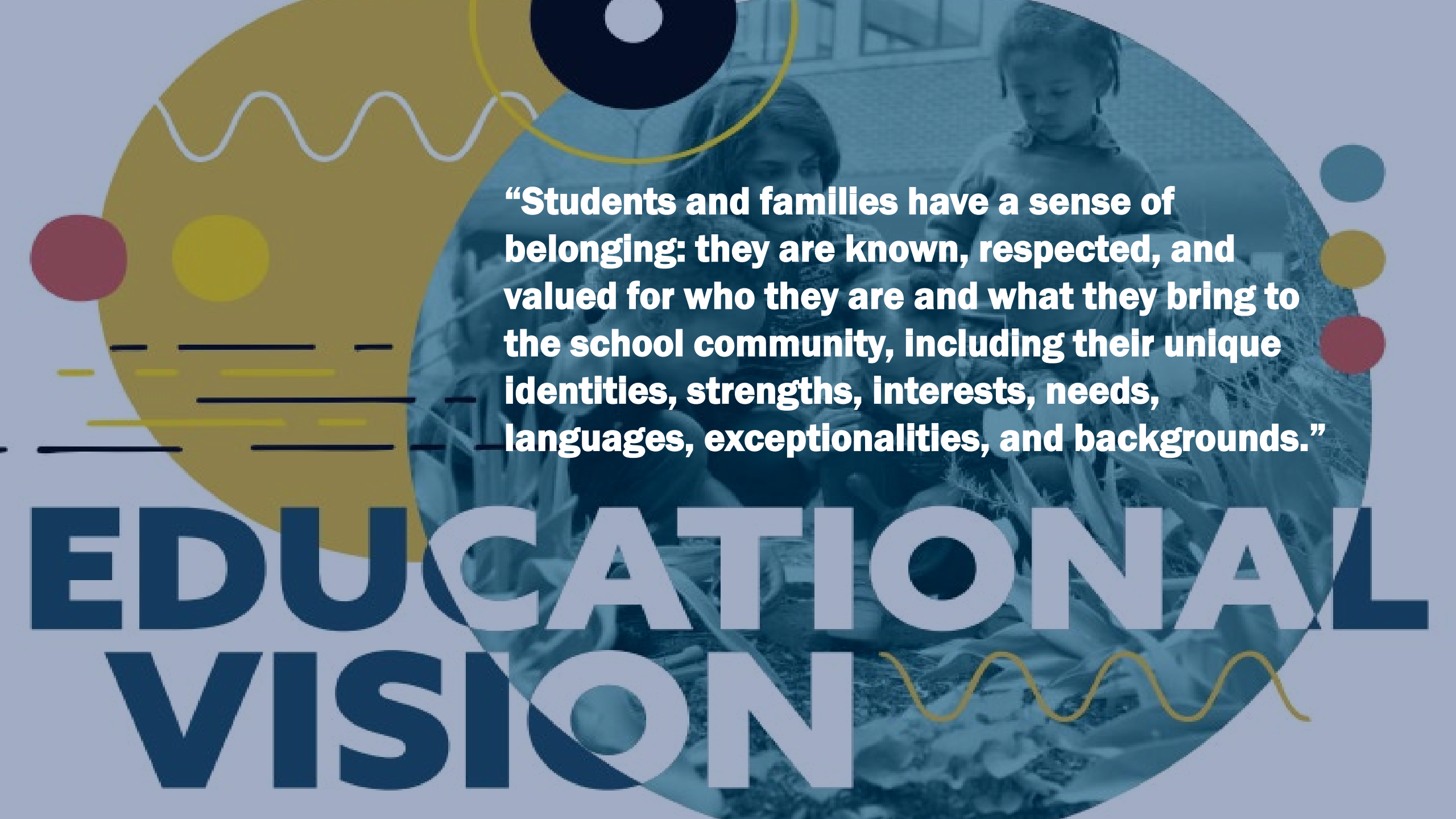
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**dese**  
MASSACHUSETTS  
Department of Elementary  
and Secondary Education



**“Students and families have a sense of belonging: they are known, respected, and valued for who they are and what they bring to the school community, including their unique identities, strengths, interests, needs, languages, exceptionalities, and backgrounds.”**

# **EDUCATIONAL VISION**



# Our Commitment



## All students are known & valued

### *Students are known*

- Students and families have a sense of belonging: they are known, respected, and valued for who they are and what they bring to the school community, including their unique identities, strengths, interests, needs, languages, exceptionalities, and backgrounds.
- Students attend safe and supportive schools that tend to their overall wellbeing.
- Students gain awareness of how they think, learn, relate, and communicate, including in multiple languages/dialects.



# Examples of District Supports for Family Engagement

## Guidance:

- The Prenatal through Young Adulthood Family Engagement Framework for Massachusetts

## Family Engagement Framework

- Family, School & Community Partnerships Fundamentals Self Assessment Tool
- Parent and Community Education and Involvement Advisory Council (PCEIAC)

## Professional Development

- Family Engagement Professional Development (calendar)
- Better Together: Massachusetts Family School Partnership Fundamentals Reusable Learning Object (RLO)
- Family Institute for Student Success FISS Application

## Grants:

- Family Engagement Grants (Fund Code 339) (FY25 version anticipated in Summer 2025 if funding is available )

# Family Engagement Initiative Highlights

- **Family Institute for Students Success (FISS):** First cohort implementing FISS new curriculum
  - Lowell 64 families graduated from the initiative SY 2023-2024
  - Worcester 45 families graduated in November SY 2024
  - Fall River Charter School 37 families graduated in November SY 2024
  - Fitchburg Early Learning Center 25 families graduated in October SY 2024
- **Family Engagement Grant**
  - Option 1: Respuesta (The Answer) - 8 schools sites implemented
  - Option 2: Partnering with Diverse Families - 16 schools selected this option
- **Better Together Summit:** Number of participants who attended the Family Engagement Summit SY 2023
  - 350 educators
  - 250 families
  - 15 community partners

# Family Engagement Initiatives

## Initiatives to Be Confirmed SY 2024-2025

Continue support for FISS

Family Engagement Grant

Better Together Summit - Spring 2025

Professional Development Community of Practices

## Confirmed Projects to Begin SY 2024-2025

Family Portal

Family Engagement Leaders Fellowship Program



# Questions?





# Students Succeed When Families, Schools and Communities Join Together.

Family and Community Engagement in education is a **shared responsibility** among families, schools, and communities to support student learning.

**FAMILIES** guide, support and advocate for student learning.

**SCHOOLS AND COMMUNITIES** reach out to neighborhood families and build relationships, help reinforce families' goals and co-construct practices and policies together.