



Leading with Professional Ethics

Competency

Educator leads with professional ethics to empower families to support and advocate for students and schools

Key Method

Educator empowers families by collaborating with families to identify a need, then plan and facilitate a workshop to address this need.

Method Components

Meaningful Family Engagement

Family engagement is about every adult in a child's life working together to help the child reach their full potential. Just like a space launch needs engineers, mathematicians, and physicists to work side by side to send astronauts to space, families, schools, and communities need to form partnerships for all children to have the opportunity to succeed. Strengthening family, school, and community bonds is a critical factor in raising student achievement, closing achievement gaps, and attaining school improvement goals. Research shows that engaged families and communities have a positive impact on students' academic achievement, aspirations, and well-being. Research also shows that family engagement and community engagement improves school climate and teacher satisfaction and retention, and is a common feature of high-performing schools. Most importantly, family engagement benefits all students regardless of their family income, education, or background.



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Family and Community and Engagement

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Family engagement is not a one-size-fits-all approach. Families come in many different configurations, have different work schedules, speak many languages, and have different past experiences with schooling. Some parents have said they lack the resources to help their child, and some express frustration with school bureaucracies or policies they find hard to understand or change. Fortunately, teachers, administrators, and support staff can take steps to reach out, partner, and engage with students' families, but they need to employ a wide range of skills to do so. This micro-credential stack is designed to promote the development of these much needed skills.

Leading with Professional Ethics

Ethical considerations are part of any profession. In family engagement, this means educators commit to continuously improving how they communicate and build relationships with families and staying up to date on new ideas and strategies through professional learning opportunities. It also means taking a leadership role in supporting families in ways they'd like to be change agents for their student and school. This might mean conducting workshops for families, holding parent cafes, or leading parent academies, to name a few.

Gather Information: Funds of Knowledge

Family engagement leaders understand the issues and concerns families have about their own child, the school, and broader community. A funds of knowledge survey can be administered to learn about your school community, families and students. A survey of this nature asks families to consider the knowledge and skills they'd like to bring to the school and community and also asks families what they'd like to learn and know more about. It is important to ensure that you collect information from a diverse group of families and that all populations of your school community are included in the process. You will need to consider access, language, and literacy levels.

Analyze

Compile results and make a list of how families would like to be more engaged in the school community and what they'd like to know more about.

Apply

Select a need that will have a high impact and empower families. Plan a workshop or learning series to address this need. Some tips for planning a workshop are listed below.



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- Enlist partners within the school and/or district such as administrators, other parents, colleagues, counselors, and/or community collaborators who may wish to present on the chosen topic. For example, perhaps families have questions about internet safety. Librarians, psychologists, and digital media specialists might like to participate. Or perhaps communities would like to discuss issues of racial equity. Local clergy and community partners could join the conversation.
- Design a workshop and plan the date(s), time(s), and locations(s) for workshop(s). Prepare flyers and plan how they can be accessed. For example, they may be mailed or sent home with the child, announced on the school's social media, and/or disseminated through calls from an administrator to the families.

To evaluate the impact of the workshop and plan for future needs, educators should do a post-workshop evaluation. You can create a sign-up sheet to gather data on attendance and follow-up. You might also develop a post-survey to share with families to seek their feedback on the workshop and what they hope to see as follow-up.

Supporting Rationale and Research

Bachman, H. F., Anderman, E. M., Zyromski, B. E. & Boone, B. J. (2019). Partnering with families for the middle school transition: Research-based strategies for middle level educators. Retrieved from <https://ohiofamiliesengage.osu.edu>
<https://ohiofamiliesengage.osu.edu/wp-content/uploads/2019/11/Middle-School-Transition-Research-Brief-FINAL-11.7.19-1.pdf>

Epstein, J. L., (2005). Developing and sustaining research-based programs of school, family, and community partnerships: Summary of five years of NNPS research. Center on School, Family, and Community Partnerships, National Network of Partnership Schools (NNPS), Johns Hopkins University.
<http://nnps.jhucsos.com/wp-content/uploads/2014/08/Research-Summary.pdf>

Global Family Research Project (2018). Joining together to create a bold vision for next generation family engagement: Engaging families to transform education. Retrieved from
<https://globalfrp.org/Articles/Joining-Together-to-Create-a-Bold-Vision-for-Next-Generation-Family-Engagement-Engaging-Families-to-Transform-Education>

Redford, J., Huo, H., & McQuiggan, M. (January 2019). Barriers to parent-school involvement for early elementary students. U.S. Department of Education.
<https://nces.ed.gov/pubs2017/2017165.pdf>



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Stem Next. San Diego (2019). Changing the game in STEM with family engagement: A white paper for practitioners and field leaders to empower families in STEM.

https://43ot971vwwe7okplr1iw2ql1-wpengine.netdna-ssl.com/wp-content/uploads/2019/10/Changing-the-Game-in-STEM-with-Family-Engagement_Final_.pdf

Resources

[Culturally Responsive Practice — Ohio HCRC](#)

[A Dual Capacity-Building Framework for Family-School Partnerships](#)

[Articles | Global Family Research Project](#)

[Be A Learning Hero](#)

[NAFSCE Searchable Resource Library](#)

[Dual Capacity](#)

[Ohio Statewide Family Engagement Center](#)

[The School Community Journal](#)

[NAFSCE Searchable Resource Library](#)

[Articles | Global Family Research Project](#)

[The School Community Journal](#)

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a passing score in Parts 1 and 3, and receive proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

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

(200–500 words)

1. Why did you choose to complete this micro-credential? What are your professional goals for family engagement? What do you hope to learn?



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2. What is the demographic makeup of your classroom? Please include free and reduced lunch rate; ethnicity; special needs; second language learners; and any other important information.
3. How do you think engaging in the process of leading a parent workshop on a specific family need will enrich and expand your own professional learning?

Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the families. Response should also include a learning goal that describes what they hope to gain from earning this micro-credential.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **five** artifacts as evidence of your learning. Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Funds of Knowledge Survey

Create and administer a funds of knowledge survey (see Resources section) to gather information about the needs of your students' families. Compile the following into one document and upload:

1. Your funds of knowledge survey
2. A 100–200 word description of how you administered the survey.
 - a. How did you ensure that you administered your survey to represent the diversity of your school community?
 - b. How did you administer the survey? How did you ensure that all families could access it?
 - c. Who did you administer the survey to?
 - d. How many families did you send it to?
 - e. How many families completed it?
3. A 200–300 word summary of the results.
 - a. What did you learn about your families?
 - b. What assets do they bring to the school community?
 - c. How can you use these funds to include families in planning and/or facilitating a family workshop?

Artifact 2: Learning Plan

Plan and implement a workshop session(s) that utilizes the funds of knowledge from your survey and meets a current need of families in your school community. Your plan should include:

- Learning outcome(s)
- Session length
- Where this will happen
- When this will happen
- A short description of how you will deliver this workshop



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- How and who you will enlist from your funds of knowledge survey to help plan and facilitate this workshop.

Artifact 3: Flyer

Create a flyer and describe who you will distribute it to. Your flyer should include the following information about your workshop:

- When it will be held
- Where it will take place
- Why they should attend
- What they will learn and the outcome of the workshop

Artifact 4: Evidence of Implementation

Submit the following 2 pieces of evidence of your implementation:

- Slide deck with facilitator notes and/or a detailed agenda of the training program
- A copy of the handouts given to participants

Artifact 5: Post-Workshop Data Collection

Create a feedback survey to give to participants. Your survey should include what they gained from the training, a way to rate the training, and what they hope to see offered in the future. Compile the following into one document and upload:

1. A copy of your survey
2. A 100–200 word summary of results.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Funds of Knowledge Survey and Results	<p>Survey includes at least 10 categories of funds of knowledge.</p> <p>Survey was administered to at least 20 families.</p> <p>At least 80% of families completed the survey.</p> <p>Summary is detailed, thoughtful, accurate and includes:</p>	<p>Survey has between 5–9 categories of funds of knowledge.</p> <p>Survey was administered to 10–19 families</p> <p>50%–60% of families completed the survey</p> <p>Summary is missing one of the following elements or not enough details to get an</p>	<p>Survey has fewer than 5 categories.</p> <p>Survey was administered to fewer than 10 families.</p> <p>Fewer than 50% of families completed the survey.</p> <p>Summary lacks substance and/or details.</p>



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	<ul style="list-style-type: none"> -What you learned -List of assets -How funds can be used to plan and/or facilitate a workshop 	<p>accurate picture of the findings:</p> <ul style="list-style-type: none"> -What you learned -List of assets -How funds can be used to plan and/or facilitate a workshop 	
Artifact 2: Learning Plan	<p>Plan includes all of the following:</p> <ul style="list-style-type: none"> -Learning outcome(s) -Session length -Where this will happen -When this will happen -A short description of how you will deliver this workshop -How and who you will enlist from your funds of knowledge survey to help plan and facilitate this workshop. 	<p>Plan includes most of the following:</p> <ul style="list-style-type: none"> -Learning outcome(s) -Session length -Where this will happen -When this will happen -A short description of how you will deliver this workshop -How and who you will enlist from your funds of knowledge survey to help plan and facilitate this workshop. 	<p>Plan is missing most of the following:</p> <ul style="list-style-type: none"> -Learning outcome(s) -Session length -Where this will happen -When this will happen -A short description of how you will deliver this workshop. -How and who you will enlist from your funds of knowledge survey to help plan and facilitate this workshop.
Artifact 3: Flyer	<p>Flyer is visually pleasing and includes all of the following:</p> <ul style="list-style-type: none"> -When it will be held -Where it will take place -Why they should attend -What they will learn 	<p>Flyer is readable and includes most of the following:</p> <ul style="list-style-type: none"> -When it will be held -Where it will take place -Why they should attend -What they will learn -The outcome of the workshop 	<p>Flyer is not readable and/or important details are missing.</p>



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	-The outcome of the workshop		
Artifact 4: Evidence of Implementation	<p>Slide deck is clear, well organized.</p> <p>Facilitator notes and/or a detailed agenda is included.</p> <p>Handouts are meaningful, easy to read and understand, and appropriate for the intended audience.</p>	<p>Slide deck may not be clear, well organized or visually pleasing.</p> <p>Facilitator notes and/or agenda lack details.</p> <p>Handouts are not appropriate for the intended audience and/or they are not well organized and easy to understand.</p>	<p>Slide deck is difficult to understand and follow.</p> <p>Facilitator notes or agenda is missing.</p> <p>Handouts are missing.</p>
Artifact 5: Feedback Survey	<p>Survey includes all of the following:</p> <ul style="list-style-type: none"> - What they gained from the workshop -Overall rating -What they hope to see offered in the future <p>Summary is thoughtful and detailed and includes:</p> <ul style="list-style-type: none"> -Overall rating results -Summary of what participants gained -Summary of what participants would like to see offered in the future 	<p>Survey is missing one or more of the following:</p> <ul style="list-style-type: none"> -What they gained from the workshop -Overall rating -What they hope to see offered in the future <p>Summary is lacking details.</p>	<p>Survey is missing and/or</p> <p>Summary is missing.</p>



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Part 3 Reflection

(300–500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

Within the realm of this micro-credential and based on your new experience in creating a family engagement workshop, respond to the following questions:

1. What were some of the challenges in designing your workshop, and how would you address them differently in the future?
2. How did the families who helped plan and/or facilitate the workshop feel about the experience?
3. How could you increase engagement or expand on this workshop in the future?
4. How did you ensure that your workshop was inclusive? For example, what may have been done to honor the cultural differences of the invited families?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and family engagement. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learnings will be integrated into future practices.



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