Great Public Schools for Every Student

Linking Families and Communities to Schools for Student Success

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 relevancy and engagement.
- Aid the community in successfully navigating school expectations and structures.

Supporting Research


https://drive.google.com/file/d/0B39QOsm78N4pcFUtQjhTX3NVZXM/edit

[https://www.tandfonline.com/doi/abs/10.1080/13613320902995483](https://www.tandfonline.com/doi/abs/10.1080/13613320902995483)


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**Resources**

Building Parent-Teacher Relationships


NEA article on home visits

[http://www.nea.org/home/34090.htm](http://www.nea.org/home/34090.htm)

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

[https://www.edutopia.org/blog/parent-teacher-collaboration-richard-curwin](https://www.edutopia.org/blog/parent-teacher-collaboration-richard-curwin)

Culture in the Classroom

[http://www.tolerance.org/culture-classroom](http://www.tolerance.org/culture-classroom)

7 Effective Parent-Teacher Tips


Best of Teacher HELPLINE: How can I Grow Parental Involvement in my Class?


When Implicit Bias Shapes Teacher Expectations


12 Apps for Smarter Parent-Teacher Interaction


New Teachers: Working With Parents


Using Funds of Knowledge to Create Literacy Lessons


Partnering with Parents to Ask the Right Questions: A Powerful Strategy for Strengthening School-Family
Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive passing evaluations for Parts 1 and 3, and a “Yes” for each component in Part 2.

Part 1. Overview Questions

500 words

Please respond to the following:

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?

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

To earn this micro-credential, please submit the following three artifacts:

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 and clear expectations for the purpose of the home visit.
  - 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 Plan

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 communities within the school.

Your event needs to:

- Include a clearly stated outcome.
- Honor family/community’s background and culture.
- Include 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

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.

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<tr>
<td><strong>Artifact 1:</strong> Home Visit and Analysis</td>
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<td>Includes minimum of 10 interview questions and responses</td>
<td>Includes minimum of seven interview questions and responses</td>
<td>Includes a few interview questions and responses</td>
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<td>Summarizes experience and provides analysis Clearly states new learnings and makes explicit connections to classroom</td>
<td>Summarizes experience States new learnings and makes explicit connections to classroom</td>
<td>Summarizes experience States one classroom connection</td>
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<td><strong>Artifact 2:</strong> Parent Engagement Night Plan</td>
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<td>Clear plan for a specific Parent Engagement event</td>
<td>Somewhat clear plan for Parent Engagement event</td>
<td>Vague plan for Parent Engagement night</td>
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<td>Intentional and specific connections to the family and community’s funds of knowledge, learned from earlier artifacts</td>
<td>Some connections to the family and community’s funds of knowledge, but lacking explicit connections</td>
<td>Little to no connections to the family and community’s funds of knowledge</td>
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<td>A plan for an event and evidence of implementation plan (e.g., pictures, sign-in sheets, advertisements fliers, newspaper article)</td>
<td>A plan for an event, but not evidence of implementing plan Includes reflection and analysis</td>
<td>No evidence of implementing plan</td>
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<td>Includes reflection and analysis of an event that applies learnings to classroom</td>
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<td>Includes reflection in creating plan</td>
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<td><strong>Artifact 3:</strong> Results and Analysis</td>
<td>The feedback questionnaire was completed by at least 80% of attendees</td>
<td>The feedback questionnaire was completed by less than 80% of attendees</td>
<td>No questionnaire was completed by attendees</td>
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<td>3-5 questions were asked</td>
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<td>The data was summarized in a clear and logical way using graphs</td>
<td>Graphs and charts may be skewed and/or did not lay out the data in a clear or logical way</td>
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<td>Analysis of the results included key findings and implications for each question asked</td>
<td>Analysis lacks key findings or implications</td>
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**Reflection**

500 words

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?

Did you find any challenges or areas in which you struggled as you completed these various artifacts?

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:** All three questions are answered completely and specific examples from educator’s experience during the process of earning this micro-credential are cited to support responses.

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