

Family Engagement Crosswalk

The CAEP Family Engagement Course aligns with national standards and professional competencies, ensuring that knowledge, skills and dispositions needed for effective family engagement are embedded within teacher preparation. To support this alignment, CAEP has developed a Family Engagement Crosswalk of the [CAEP standards](#), the [InTASC Standards and Progressions](#), and the [NAFSCE Professional Competencies](#). This crosswalk can be used by EPPs, as needed for example, to identify where family engagement concepts are addressed in existing coursework, integrate the CAEP Family Engagement Course content into program curriculum, or as a resource to guide conversations with faculty and stakeholders on further strengthening candidates preparation to effectively partner with families.

CAEP R1.1 The Learner and Learning: The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that 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.

<p>InTASC Standards and Progressions</p>	<p>Standard 1 Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences</p> <ul style="list-style-type: none"> • 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. (<i>Performances</i>) • 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development (<i>Critical Dispositions</i>) <p>Progression for Standard The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p> <p><u>Progression Levels</u></p> <ol style="list-style-type: none"> 1. Drawing on her/his understanding of child and adolescent development, the teacher observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust teaching. (1a; 7i; 9d) 2. The teacher incorporates the perspectives of the child and their family/community to integrate new resources and strategies for learner development. (1j; 1k; 9d) 3. The teacher communicates regularly with families to mutually understand learner development and engages the learner in understanding, analyzing, and communicating their own growth and needs. (1c; 1k) <p><i>Shift to increased ability to:</i></p> <ul style="list-style-type: none"> • Use interactions with learners, families, and communities to better understand variations in development that can guide work with learners.
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Standard 2 Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. (*Performances*)
- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. (*Critical Dispositions*)
- 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. (*Essential Knowledge*)

Progression for Standard

The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.

Progression Levels

1. The teacher includes multiple perspectives in the presentation and discussion of content that include each learner's personal, family, community, and cultural experiences and norms. (2c; 2d; 2j; 2k; 2m)
2. The teacher engages learners in assessing their strengths and learning preferences and identifies various ways to promote each student's growth (2a; 2b; 2c; 2d; 2j; 2m; 2n)
3. The teacher collaborates with learners, families, and school colleagues to expand the range of resources that address exceptional learning needs and enable learners to meet and exceed high standards. (2f; 2l; 8n; 9d)

Shift to increased ability to:

- Anticipate and minimize challenges to learning and increase supports to achieve higher order learning.

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	<p>Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <ul style="list-style-type: none"> • 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. (<i>Performances</i>) • 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. (<i>Critical Dispositions</i>) <p>Progression for Standard The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility.</p> <p><u>Progression Levels</u></p> <ol style="list-style-type: none"> 1. The teacher sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families. (3n) 2. The teacher collaborates with learners in setting expectations for a learning climate that include openness, mutual respect, support, and inquiry and in sharing those expectations with learners' families. (3a; 3b; 3c; 3f; 3n; 3r) 3. The teacher collaborates with learners, families, and colleagues in building a safe, positive learning climate. S/he engages learners, families, and colleagues in expressing mutual expectations for openness, respect, support, and inquiry. (3a; 3c; 3e; 3f; 3l; 3n; 3o; 3r) <p><i>Shifts to increased ability to:</i></p> <ul style="list-style-type: none"> • Collaborate with learners, colleagues, families to foster safe, respectful, and rigorous classroom and school learning environments that promote student responsibility for learning.
<p>NAFSCE Family Engagement Competency</p>	<p>Competency 1. Respect, Honor, and Value Families Family-facing professionals recognize and value the cultural and linguistic diversity of families and communities; and understand and honor with families how children develop, grow, and change from birth through adulthood across settings, and how these changes affect families.</p>
	<p>Competency 3. Build Trusting Reciprocal Relationships with Families Family-facing professionals cultivate mutual trust, communicate effectively, create welcoming environments, and reach out actively to families, especially those who might be most underserved.</p>
	<p>Competency 6. Link Family and Community Engagement to Learning and Development Family-facing professionals develop data systems that are accessible to each and every family, create conversations around developmental and academic progress, and expand on family learning in the home and community.</p>

CAEP R1.3 Instructional Practice: The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.

InTASC Standards and Progressions

Standard 7 Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- 7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. (*Performances*)
- 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs. (*Performances*)
- 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations). (*Essential Knowledge*)
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. (*Critical Dispositions*)

Progression for Standard

The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.

Progression Levels

1. The teacher uses information from informal interactions with families to adjust his/ her plans and to incorporate home-based resources to provide further support. (7o; 7q)
2. The teacher works collaboratively with families to plan ways to meet the needs of learners, incorporating and using assets in the family and community that support learner goals. (7e; 7m; 7o)
3. The teacher collaborates with a broad range of colleagues, specialists, and community members to understand and address each student’s learning needs (e.g., developmental, exceptional, linguistic). S/he employs cultural resources and varied community practices and perspectives to build a web of support to meet learners’ needs. (7e; 7m; 7o; 9l)

Shifts to increased ability to:

- Use a range of inputs and resources in planning.
- Personalize learning through engagement of learners and learners’ communities.

NAFSCE Family Engagement Competency

Competency 4. Foster Community Partnerships for Learning and Family Wellbeing

Family-facing professionals build community partnerships to support children and families, establish systems to expand how families link to community resources, and cultivate social support networks and connections among families.

Competency 5. Co-Construct Learning Opportunities with Families

Family-facing professionals build upon family knowledge as resources for learning and join together with families for planning, implementing, and evaluating learning opportunities and services.

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CAEP R1.4 Professional Responsibility: The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

InTASC Standards and Progressions

Standard 9 Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. (*Critical Dispositions*)
- 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families. (*Critical Dispositions*)

Progression for Standard

The teacher engages in continuous professional learning to more effectively meet the needs of each learner.

Progression Levels

1. The teacher engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences. (5r; 9a; 9b; 9k; 9n; 10f; 10t) The teacher completes professional learning processes and activities required by the state in order to meet re-certification or re-licensure requirements. (9b; 9k; 9nl; 10t) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (9d)
2. Based on reflection and other sources of feedback, the teacher takes responsibility for his/her self-assessment of practice and ongoing professional learning by seeking out and participating in professional learning experiences to address identified needs and areas of professional interest. (9a; 9b; 9k; 9n; 10t) The teacher engages in professional learning experiences that broaden her/his understanding of learner development and diverse needs in order to increase the level of personalization of practice. (9b; 9l)
3. The teacher collaborates with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address learner, school, and professional needs. (9c; 9l; 10r) The teacher engages and leads colleagues within the school/district/community in designing and implementing professional learning experiences that address identified needs to improve practice. (9b; 9n; 10f; 10i; 10t)

Shifts to increased ability to:

- Assume ownership and responsibility for ongoing professional learning connected to learner needs.
- Collaborate with colleagues to design and implement professional learning for self and others.

Standard 10 Leadership and Collaboration: The teacher seeks appropriate leadership roles and

opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. *(Performances)*
- 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being. *(Performances)*
- 10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. *(Essential Knowledge)*
- 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals. *(Critical Dispositions)*

Progression for Standard

The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

Progression Levels

1. The teacher participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners. (10a; 10n; 10r) The teacher participates in school-wide efforts to implement a shared vision and contributes to a supportive culture. (10a; 10c; 10n; 10o; 10p; 10r) The teacher elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth. (10d; 10m; 10q) The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community. (8h; 10d; 10g)
2. The teacher collaborates with colleagues on the instructional team(s) to probe data and seek and offer feedback on practices that support learners. (10a; 10b; 10f; 10n; 10o; 10r) The teacher engages in school-wide decision making with colleagues to identify common goals, and monitor and evaluate progress toward those goals. (10a; 10c; 10l; 10n; 10o; 10p; 10r) The teacher works with families to develop mutual expectations for learner performance and growth and how to support it. (10d; 10g; 10m; 10n; 10o; 10q) Working with school colleagues, the teacher connects families with community resources that enhance student learning and family well-being. (9l; 10b; 10d; 10e; 10m; 10n; 10o; 10r) The teacher structures interactions between learners and their local and global peers around projects that engage them in deep learning. (5a) The teacher builds ongoing communities of support for student learning, through exchanging information, advice and resources with families and colleagues. (9l; 10m; 10n; 10o; 10q)
3. The teacher brings innovative practices that meet learning needs to the instructional team(s) and supports colleagues in their use and in analyzing their effectiveness. (10a; 10f; 10i; 10k; 10s) The teacher advocates for continuous evaluation and improvement of the school-wide vision, mission and goals to ensure alignment with learner needs. (10b; 10c; 10k; 10l; 10p; 10s; 10t) The teacher supports colleagues in developing increasingly effective communication and collaboration with diverse families and community members. (8p; 10a; 10d; 10e; 10f; 10g; 10k; 10m; 10n; 10q; 10r) The teacher advocates in the school and community to meet the needs of learners and their families, and to strengthen the community/ school culture for learning. (10d; 10e; 10k; 10l; 10m; 10o; 10p; 10q; 10t) The teacher works collaboratively across the learning community of learners, families, teachers, administrators, and others to support enhancement of student learning, for

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	<p>example by showcasing learner work physically and/or virtually for critique and celebration. (10a; 10d;10e; 10k; 10m; 10n; 10q)</p> <p><i>Shifts to increased ability to:</i></p> <ul style="list-style-type: none"> • Deepen collaborative engagement with colleagues, learners, and learners’ families. • Engage in advocacy in varied collaborative contexts.
NAFSCE Family Engagement Competency	<p>Competency 2. Embrace Equity Throughout Family Engagement Family-facing professionals look inward to develop cultural humility, cognitive flexibility, and perspective-taking skills to practice anti-bias and equitable family and community engagement and reflect on how history and social context influence family engagement systems and practices.</p>
	<p>Competency 7. Take Part in Lifelong Learning Family-facing professionals Identify and participate as a member of the family engagement profession, Engage in professional learning to grow family engagement knowledge and skills, and use data to assess, evaluate, and improve family and community engagement.</p>
<p>CAEP Standard R2 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.</p>	
InTASC Standards and Progressions	–N/A–
NAFSCE Family Engagement Competencies	–N/A–
<p>CAEP R4.2 Satisfaction of Employers: The provider demonstrates employers are satisfied with the completers’ preparation for their assigned responsibilities in working with diverse P-12 students and their families.</p>	
InTASC Standards and Progressions	–N/A–
NAFSCE Family Engagement Competency	–N/A–

Note: Although there are no direct one-to-one alignments between CAEP Standards R2 and R4 to InTASC and NAFSCE, these standards emphasize real-world opportunities for candidates work in diverse settings with families, students, schools, and communities (R2) and demonstrate evidence that completers are effective in working with diverse P-12 students and families (R4).