Linking Families and Communities to Schools for Student Success

Competency

Educator demonstrates an understanding of the important role that families and communities play in students' academic and social success.

Key Method

The educator takes steps to learn and appreciate specific contributions from families and communities through asset-based approaches. The educator then builds reciprocal relationships based on the assets that community members and families have.

Method Components

Educators should recognize that families and communities play a crucial role in student success. From this, key steps should be taken by all education stakeholders to learn about and from students' families and communities. This learning should be applied to teaching and instructional practices, to increase student engagement and growth.

Educators that demonstrate this competency:
- Look to their community as users and producers of knowledge.
- Learn about and apply community funds of knowledge, "to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll, Amanti, Neff, and Gonzalez, 2001, p. 133).
- Use asset-based approaches, which involve looking and focusing on positive attributes, to communicate with families and the community.

- Seek out ways to learn about families through interviews, surveys, or home visits.
- Assist in building effective partnerships between the school and community.
- Become familiar with the research base of effective school-community practices.
- Incorporate the funds of knowledge from the community into the curriculum, for increased relevance and engagement.
- Aid the community in successfully navigating school expectations and structures.

Supporting Rationale and Research

Romero, A., Arce, S. & Cammarota, J. (2009). A Barrio Pedagogy: Identity, Intellectualism, activism, and academic achievement through the evolution of critically compassionate intellectualism. Race, Ethnicity, & Education, 12(2), 217-233. http://www.appstate.edu/~nelsenpj/rcoe/ASU_Precious_Knowledge/Academic_Articles_files/Romero,Arce,Cammarota.pdf

Romero,Arce,Cammarota.pdf
Gonzales, N., Moll, L.C., & Amanti, C. (2005). Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms. Mahwah, NJ: L. Erlbaum Associates.
https://rylak.files.wordpress.com/2012/08/moll-et-al-1992.pdf

Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. Race, Ethnicity and Education. Vol. 8, (1) 69-91.
https://drive.google.com/file/d/0B39QOsm78N4pcFUtQjhTX3NVZXM/edit

Resources

Building Parent-Teacher Relationships

10 Ideas for Engaging Parents

Making Your First ELL Home Visit: A Guide for Classroom Teachers

The Funds of Knowledge: AN ethnographic approach to family engagement

Five Principles with Twenty Examples for Engaging ELL Families

Parents and Teachers: The Possibility of a Dream Team

Submission Guidelines & Evaluation Criteria

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

Part 1. Overview Questions (Provides Context)

(450-500 words)
Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.
Respond to the following:

1. Starting with your school and community context, what are the demographics and socio-economic statuses of your school community specifically, as well as the community in general? What do you already know about your students' experiences outside of school? What are the various cultural backgrounds of the families represented in your school community?
2. Describe a classroom practice that you currently have in place (e.g., parent-teacher conferences, back-to-school night) which builds positive relationships between the community stakeholders and school.

Passing: Response completely addressed each of the questions, using personal examples and supporting evidence. Writing is organized and easy to understand.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following **three** 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: Home Visit and Analysis

Based on your current understanding of your students, choose one student's out-of-school experiences that you would like to understand a little better by completing a home visit. Artifact submission should include:
- Written questions (10 minimum) prior to visit, based on getting to know the student and family, not academics. This is not a parent-teacher conference.
- Documented contacts for setting up the home visit, clear expectations for the purpose of the home visit, and what you're trying to achieve.
  - It should last around 30 minutes.
  - Arrange for another faculty member to join you, along with an interpreter if necessary.
- Summary and analysis of home visit, including takeaways for classroom applications (300-word limit). The analysis should include connections between learnings from the home visit and how this can help you teach this particular child as well as other children from similar families.

Artifact 2: Parent/Community Engagement Night

Using the information gathered in artifact 1, identify a topic that would be meaningful to your students and families. From this, create a plan for a Parent/Community Engagement Night. The Engagement Night can be centered around a number of topics and subjects, including content, getting to know the school and community, or even celebrating the various cultural community(ities) within the school.
Your event needs to:

- Include a clearly stated outcome.

- Honor family/community's background and culture.

- Includes resources that reflect the community's funds of knowledge (i.e., bilingual resources or invite parents and community members to be the experts on a topic).

- Help families navigate school structures and shed light on expectations and responsibilities.

Artifact 3: Result and Analysis

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Ask participants to complete a feedback questionnaire after the event. Compile and submit the results in a one-page report, which includes graphs and a written analysis that includes findings and implications for each question asked (150-word limit for each question).

Your questionnaire should have 3-6 questions that will help you to reflect on the intended outcomes of the event and plan for future opportunities to engage family and community members in the success of your students.

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Home Visit and Analysis	Artifact includes all points below: -Includes minimum of 10 interview questions and responses -Summarizes experience and provides analysis Clearly states new learnings and makes explicit connections to classroom	Artifact includes all points below: -Includes minimum of seven interview questions and responses -Summarizes experience States new learnings and makes explicit connections to classroom	Artifact includes all points below: -Includes a few interview questions and responses -Summarizes experience States one classroom connection
Artifact 2: Parent Engagement Night	Artifact includes all points below: -Clear plan for a specific Parent Engagement event -Intentional and specific connections to the family and community's funds of knowledge, learned from earlier artifacts -A plan for an event and evidence of implementation plan (e.g., pictures, sign-in sheets,	Artifact includes all points below: -Somewhat clear plan for Parent Engagement event -Some connections to the family and community's funds of knowledge, but lacking explicit connections -A plan for an event, but not evidence of implementing plan Includes reflection and analysis	Artifact includes all points below: -Vague plan for Parent Engagement night -Little to no connections to the family and community's funds of knowledge -No evidence of implementing plan -Includes reflection in creating plan

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	advertisements fliers, newspaper article) -Includes reflection and analysis of an event that applies learnings to classroom		
Artifact 3: Results and Analysis	The feedback questionnaire was completed by at least 80% of attendees 3-5 questions were asked The questions were thoughtfully designed to collect information that helped to evaluate the effectiveness of the event and identify future opportunities for family engagement The data was summarized in a clear and logical way using graphs Analysis of the results included key findings and implications for each question asked	The feedback questionnaire was completed by less than 80% of attendees Less than three or more than five questions were included in the questionnaire Some of the questions did not lend themselves to evaluating the effectiveness of the event or identifying future opportunities for family engagement Graphs and charts may be skewed and/or did not lay out the data in a clear or logical way Analysis lacks key findings or implications	No questionnaire was completed by attendees No data was collected to report the findings or implications for future family engagement opportunities

Part 3 Reflection

(450-500 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.
Part 1
1. Based on these artifact submissions, what have you learned about the community in which you teach and how will you apply that knowledge at large to your classroom and school?
2. Did you find any challenges or areas in which you struggled as you completed these various artifacts?
3. How will you advocate and provide an inclusive school community for the diverse cultures and families represented in your school community?
Part 2
1. Based on the classroom practice that you identified in Part 1, how will you incorporate learnings into this practice or create a new one?

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

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