

CAEP FAMILY ENGAGEMENT MINI COURSE: FACULTY HANDBOOK

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CAEP FAMILY ENGAGEMENT MINI COURSE: FACULTY HANDBOOK

Getting Started

The CAEP Family Engagement mini course (www.CAEPFamilyEngagement.org)¹ consists of three modules emphasizing proactive positive communication to build strong relationships and teach candidates to view families as assets and partners.

- Module one: Overview of family engagement
- Module two: Making phone calls to families as an initial form of positive communication and relationship building (including live practice)
- Module three: Conducting parent-teacher conferences

The three modules are available free of charge to all professors or programs interested in teaching about family engagement.² CAEP only asks that you fill out a two-minute survey at www.caepnet.org/AboutFamilyEngagement.

This manual provides instructions for implementing the mini course with your candidate teachers.

Order of Modules

The course is designed so that candidates make a phone call to a “practice” parent (trained volunteer) *before* watching any of the online modules. The ideal sequence is:

- 1) Live practice phone calls #1
- 2) Family engagement overview module
- 3) Practice phone call module
- 4) Live practice phone calls #2
- 5) Parent-teacher conference module

IMPORTANT NOTE:

- If using the practice parent phone calls, the family engagement module should be used *after* the first set of practice phone calls.
- If *not* using the practice parent phone calls, the family engagement module should be used *before* the phone call or parent-teacher conference module as this module introduces subsequent content.

NOTE: The mini-course was designed for use with K-12 candidate teachers attending educator preparation programs; however, the course may be used free-of-charge by in-service teachers, or anyone interested in learning about family engagement.

In addition, if you are using the modules in a course that includes other helping professions (such as nurses, health sciences etc.), you can broaden the scope to be an introduction to professional/family communication; the same principles of professional communication apply.

¹ The CAEP Family Engagement mini course is protected under an Attribution-NonCommercial-NoDerivatives creative commons license. To cite the course: Council for the Accreditation of Educator Preparation. (2017). CAEP Family Engagement Course. Retrieved from <http://www.CAEPfamilyengagement.org>
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² Educator Preparation Providers do not have to be CAEP accredited. No password is required.

Logistics

NOTE: The course must be completed on a laptop/desktop. Google Chrome is the recommended web browser.

- To access the course go to: www.CAEPfamilyengagement.org
- To access the faculty resources go to: www.caepnet.org/AboutFamilyEngagement

A survey for student will pop up once you enter the URL. Faculty should bypass this survey and return to the modules' homepage (click on the open module window).

Background

In 2014, the Council for the Accreditation of Educator Preparation (CAEP) received a \$400,000 grant from the W.K. Kellogg Foundation to better prepare teachers to work with families. CAEP worked with seven Educator Preparation Providers (EPPs)³ in three states to develop modules to improve the family engagement skills of candidate teachers. The concept and content was tested with over 200 candidate teachers during a pilot in 2015-2016. Data from the pilot was used to improve the function and design of the final modules.

Family Engagement Overview Module

The family engagement module provides the foundation for the remainder of the course. It discusses why family engagement matters to teachers and parents, and introduces candidates to the Seven Elements of Effective Parent Teacher Communication. The overview module should always be completed. See note above on exact sequencing. The overview module includes:

1. Prompt to uncover bias
2. Definitions and overview of proactive positive communication
3. Benefits of family engagement from the perspective of teachers and parents
4. Introduction to the Seven Elements of Effective Parent Teacher Communication

Practice Parent Phone Call Module

The practice parent module includes a live simulation activity in which students call a practice parent. The entire module consists of three phases:

1. Practice phone calls #1 with a live practice parent
2. Online training
3. Practice phone calls #2 with a live practice parent

Implementation

It is strongly recommended that you use the live practice phone calls in addition to the online phone call module. Data from the pilot showed that:

- Online phone call module is most effective when coupled with live practice

³ The EPPs that participated in the pilot were: Albany State University, Columbus State University, Georgia State University, Howard University, National Louis University, Trinity Christian College, Trinity Washington University.

- Making practice phone calls before training leads to better results than practice only after training
- Partner practice and written practice are not as effective as live practice; they supplement but do not replace live practice

Step One: Practice Phone Call #1

Students make two 10 minute (or less) phone calls to a trained practice parent.

- 1 call sharing good news with a parent about a student
- 1 call sharing bad news

Students do not need any prior experience before completing this exercise. They should NOT watch the online modules until after they complete their first two practice phone calls.

Step Two: Online Modules

Students take a self-guided, online training on family engagement and parent-teacher communication focused on making phone calls home to parents.

During the online training, students engage in the following steps:

1. Learn the importance of family engagement and the 7 elements of effective parent-teacher communication
2. Learn to deliver bad and good news
3. Listen to three phone calls between a teacher candidate and a parent to learn candidate's strengths and weaknesses
4. Apply what they have learned by writing a plan for a parent phone call and evaluating a phone call according to the 7 Elements

Step Three: Practice Phone Call #2

Students practice what they learned in the online modules by making a second set of phone calls to a practice parent.⁴

Recording Calls

The calls need to be recorded. Below are several free recording options (as of April, 2017).

- www.freeconferencecalling.com
 - Parent must login and record call
 - Pros: Free and does not require equipment
 - Cons: Must login to download calls; students must have a special code; requires parent to record call
- A recording APP
 - Student records call using an App

⁴ If you have limited resources, students can make only the bad news call in step three. Students who can successfully make a bad news call can typically make a good news call.

- Pros: Easier to record calls directly through phone for Android users; free Apps, such as Automatic Call Recorder; NoNotes (allows 20 minutes of free recordings a month)
- Cons: Apple does not allow direct recording; limited free features
- External recorder
 - Student records call using a digital recorder or tablet
 - Cannot record the call using your iPhone if you are talking on an iPhone; but can record on an external Apple device
 - Student uploads recording to computer (for their use) and to LMS (for professor) at end of call
 - Pros: Easy to use; easier on volunteer and professor; student may be able to borrow equipment from the University
 - Cons: Requires extra equipment

NOTE: When selecting a recording mechanism, consider way that will be easy for students to save and share with you as students will need a copy of their recording to complete the evaluation exercise in the phone call module. It's strongly suggested students complete a test recording before making their actual parent call.

Practice Parents

The following section provides step-by-step directions for recruiting and training practice parents and recording the phone calls.

Practice parents do not have to have children. Practice parents are not “playing” themselves but are assigned a routinized persona and scenario; therefore, experience or ability staying “in character” (especially if something does not go according to plan)—is most important.

Classmates and in-service teachers are not recommended practice parents. Results show that students felt fellow education majors lacked authenticity and the experience seemed like a role play. Current teachers tend to already have strong opinions about parent engagement and often do not consistently take on the pre-assigned role: rather they “play” themselves.

Some avenues for recruiting practice parents include:⁵

- Actors⁶
- Theatre majors or theatre education majors
- School counseling graduate students
- Community members from organizations such as the local YMCA, church or school
- Seniors (over 60) enrolled in your University’s extension program (Senior Learning program)
- University staff

See Appendix D for three examples of how EPPs are working with practice parents.

⁵ Because the work is conducted over the phone, parents can be out of state, though it is recommended that students and practice parents be in the same time zone to facilitate scheduling.

⁶ During the pilot, paid actors were used as the practice parents. Actors (either paid or volunteer) require little training and provide an authentic and seamless experience.

Each student will require about 30-45 minutes of a practice parent’s time, including time for the calls and time for scheduling, communications etc. (excluding time for training).⁷

Training

A PowerPoint presentation to train practice parents is available at:

www.caepnet.org/AboutFamilyEngagement

The training PowerPoint includes:

1. Overview of the role of the practice parent
2. Sample good news/bad news parent teacher phone calls
3. Parent backgrounds for the four call scenarios (good/bad news before and good/bad news after)
4. IF/THEN response prompts to follow based on different scenarios (Appendix C)

Parent Profiles

Parent profiles for pre- and post-calls are available in Appendix B. **Practice parents should only receive their parent profile. They should NOT be given the student scenarios.** To simulate a real phone call home, parents will not know why the teacher is calling.

If the teacher encourages dialogue and seeks to build a relationship with the parent, then they should reveal more of the personal information in their biography.

For example, in the Perez family scenario, Marta Perez is wary of the school because of her past experiences. She had ambitions for higher education but feels she did not receive the support she needed to achieve them. The reason she is now “pushy” with her daughter’s teachers is so her child has every opportunity.

If the teacher asks Marta open-ended questions and builds a relationship, Marta should reveal *why* she is wary of the school and her *reasons* for her frustration with the school (in her background). But if the teacher does not ask questions and only focuses on delivering information, then Marta becomes increasingly resistant—she is not going along with the teacher’s plan! If the teacher only focuses on today’s detention and does not probe for why Pam might be acting this way—that she is not challenged academically—than Marta should push back with the teacher and NOT reveal the personal information in her profile.

Timeline

Months prior to implementation:

6 months: Set up initial meeting with organizations that are sources of potential practice parents

4 months: Confirm partner organization

3 months prior: Confirm list of volunteers; block off time for training session(s)

2 month prior: Train volunteers

1 month: Start scheduling practice parents and students

1 week before first phone call: Confirm schedule with practice parents and students

24 hours before phone calls: Send reminder to both parent and student

⁷ It’s strongly recommend to pilot this project in one class of 25-30 students before expanding to an entire program. For example, if each practice parent volunteered 5 hours (excluding time for training), one class of 30 students would only require recruiting and training 3-4 practice parents.

- Student reminder: includes **time, directions for calling and scenario** (see Appendix G for student example)
- Parent reminder: **DOES NOT include scenario**, time, student last name/or code ID (for record keeping), directions for recording (if applicable)

Parent-Teacher Conference Module Implementation

The parent-teacher conference module is fully online. It is designed to be used after the phone call module. If used independently, the family engagement module (part 1) should be used first.

Students watch a teacher meet with the same parent twice. The first meeting goes poorly while the second meeting is more successful. This design allowed students to compare the situations. There are two sets of conferences (four total).

Students complete the following steps:

1. Learn about family engagement and the 7 elements of effective parent-teacher communication (if they have not already completed this module or need a refresher)
2. Write a plan for a parent-teacher conference based on the provided scenario
3. Watch the set of parent-teacher conferences and answer a series of questions to learn more
4. Learn about the conference from the parent's and teacher's points of view
5. Revise their plan based on what they have learned
6. Complete steps 2-4 for the second parent-teacher pair

Assessments

Both modules include assignments that can be used for assessment. NOTE: these cannot be submitted through the family engagement site and should be submitted directly to you. You can also substitute your own assignments.

Parent phone calls

Written Phone Call Script:

Student write a script for a conversation between a parent and teacher based on a provided scenario.

Phone Call Evaluation:

Students who completed the practice phone calls evaluate their phone calls according to what they have learned by completing an evaluation and writing a reflection. It is suggested that you also listen to and provide feedback on students' phone calls as part of their evaluation.

Students who did not complete the practice phone calls, listen to and evaluate a sample phone call (including in the module).

Parent-teacher conferences

Write/Revise Parent-Teacher Conference Plan

Students write a plan for conducting a parent-teacher conference based on the provided family background and scenario. After watching the conference they reflect and revise their initial plan. They complete a plan for both videos.

Appendix A: STUDENT Phone Call Scenarios

Students (only) receive the phone call scenario 24 hours before their phone call. Practice parents do NOT receive the scenarios. To simulate a real phone call home, parents will not know why the teacher is calling.

Pre-Module Phone Calls: FOR STUDENTS

Good News: Jones Family

Mary's first two assignments for your social studies class were late and incomplete. She did not follow instructions such as typing the assignment, including references or following the word count. She received a C and C-. Now that she is in middle school there are more responsibilities and a larger academic load. Mary is very involved in extracurriculars. You know that this semester she is the lead in the play and is on student council. You want to make sure she can balance this with her school work. You met with her after class to discuss the problem and discussed your expectation for class work. Mary has just handed in her third assignment and received a B+. You spoke to her after class to let her know that she should be proud of the effort she demonstrated and that you will be calling home to let her parents know.

Bad News: Perez Family

Pamela Perez is doing well in your English class academically. She came in to fifth grade relatively high-skilled (i.e., on or above grade level), she does her homework every night, and she participates willingly in class. Unfortunately for you, she's likes to joke around and "goof off". When Pamela gets bored with the material, she looks around the room and tries to catch other students' eyes and giggle. The students she laughs with are, unfortunately, not as high-skilled or as hard-working as she is. Many of them, in fact, are earning failing grades in your class.

You're calling home because today you had to speak to Pamela about her behavior 4 times—enough to earn her recess detention tomorrow. The behavior included looking around the room to catch students' eyes, giggling during instruction, and talking back when you attempted to redirect her (e.g., "That's not fair—I wasn't laughing!")

You've heard from other teachers that Mrs. Perez can be a bit resistant – for example, when confronted before with news about Pamela's behavior, she has pushed back on the details of the situation and questioned the rules of the class.

Post-Module Scenarios: FOR STUDENTS

Good News: Luskin Family

Russell Luskin is a student in your 4th grade class. In class, he is typically quiet and compliant, but must be prompted over and over again to do his work. And he generally does the bare minimum. His skills are slightly below average in terms of what you expect of a new 4th grader. Russell often seems to prefer to work alone and doesn't appear to have many friends. You've observed that he seems to open up more when you notice things about him that aren't wholly school related – e.g., that he's wearing new clothes, or just got a haircut, or has a new notebook, etc. He rarely volunteers to answer questions or share his work.

You just started a new science unit on outer space. You noticed that Russell seemed extra attentive and engaged during the first day of the unit, though he still didn't proactively offer to answer questions.

However, the next day Russell comes to your class waving two newspaper articles in his hands about the recent discovery of evidence that there may be water on the planet Mars. He comes right up to ask you if he could tell his classmates about this today during the science lesson and offers to hang the articles on a bulletin board. You happily give him that opportunity later in the day and decide to give his mother a call that night.

Bad News: Mathews Family

Jordan and Robert are students in your 6th grade class. The boys were friends in 5th grade and their relationship seemed good at the beginning of this year. They both play soccer on a team outside of school and typically hung out together at recess. But recently Jordan has been teasing Robert and they no longer spend recess together. Today Robert had had enough of Jordan's teasing and blew up at him, calling him names and throwing a ball at him. The ball left a large red mark and Jordan had to go to the nurse. You now have to call Robert's mother.

Additional Scenarios

During the pilot, students asked for additional difficult scenarios. Below is a list of scenarios adapted from real-life examples in college classrooms. These could be tweaked for use in K-12 classrooms.

To make all of the existing scenarios more difficult, you could also instruct your practice parents to push back more, ask more tough questions etc.

http://citl.indiana.edu/files/pdf/case_studies_disruptive_student_behavior.pdf

<http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/ScenariosofThreeStudents.pdf>

Appendix B: Practice Parent Profiles

Pre-Module Phone Calls: FOR PARENTS ONLY

Good News: Jones Family

- You are Anthony Jones (can also substitute a mother), the father of middle schooler, Mary Jones.
- Mary is very involved in school activities. She plays soccer, has a part in the school play, is on student council, writes for the school paper and babysits to make extra money.
- When she started middle school, you talked to her about your expectation that school work always come first. You also told her that if her grades slip at all she must drop an activity—no questions asked.
- When you talk to her about her schedule, she says she loves all of her activities and does not want to cut back!
- You have noticed recently that she has been unlikely to volunteer information about her day and more likely to “snap” at you when you ask questions about school. You just thought it was a normal part of adolescence and decided to give her a little space; after all she is a good kid.

IF the teacher does a good job forming a relationship, you can ask for guidance helping Mary balance her schedule.

- You realize Mary may have been withholding because you put too much pressure on her. You want to help her succeed at her school work, enjoy her activities and not burn out. After all she is 12!

Bad News: Perez Family

- You are Marta Perez, the mother of 5th grader Pamela Perez.
- Pam excels academically but you know she sometimes gets bored and can then be a bit disruptive.
- You have tried repeatedly to try to talk to the school about this problem, but you always end up frustrated. They just want to focus on her “behavior problems” while you want to focus on finding a better academic fit for your child.
- You won’t give up though. You know your child needs a more challenging environment.

Do **NOT** offer the following information unless prompted by the teacher’s questions. *If the teacher only focuses on delivering information (the current detention), than you becomes increasingly resistant—you are not going along with the teacher’s plan.*

- You are a divorced from Pam’s father. You and your husband are both remarried. Everyone gets along.
- You love animals and you and your second husband run a local animal grooming business.
- You had hoped to be a veterinarian. But you went to a “lousy” high school that didn’t have the challenging academics you needed.
- You won’t let the same thing happen to Pam. You are determine she will have the challenging environment she needs to succeed.

Post-Module Scenarios: FOR PARENTS ONLY

Good News: Luskin Family

- You are Dr. Erica Luskin, mother of 4th grader, Russel Luskin
- You just finished medical school and recently relocated from Detroit to CT for a two-year fellowship. You have been working very long hours since you arrived and are still trying to get your bearings.
- Russell is a shy child and does not open up to people easily. You are worried that by the time he makes new friends you will be moving again!

Do **NOT** offer the following information unless prompted by the teacher's questions. *you can share this information if the teacher asks questions such as "is there anything going on at home you want me to know about" or "how can I help Russell adjust to his new school"*

- You are a 32-year old married woman. When Russell entered Kindergarten, you began medical school.
- You are far from family all of whom are in Detroit. Russell is very close to his cousins; they all attended the same school. Now you are concerned he is becoming a little withdrawn. You keep meaning to check in with his teacher but it has been an overwhelming few weeks!
- Your husband is commuting between Detroit and CT. This has been tough on the family.
- You are excited about the fellowship, professionally. It is a prestigious fellowship and will be great for your career and your family's future, but you are also concerned about being away from your support system for the next two years.

Bad News: Mathews Family

- You are, Alexis Mathews, the mother of 6th grader, Robert Mathews.
- Robert plays travel soccer. Last year he was good friends with Jordan, another player on the team.
- But recently you've noticed that Robert doesn't want to talk about Jordan.
- Robert also didn't want to go to soccer last week which is definitely not like him.
- You are worried about him.

Do **NOT** offer the following information unless prompted by the teacher's questions

- Robert is the best soccer player on the team; in fact, one of the best players in your state.
- Since last summer he has received a little publicity, including a few newspaper articles and a small spot in a local commercial. He is very shy and never talks much about his talent and you have never heard him brag. You did hear that some of kids at school have started calling him "Cristiano" (player on Real Madrid).
- He only did the TV spot because the money paid for his soccer fees for the year. This really helped out your family who struggle to pay for the increasing costs of the travel soccer team.
- Robert is embarrassed about the commercial, especially because your family needed the money for his fees. You live in an affluent area where no one "needs" money.

Appendix C: IF/THEN Prompts (for practice parents)

See PowerPoint for full details on training practice parents
(www.Caepnet.org/AboutFamilyEngagement)

The language of the 7 Elements was simplified slightly for the practice parent training. The corresponding 7 Element (which the students learn) is in parenthesis as needed.

Opening (Warm Welcome)

START: Be on guard and don't let it down until the teacher has won you over.

Tell the teacher right away that she caught you on a break and you only have 10 minutes to talk.

IF the teacher:

- Quickly & clearly introduces herself and states her purpose for calling
- Confirms you have time to talk
- Reassures you everything is OK with your child

THEN YOU: Can relax, let your guard down, let your tone of voice & choice of words be more friendly and inviting.

IF INSTEAD the teacher:

- Forgets to introduce herself
- Explain clearly why she is calling
- Takes too long to state purpose of the call
- Takes an approach that feels too aggressive
- Generally lacks confidence

THEN YOU: Interrupt with, "What did you want to talk about today?"

NOTE: You are a little edgy but not unfriendly; you are concerned. The school is calling & you do not know why. Is everything OK with your child?

This is the first time that a teacher has called you from the school. Let the teacher hear the surprise in your voice.

Sharing information

The teacher should provide details about her reason for calling. Your job is to listen to the facts she shares but also the *way* she shares them. Do you hear a desire for partnership in her voice? Or do you hear blame? *Respond to what you hear and how the teacher makes you feel.*

IF the teacher:

- Clearly & objectively shares the facts of the situation
- Sticks to the facts & avoids opinions
- Expresses something positive about your child

THEN YOU:

- Maintain a friendly tone

The teacher should provide details about her reason for calling. Your job is to listen to the facts she shares but also the *way* she shares them. Do you hear a desire for partnership in her voice? Or do you hear blame? *Respond to what you hear and how the teacher makes you feel.*

IF INSTEAD the teacher:

- Uses judgmental language
- Only mentions the negative

THEN YOU:

- Start to become defensive
- Ask something like: *What proof do you have?*

NOTE: *If the teacher overwhelms you with information or you can't clearly follow what is being said, prompt her to slow down or clarify with something like, "I'm not sure I understand. What do you mean....?"*

You aren't confrontational yet, but you are ready to defend your child if necessary. Hopefully the teacher can still make you an ally, but it depends on what she does next.

Asking Questions (Gathering Information)

While she has you on the phone the teacher should try to learn more about you & your child.

IF the teacher:

- Asks open-ended & appropriate questions such as, "How is the school year going for you?" or "Can you tell me more about [your child's] interests and how s/he is feeling about school?"
- Asks partnership-oriented questions like, "Do you have any advice for me about how to help [your child] have a great year?" or "Do you see any ways we can continue to work together to support [your child]?"

THEN YOU:

- Want to be partners with the teacher
- Offer "personal" information (from the scenarios)

While she has you on the phone the teacher should try to learn more about you & your child.

IF INSTEAD the teacher:

- Does not recognize the call as an opportunity to build a relationship with you by asking questions
- Asks inappropriate questions

THEN YOU:

- Become openly frustrated or even angry with the teacher

NOTE: *If the call is nearing the end & the teacher has not asked any questions, you are now upset. Your worst fears about this year have been confirmed. You can ask: "But don't you want to know more about my daughter/son?"*

Closing (Create an Action Plan)

The teacher should end the call with a plan of action you both agree on.

IF the teacher:

- Proposes clear closure to the conversation
- Confirms next steps
- Thanks you for your time & confirms how you can keep in touch

THEN YOU:

- End on a positive note feeling positive about the year

The teacher should end the call with a plan of action you both agree on.

IF INSTEAD the teacher:

- Does not know how to succinctly end the conversation
- Fails to encourage continued communication

THEN YOU:

- End the conversation abruptly
- You are worried about this year
-

NOTE: If the call doesn't seem to be wrapping up, remind the teacher that she caught you on a break and you only have 10 minutes to talk.

Empathy & Positive Expectations

IF the teacher:

- Uses partnership oriented words like “we”, “us” and “our”

THEN YOU:

- Want to share more and partner with the teacher
- You are open to her ideas and want to work as a team
- You are not defensive

IF INSTEAD the teacher:

- Uses judgmental language like “you should” or “you must”

THEN YOU:

- Get defensive and share less
- You think your child needs a better teacher

Appendix D: 7 Elements of Elements of Effective Parent Teacher Communication

In the first module student learn about the 7 Elements⁸ and the subsequent modules demonstrate the parent-teacher phone call and parent-teacher conference using these steps as a guide. Below is a quick guide to the 7 Elements.

7 Elements (note: steps may not always follow in sequence)

1. Warm Welcome: Establish the context for the conversation, in the first few seconds of the conversation
2. Share Information: Use examples to describe the reason for the call.
3. Gather Information: Ask open-ended questions to get more information
4. Establish an Action Plan: End with an action plan that is ideally a combination of both the teacher's and parent's ideas.
5. Be Empathetic: Express empathy for parents' emotions. Validate a parent's concerns and expressing understanding if a parent becomes emotional.
6. Maintain Positive Expectations: Convey a caring and calm demeanor regardless of the parent's tone. Demonstrate specific knowledge of students as individuals.
7. Manage Flow: Keep conversations on track and within the allotted time.

⁸ Used with permission and adapted from Walker & Dotger (2012)

Appendix E: Classroom Discussion Guide

Things to consider:

Parent Phone calls:

Pre phone calls: uncovering bias

As an activity before the initial phone call, students record their initial thoughts about each family based on an open-ended question such as:

- 1) Now that you've read the scenario, what do you think about the family? Please record a few observations.

After the call, the class reflects on assumptions they made, why they may have made them and what they learned.

For example, did they assume race? Did they assume married/single? Etc. This information is not mentioned in the scenario. And all but one of the families have race-neutral names (according to census records).

Post phone calls: class debrief

While all students will have had the same scenario, their experiences may have differed significantly depending on how they approached the conversation. A class debrief is highly recommended. This is most effective after students watch the modules.

Parent-Teacher Conferences:

When discussing the videos, many students focus more on Ms. Soto than Ms. Chavez. They tend to focus on Ms. Soto as an "aggressive" parent?

If you find your students overly focusing on Ms. Soto as an "aggressive" parent or, conversely, saying that Ms. Chavez doesn't understand that she "should be" involved in her child's education, consider drawing out the difference between school-focused parents (Ms. Chavez), parent-focused parents (Ms. Soto) and partnership-focused parents (the goal). The work of Hoover-Dempsey & Sandler may be of interest in this area.

You may also want to address the research that shows that subtle forms of involvement, such as setting high expectations can have a higher impact on student achievement (even than helping with homework), but teachers often focus on overt signs of involvement (like volunteering at the bake sale or being room parent).

Appendix F: EPPs Work with Practice Parents

EPP #1: Adult Learning Program

This university's adult learning program creates academic opportunities, and plans activities and events for community members aged 65+. The program had been looking for more ways to directly engage with students, so the elementary education department partnered with them to be practice parents. They held a training workshop and invited them to a debrief session with the elementary education majors.

EPP #2: Theatre Education Department

This EPP leveraged an existing relationship with the theater education department to partner on the project. An elementary education student (teacher) calls a student in theater education (parent) who has undergone the practice parent training. By partnering with theatre education majors, both groups of future teachers benefit from learning to communicate with parents. A professor from each department is responsible for training and working with their respective students.

EPP #3: School Counseling Program

Like theatre education majors, a relationship with a class in school counseling is mutually beneficial because both groups of students develop skills they will use in their careers. School counselors learn to remain calm under pressure and not project their own beliefs onto a situation, so they fit the criteria for the practice parent. This school counseling program already included a unit on working with families, so it was a natural fit. Both professors work with their classes independently and have a debrief session as a group.

Appendix G: 24-Hour Reminder Email to Students

Include directions for placing call and phone call scenario

You are confirmed for the practice parent phone call #1 on **[date at time]**

Procedure for practice parent phone call #1:

[Directions for making & recording practice call]

Please carefully read the following as it explains the procedure you will follow for making your phone calls.

You will make two short phone call (less than 10 min. You do not need to talk for any specific amount of time. End the conversation when it feels natural)⁹ Attached are your call scenarios and a brief family background that are the basis for your calls. One call will focus on a success a student has had, while the other call will focus on a challenge a student encountered.

Both of the situations are ordinary scenarios you will (or may have already) encounter regularly as a teacher. Remember this is a practice phone call. The person on the other end of the line is a well-trained volunteer and is not actually the parent of the child in the scenario. I understand that most of you have never called a parent before, so just do your best.

It is your responsibility to complete the call. If you run into an emergency and cannot complete your call at your scheduled time, email me within 24 hours.

Please let me know if you have any questions.

[Contact information]

⁹ NOTE: Many students thought they had to fill the entire time even when the conversation had already reached a natural conclusion (despite directions of “less than” or “about”). Conversely, no time parameters also did not work and made scheduling too difficult. This sentence is intended as a compromise.

Appendix H: Additional Resources:

For more information on the research on Family Engagement, Dr. Karen Mapp, Senior Lecturer on Education at the Harvard Graduate School of Education (HGSE) and the Faculty Director of the Education Policy and Management Master's Program, teaches an Introduction to Family Engagement in Education course through EdX. This course includes the research on family engagement by grade level, more detailed family engagement strategies and their implications. It will be available free of charge on EdX through July 24, 2017 (future offerings TBD).

Additional Reading

- Bradshaw, K. (September 20, 2016). "Engaged parents and communities: The secret to defying expectations in D.C." TNTP Blog. Retrieved from <http://tntp.org/blog/post/engaged-parents-and-communities-the-secret-to-defying-expectations-in-d.c>
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- Goldstein, M. (2013). *Phoning parents: High leverage moves to transform your classroom & restore your sanity*. Jamaica Plain, MA: Match Education.
- Jeynes, W. (2005, December). Parental involvement and student achievement: A meta-analysis. *Family Involvement Research Digests*. Harvard Family Research Project. Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/parental-involvement-and-student-achievement-a-meta-analysis>
- Lareau, A. (2000). *Home advantage: Social class and parental intervention in elementary education, second edition*, Lanham, MD, Rowan and Littlefield.
- Lareau, A. (2011). *Class, race, and family life, with an update a decade later*. Los Angeles, CA: University of California Press
- (Free Instructor resources available at:
<http://www.ucpress.edu/instructors/resources.php?isbn=9780520271425>)
- Lawrence-Lightfoot, S. (2003). *The essential conversation: What parents and teachers can learn from each other*. New York: Random House.
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- Mapp, K. & Kuttner, P. (2013). Partners in education: A dual capacity-building framework for family-school partnerships. A Publication of SEDL in collaboration with the U.S. Department of Education. Austin, TX: SEDL. Retrieved from <http://www2.ed.gov/documents/family-community/partners-education.pdf>
- Walker, J. M. T. & Dotger, B. H. (2012). Because wisdom can't be told: Using comparison of simulated parent-teacher conferences to assess teacher candidates' readiness for family-school partnerships. *Journal of Teacher Education*, 63(1), 62-75. Retrieved from https://eoss.asu.edu/sites/default/files/Because%20Wisdom%20Can't%20Be%20Told_Journal%20of%20Teacher%20Education%202012.pdf

Textbooks:

- Epstein, J. L., Sanders, M. G., Sheldon, S. B., et al. (2009). *School, family, and community partnership: Your handbook for action, third edition and handbook CD*. Thousand Oaks, CA: Corwin Press.
- Epstein, J. (2010). *School, family, and community partnerships: preparing educators and Improving schools, 2nd edition*. Boulder CO: Westview Press.
- Hutchins, D. J., Greenfeld, M. G., & Epstein, J. L., Sanders, M. G., & Galindo, C. (2012). *Multicultural partnerships: Involve all families*. New York: Taylor and Francis.

Other:

REL Pacific Toolkit of Resources for Engaging Parents and Community as Partners in Education (4 parts)

Part 1: Building an Understanding of Family and Community Engagement
<http://relpacific.mcrel.org/wp-content/uploads/2016/03/ToolkitPart1.pdf>

Part II: Building a Cultural Bridge
http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-2_Jan2015.pdf

Part III: Building Trusting Relationships with Families and Community Through Effective Communication
http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-3_Jan2015.pdf

Part IV: Engaging All in Data Conversations
http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part4_May2015.pdf

Organizations

- Flamboyant Foundation: <http://flamboyantfoundation.org/focus/family-engagement/>
- Harvard Family Research Project: <http://www.hfrp.org/>
- National Association for School and Family Engagement: <http://nafsce.org/>