



# Family Engagement Faculty Resource Guide

*Educator Preparation Provider Supplement to the CAEP Family Engagement Course*



Council for the  
Accreditation of  
Educator Preparation

<b>GETTING STARTED</b>	<b>3</b>
ABOUT THIS FACULTY RESOURCE GUIDE	3
<i>Background on Family Engagement Course Development</i>	3
<b>COURSE SUMMARY</b>	<b>4</b>
ABOUT THE COURSE AND MODULES	4
COURSE STRUCTURE	4
<i>Module Content</i>	4
<i>Reflection Break</i>	5
<i>Test Your Knowledge</i>	5
<i>Optional Skill Building Assessment</i>	5
<i>Module Wrap-up: Reflect and Apply</i>	5
<i>Certificate of Completion</i>	5
MODULE DESCRIPTIONS	6
<i>Module 1: Foundations of Family Engagement</i>	6
<i>Module 2: Foundations of Family Engagement</i>	6
<i>Module 3: Foundations of Family Engagement</i>	7
<b>USING THE LEARNUPON LMS</b>	<b>7</b>
LEARNUPON LEARNING MANAGEMENT SYSTEM	7
<i>Accessing the Course</i>	7
<b>MODULE 1: FOUNDATIONS OF FAMILY ENGAGEMENT</b>	<b>9</b>
OVERVIEW	9
OBJECTIVES	9
MODULE CONTENT	9
<i>Cultivating Meaningful Family Relationships</i>	9
<i>Reflection Break</i>	10
<i>Self-Awareness and Family Engagement</i>	11
<i>Understanding Family Dynamics and Cultural Competence</i>	12
<i>Reflection Break</i>	13
ASSESSMENT	14
<i>Optional Skill Building Assessment</i>	14
RESOURCES	15
<b>MODULE 2: COMMUNICATION BASICS AND STRATEGIES FOR FAMILY ENGAGEMENT</b>	<b>17</b>
OVERVIEW	17
OBJECTIVES	17
MODULE CONTENT	17
<i>Essential Communication Skills</i>	17
<i>Reflection Break</i>	19
<i>Strategies for Effective Family Engagement</i>	19
<i>Navigating Difficult Conversations</i>	20
<i>Reflection Break</i>	21
ASSESSMENT	21
<i>Optional Skill Building Assessment</i>	21
RESOURCES	23
<b>MODULE 3: DESIGNING A FAMILY ENGAGEMENT PLAN</b>	<b>25</b>
OVERVIEW	25
OBJECTIVES	25
MODULE CONTENT	25

<i>Developing a Family Engagement Plan</i>	25
<i>Integrating Family Engagement Into Instructional Practice</i>	26
<i>Reflection Break</i>	27
ASSESSMENT	27
<i>Optional Skill Building Assessment</i>	27
RESOURCES	29
<b>APPENDIX</b>	<b>30</b>
APPENDIX A: JOHARI WINDOW EXERCISE MODULE 1	30
APPENDIX B: ASSESSMENT RUBRIC: MODULE 1 - FOUNDATIONS OF FAMILY ENGAGEMENT	32
APPENDIX C: ASSESSMENT RUBRIC: MODULE 2 - COMMUNICATION BASICS AND STRATEGIES FOR FAMILY ENGAGEMENT	35
APPENDIX D: ASSESSMENT RUBRIC: MODULE 3 - CREATING A FAMILY ENGAGEMENT PLAN	39

# Getting Started

## About this Faculty Resource Guide

The CAEP Family Engagement Faculty Resource Guide is designed to assist Educator Preparation Providers (EPPs) and faculty members in navigating and supporting learners using the CAEP Family Engagement Course. The CAEP Family Engagement Course is a free, asynchronous online course designed to help build meaningful and collaborative relationships with K-12 families and caregivers. The course was developed for use with pre-service teacher candidates in educator preparation programs, though can be used as a professional resource for others interested in enhancing their understanding of effective family engagement practices.

This Faculty Resource Guide provides an overview of the course structure, descriptions of content, and supporting resources for integrating the course into pre-service teacher education or professional development. EPPs do not need to be CAEP accredited to use the Family Engagement Course or Faculty Resource Guide. The Course and Guide are not required by CAEP, and EPPs may adapt or modify the content as needed to align with policies, instructional goals, and their teaching context.

### **Background on Family Engagement Course Development**

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) in three states to develop modules to improve the family engagement skills of candidate teachers. The concept and content were 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.

In 2024, CAEP revised the course content to reflect current research, updated best practices in culturally responsive communication, and the evolving needs of diverse families and communities. The updated modules emphasize the importance of collaboration and shared decision-making between educators and families to support K-12 students success. To further support faculty and EPPs, the revised course includes opportunities for learners to demonstrate their knowledge through assessments. The course also provides faculty with sample rubrics that can be integrated into teacher preparation. This guide is designed to support faculty in implementing the CAEP Family Engagement Course by offering strategies and assessment tools to further promote meaningful family engagement into teacher preparation.

# Course Summary

## About the Course and Modules

The CAEP Family Engagement Course is a free, online asynchronous training consisting of three courses: *Foundations of Family Engagement*, *Communication Basics and Strategies for Family Engagement*, and *Designing a Family Engagement Plan*. The course provides guidance thorough actionable strategies and practical knowledge to strengthen family connections, laying the groundwork for inclusive and effective partnerships. The course is structured to be flexible and can be taken in sequence or as three, individual courses. Each course includes:

- Interactive research-based content
- Reflection prompts
- Opportunities to test knowledge
- Skill-based assessments
- Resources for further learning and development

Time to complete each course may vary by participant, with individual courses typically being able to be completed between 1-3 hours, with the full three-course sequence estimated to be between 3-10 hours total.

## Course Structure

The CAEP Family Engagement Course is structured to provide an engaging and consistent learning experience. Each course is organized into the following sections:

### Module Content

The course content is divided into segments called ‘Modules’. The content of each module provides participants with foundational knowledge and practical strategies related to family engagement. Interactive materials, such as videos and downloadable guides, are designed to build participants skills in communication, collaboration, and relationship building with families. Each course will have between 10-15 modules, integrating reflection prompts and assessments to reinforce learning. Faculty can guide candidates to actively engage with the content by facilitating classroom discussions on key concepts addressed within the modules.

### **Reflection Break**

The reflection break offers participants an opportunity to reflect on their learning and personal growth. These prompts are designed to help participants assess their current practice, examine their beliefs, and identify areas for continued development. Faculty can encourage candidates to use the prompts as journaling exercises or as group discussions to deepen self-awareness and apply their insights to future teaching practices.

### **Test Your Knowledge**

The 'Test Your Knowledge' section is designed to reinforce key concepts from the course through short quizzes, including multiple choice and true/false questions. Each question includes rationales for correct and incorrect answers, helping participants understand the reasoning behind each response. Each course features a 10-question quiz. These quizzes are untimed and allow unlimited attempts. Participants must achieve a score of 70% or higher to successfully pass the quiz. Faculty can use this section as formative assessment through use as a self-assessment tool for candidates. Faculty will not have access to participants' scores directly but can request that candidates voluntarily provide a copy of completion as proof of participation. CAEP Staff cannot report on individual learner assessment data.

### **Optional Skill Building Assessment**

The optional skill building assessment provides an opportunity for participants to apply what they have learned in a practical context. Assessments include tasks such as analyzing a family engagement scenario or drafting a family engagement plan. Faculty can optionally use these as graded or ungraded assessments, encouraging candidates to demonstrate their understanding through real-world applications. Full descriptions of assessments and rubrics are included in this Faculty Resource Guide for use and adaptation, as needed. Assessments cannot be submitted to CAEP or through the LearnUpon LMS. Faculty who wish to review candidate assessments should request that candidates submit materials directly to them. CAEP Staff cannot report on individual learner assessment data.

### **Module Wrap-up: Reflect and Apply**

Each course concludes with a wrap-up section that provides resources for participants to review and supplement their practice. It includes a summary of the module content and additional resources to further support professional development, including additional readings, videos, sources cited.

### **Certificate of Completion**

At the completion of each course, participants who have successfully passed the 'Test Your Knowledge' section with a score of 70% or higher are eligible to download a Certificate of Completion. The certificate includes the participants' name, name of the course completed and the date of completion. Faculty may choose to encourage candidates to voluntarily share their certificate or use certificates as documentation of professional learning.

# Module Descriptions

The CAEP Family Engagement Course is divided into three modules. An overview of each module is provided below.

## **Module 1: Foundations of Family Engagement**

Module 1: Foundations of Family Engagement focuses on gaining an understanding of why family engagement is important and developing meaningful connections with families through self-awareness and effective partnerships.

Module 1 is organized into the following sections:

- Cultivating Meaningful Family Relationships:
  - Principles and importance of family engagement
  - Shared responsibility between families and educators
  - Building school-home partnerships
  - Family Involvement vs. Family Engagement
- Self-Awareness and Family Engagement:
  - Importance of self-awareness and reflection
  - Understanding personal biases
  - Self-reflection activities
- Understanding Family Dynamics and Cultural Competence:
  - Recognizing diverse family compositions
  - Building respectful and inclusive relationships with all families
  - Cultural competence and sensitivity
  - Enhancing student support

## **Module 2: Foundations of Family Engagement**

Module 2: Communication Basics and Strategies for Family Engagement focuses on essential communication skills, including understanding the impact of affect and tone in communication, developing empathy, and applying effective strategies to interact positively with families.

Module 2 is organized into the following sections:

- Essential Communication Skills:
  - Active listening
  - Empathy
  - Effective tone
  - Clear and concise messaging

- Strategies for Effective Family Engagement:
  - Outreach methods
  - Creating welcoming environments in schools
  - Involving families in decision-making processes
- Navigating Difficult Conversations:
  - Conflict resolution strategies
  - Techniques for managing challenging interactions with families
  - Maintaining professionalism and empathy in difficult situations

### **Module 3: Foundations of Family Engagement**

Module 3: Designing a Family Engagement Plan focuses on how to create a comprehensive plan to engage family members including setting clear goals, evaluating current practices, and practical strategies to enhance family involvement.

Module 3 is organized into the following sections:

- Developing a Family Engagement Plan:
  - Identifying goals and objectives
  - Assessing current engagement practices
  - Designing initiatives to improve engagement
- Integrating Family Engagement Into Instructional Practice:
  - Involving families in student learning
  - Aligning engagement strategies with instructional goals
  - Creating collaborative learning environments

## **Using the LearnUpon LMS**

### **LearnUpon Learning Management System**

The CAEP Family Engagement Course is hosted in the LearnUpon Learning Management System (LMS). LearnUpon provides a flexible interface that supports self-paced online learning. Through LearnUpon, participants can self-register and access course content at any time.

#### **Accessing the Course**

Participants can register for the CAEP Family Engagement Course by visiting the LearnUpon platform. Once registered, participants can enroll in individual courses or all three courses and begin learning immediately. Individuals will need an active email account to register. It



is recommended to use an email address that is regularly monitored, such as an institutional/university email account.

Participants can register for the course by following the steps below:

- Navigate to [https://caep.learnupon.com/users/sign\\_up](https://caep.learnupon.com/users/sign_up)
- Enter your email address and create a password.
- Select 'Register'.
- Check your email for a message from 'CAEP Learning Center' to confirm your account.
- Follow the prompts to create your profile and register for "Family Engagement Training".
- Select 'Save' to complete your profile.
- Select 'Catalog' to view and enroll in course modules.

Faculty can assess the course using the same registration process outlined above. To view course offerings, visit: <https://caep.learnupon.com/catalog> .

**Note:** Faculty access to the CAEP Family Engagement Course is provided at the same permission level as candidate users. There are no designated faculty roles within the LearnUpon LMS, therefore faculty members will access the course as learners. This means faculty will not have access to any candidate materials or assessments related to the course. Faculty who wish to review candidate assessments should request that candidates submit materials directly to them. CAEP Staff cannot report on individual learner assessment data.

# Module 1: Foundations of Family Engagement

## Overview

Collaboration between families and educators is essential in establishing an inclusive and caring foundation for student success. In this module, participants learn about the foundations of family engagement, emphasizing the importance of shared responsibility between families and educators. Participants will gain insight into diverse family dynamics and the importance of cultural competence in fostering effective family engagement. Participants are encouraged to reflect on personal assumptions and biases to develop an understanding of how these can impact interactions with families.

## Objectives

By the end of this module, participants will:

- Understand the principles and importance of family engagement.
- Recognize the value of shared responsibility between educators and families.
- Reflect on personal biases and develop strategies for meaningful self-awareness.
- Gain insight into diverse family compositions and the impact of cultural competence.
- Build skills to foster respectful and inclusive relationships that support all students.

## Module Content

### **Cultivating Meaningful Family Relationships**

*Cultivating Meaningful Family Relationships* introduces the principles of family engagement, emphasizing the developing meaningful partnerships between educators through mutual respect, trust, and shared responsibility. The module focuses on creating welcoming and inclusive environments through intentional efforts and viewing families as equal partners in supporting student success.



Faculty can engage candidates in exploring the meaning and importance of partnerships in family engagement by encouraging candidates to consider how trust and mutual respect are cultivated. Faculty could facilitate discussions that examine how relationships are formed with families and educators. An example of a discussion might be:

*Think about a previous experience you had with a teacher or at school. What made you feel welcomed? What made you feel unwelcome? What actions contributed to that feeling? How can you, as an educator, ensure that all families feel respected and valued in your classroom?*

Faculty can also use collaborative brainstorming activities to generate ideas. For example, faculty might ask candidates to work in a small group or as a class to create a list of actionable strategies they can use to build trust and mutual respect with families.

Faculty and candidates can learn more about the importance of building relationships through family engagement by viewing the following video:

### **Family Engagement: Strengthening Family Involvement to Improve Outcomes for Children**

This video, created by the American Institutes for Research, demonstrates examples of family engagement and the impact this collaborative partnership has on students, their families, and communities.

[https://www.youtube.com/watch?v=jt\\_EyDney-4](https://www.youtube.com/watch?v=jt_EyDney-4)

While watching this video, faculty and candidates can consider:

- What examples of family engagement have viewers seen or experienced in their personal life, the P12 setting, or in their EPP?
- How do the conversations about family engagement begin?

### **Reflection Break**

Faculty can encourage candidates to actively engage with the reflection prompts through activities such as journaling or as in-class discussion. Reflection prompts for this section include:

- How do I define the importance of family engagement in my role as an educator?
- How do I ensure that all families feel valued and respected in my interactions with them?
- What challenges do I face in building relationships with families, and how can I work to address them?

## Self-Awareness and Family Engagement

*Self-awareness and Family Engagement* focuses on the role of self-awareness in building meaningful and inclusive partnership with families and caregivers. The module provides guided reflection on ways examine how values, emotions, and behaviors affect family interactions, including communication and trust. A variety of optional activities are included such as the Harvard Implicit Association Test, journaling and reflection worksheets to help develop greater self-awareness and foster strong family partnerships. Faculty can integrate these self-awareness activities as formative assessments or in-class discussions to help candidates to explore how bias may impact their interactions with families.

Reflection activities include within the course are provided below.

- **The Role of Self-Awareness in Strengthening Family Partnerships**

In this video, educators are encouraged to become aware of and reflect on their own perspectives and the origin of those perspectives. In turn, this reflection gives educators insight into perspectives and experiences that differ from their own, which allows them to experience empathy and a deeper connection with students and their families.

[CAEP-Self-Awareness in Family Engagement-Module 1 Video.mp4](#)

- **Strengthening Your Teacher Identity**

This article emphasizes the importance of self-reflection for educators, highlighting how reflective practices can strengthen teacher identity and professional growth. It provides practical self-reflection exercises, including journaling, artistic expression, and other strategies to encourage introspection and personal development. By engaging in these activities, educators can better understand their values, assumptions, and biases, which can ultimately enhance their ability to build meaningful relationships with students and families.

<https://www.edutopia.org/article/how-reflective-practices-help-teachers/>

- **Harvard Implicit Association Test (IAT)**

Developed by Project Implicit, the IAT is a research-based tool designed to uncover implicit biases related to race, gender, age, and other social categories. By taking the test, educators can gain insights into their unconscious preferences and biases, helping them reflect on how these might influence their teaching practices and interactions with families.

<https://implicit.harvard.edu/implicit/takeatest.html>

- **Personal Self-Assessment of Anti-Bias Behavior Worksheet**

This worksheet, adapted from “Commitment to Combat Racism” by Dr. Beverly Tatum & Andrea Ayvazian, helps individuals reflect on their actions and attitudes towards bias, promoting self-awareness and growth in fostering inclusive environments. This tool can help educators evaluate their biases and consider how these perceptions might impact their interactions with diverse families.

[https://www.adl.org/sites/default/files/personal-self-assessment-of-anti-bias-behavior-online-version\\_0.pdf](https://www.adl.org/sites/default/files/personal-self-assessment-of-anti-bias-behavior-online-version_0.pdf)

- **Unconscious Bias-Self Assessment**

The Franklin Covey Unconscious Bias Self-Assessment provides insights into how unintentional biases may influence decision-making and behavior. This assessment can assist educators identify hidden biases that could affect their relationships with families, particularly those from marginalized groups.

<https://www.franklincovey.com/wp-content/uploads/2021/03/FranklinCovey-Unconscious-Bias-Self-Assessment.pdf>

- **Finding Your Blind Spots: 8 Questions for Uncovering Your Implicit Biases**

Adapted from Hedreich Nichols’ book Finding Your Blind Spots, this resource offers a set of eight reflective questions designed to uncover implicit biases. The questions encourage educators to examine their assumptions, behaviors, and interactions critically. This self-reflection process can help educators challenge their biases and strengthen their ability to connect authentically with diverse families.

<https://www.cultofpedagogy.com/blindspots/>

- **Johari Window Exercise and Worksheet**

The Johari Window is a tool to explore self-awareness, improve communication, and address biases. It helps individuals explore personal qualities and biases across four areas: Open Area, Blind Spots, Hidden Area, and Unknown Area. Use this worksheet to reflect on your personal and professional identity as an educator, considering how your views and behaviors impact your interactions with students and families. The worksheet can be found in [Appendix A: Johari Window Exercise Module 1](#).

## **Understanding Family Dynamics and Cultural Competence**

*Understanding Family Dynamics and Cultural Competence* addresses the importance of recognizing and respecting diverse family structures and cultural backgrounds. This module recognizes that families differ in makeup, roles, all of which influence students’ educational experiences. This section reinforces the necessity of trust, empathy, and intentional communication to foster inclusive learning environments where all families feel respected and supported.

Faculty can support candidates by incorporating classroom activities to develop cultural competence and deepen awareness of family diversity. This can include activities such as asking candidates to reflect on the diversity within their own families, encouraging recognition of differences among family structure, values, and culture. Faculty can also assign activities in which candidates research the cultural, linguistic or socioeconomic demographics of schools or communities in which they are placed by creating visuals or infographics highlighting the diversity present, family structures, or languages spoken. These activities can help candidates connect engagement strategies to meet the needs of families they serve within their communities.

### **Reflection Break**

Faculty can encourage candidates to actively engage with the reflection prompts through activities such as journaling or as in-class discussion. Reflection prompts for this section include:

- How do you define family, and how might your definition differ from that of your students?
- How do your own family experiences shape your perceptions of different family structures?
- How do you celebrate and acknowledge the diverse family backgrounds of students in your classroom?
- Have you ever faced challenges when working with a family due to differences in family dynamics of culture? How did you manage the situation?
- What steps can you take to ensure that your relationships with students and families are not influenced by your own biases?

Faculty can further explore diversity in the families of their students using the video below.

#### **Our Family: A Film About Diversity**

In this video, educators are introduced to the variety of family styles students in their classroom have. This video can help viewers reflect on the different families structures they have seen in their own lives and classrooms.

[https://www.youtube.com/watch?v=cTqC4U\\_98Xo](https://www.youtube.com/watch?v=cTqC4U_98Xo)

While watching this video, viewers can consider:

- Their own family structures and how it is similar and different to that of their learners.
- How does awareness of diverse family structures promote learner success and self-efficacy?
- What methods can be used to begin the discussion about family diversity in classrooms?

# Assessment

The optional skill building assessments can be adapted into coursework as graded or ungraded assignments. Corresponding assessment rubrics are provided in this Faculty Resource Guide to assist with evaluation and feedback. Assessments cannot be submitted to CAEP or through the LearnUpon LMS. Faculty who wish to review candidate assessments should request that candidates submit materials directly to them. CAEP Staff cannot report on individual learner assessment data.

The optional skill building assessment include within the course is provided below, with the corresponding rubric found in [Appendix B: Assessment Rubric: Module 1 - Foundations of Family Engagement](#).

## Optional Skill Building Assessment

### Family Engagement Self-Reflection Video Assessment

#### Overview

The purpose of this assessment is to build critical skills in self-awareness and cultural competence by prompting educators to evaluate their understanding of family dynamics and its implications for teaching. By drawing connections to Module 1 content, the assessment aligns with learning outcomes such as fostering inclusive family relationships, recognizing diverse family compositions, and enhancing student support through family engagement. The video format encourages educators to practice self-reflection skills, an essential skill for building meaningful collaborations with families.

This assessment can be used following the completion of Module 1: Foundations of Family Engagement within the CAEP Family Engagement course.

#### Instructions

Record a video of yourself where you reflect on your understanding of family engagement, personal biases, and family dynamics, and analyze how these factors shape your approach to fostering relationships with families and supporting students.

Within your video discuss the following:

- Reflection on Family Engagement
- Describe what family engagement means to you and how it differs from family involvement.
- Reflection on Personal Biases
- Discuss any personal biases you have recognized and how they have impacted your interactions with students or families.

- Share strategies you use (or plan to use) to mitigate the influence of biases on your interactions with students and families.
- Understanding Family Dynamics
- Explain how understanding family dynamics has shaped your approach to supporting students and engaging families.
- Goals for Professional Growth
- Share at least one specific goal for improving your practice in fostering inclusive and collaborative family relationships. Use a camera, smartphone, or other recording device to record your video. Limit your video reflection to 3-5 minutes.

**Note to module users:** Please note that assessments for this module are not moderated or scored by CAEP staff. Additionally, completing this assessment is not a requirement for the module. The assessment and rubric provided is intended for self-assessment or other professional development purposes.

## Resources

Additional support resources for the module are included below:

- **Smith, S. R. (2007). Stop and Think: Addressing Social Injustices through Critical Reflection. Education Canada, 47(1), 48.**  
This article emphasizes the importance of critical reflection for educators in addressing social injustices. It provides a framework for understanding and addressing biases, fostering equity, and creating a more inclusive educational environment.  
<https://www.edcan.ca/wp-content/uploads/EdCan-2007-v47-n1-Ramrattan.pdf>
- **The Culture-Centered Classroom Podcast**  
This podcast explores culturally responsive teaching strategies, offering educators insights into how to create classrooms that are inclusive and sensitive to the diverse cultural backgrounds of students and families. The podcast covers topics like recognizing bias, fostering inclusive environments, and engaging families from a variety of cultural contexts.  
<https://customteachingsolutions.com/podcast/>
- **Gonzalez, C. M., Lyson, M. L., & Sukhera, J. (2021). Twelve tips for teaching implicit bias recognition and management. Medical Teacher, 43(12), 1368–1373.**  
This article provides actionable strategies for educators to teach the recognition and management of implicit bias and serves as a resource that can be useful for fostering self-awareness and creating equitable learning environments.  
<https://doi.org/10.1080/0142159X.2021.1879378>



- **Machost, H., & Stains, M. (2023). Reflective Practices in Education: A Primer for Practitioners. CBE—Life Sciences Education, 22(2).**

This source focuses on reflective practices in education, providing a step-by-step guide for educators to reflect on and analyze their teaching methods and improve inclusivity and effectiveness.

<https://doi.org/10.1187/cbe.22-07-0148>
- **Midwest and Plains Equity Assistance Center. (2020). Tools and Guidance for Evaluating Bias in Instructional Materials.**

This resource offers tools and frameworks to help educators evaluate and address biases in instructional materials to support creating equitable and culturally relevant curriculum.

<https://files.eric.ed.gov/fulltext/ED612040.pdf>
- **New Day Films. (2009, August 17). That's a Family. [Video] YouTube.**

This video introduces students and educators to diverse family structures, fostering understanding and respect for different family dynamics.

<https://www.youtube.com/watch?v=lnYWCtX3Us4>

# Module 2: Communication Basics and Strategies for Family Engagement

## Overview

Effective communication is the cornerstone of successful family engagement. Effective communication becomes even more critical when navigating challenging conversations. In this module, you will learn about essential communication skills and effective strategies for engaging families. Participants will learn techniques for managing difficult conversations with families, including conflict resolution strategies and maintaining professionalism and empathy. You will develop key communication skills such as active listening and learn practical strategies to foster strong relationships between families and the school community. Additionally, you will learn strategies for outreach, involving families in the decision-making process, and creating welcoming environments in schools.

## Objectives

By the end of this module, participants will:

- Identify key components of effective communication, including active listening, empathy, appropriate tone, and using clear messaging.
- Understand techniques for managing difficult conversations with professionalism and empathy.
- Apply strategies to engage families in decision-making processes and foster a welcoming environment through effective outreach.



## Module Content

### Essential Communication Skills

*Essential Communication Skills* explains that strong communication methods are necessary to create collaborative and trusting opportunities for family engagement. This section provides details to help candidates create communications that are positive,

accessible, utilize active listening methods, maintain confidentiality, and keep cultural differences in mind. Faculty and candidates will also learn more about the elements required in the active listening process: empathy, effective tone, and clear and concise messaging.

Faculty and candidates can learn more about communicating with empathy in the following video:

### **Stop Judging, Start Caring: The Empathetic Way to Communicate**

In this Ted Talk video, viewers can learn from Mathias Durand as he explains the difficulties faced during communications and offers strategies to combat these challenges. For example, Durand compares this process to a road trip that keeps the listener in the passenger seat to fully hear and understand what the other person is saying.

<https://www.youtube.com/watch?v=Zy-ZAWiFvGU>

While watching this video, viewers can reflect on how they've used or experienced the "emotional road trip process" Durand references in their own previous conversations while noting how this strategy can make conversations more successful.

Faculty can also engage candidates by reviewing the importance of strong and consistent communication, including the importance of the active listening process when creating effective family engagement opportunities. During this review, faculty can also facilitate discussions with candidates to help them reflect on previous communication strategies they've encountered in education and the elements that led to those feelings. Discussion questions might include:

*Reflect on the strategies your past teachers used to communicate with you and your family when you were a student in their classroom. What aspects of these efforts made the communications successful or unsuccessful? How was active listening utilized during communications we've discussed?*

Faculty can further involve candidates in their learning through small group activities that review the active listening process. Faculty can incorporate their own example scenarios that allow candidates to use and identify effective communication strategies. These examples can encourage candidates to identify strong communication strategies that utilize active listening, empathy, and a clear tone of voice.

## Reflection Break

Faculty can encourage candidates to actively engage with the reflection prompts through activities such as journaling or as in-class discussion. Reflection prompts for this section include:

- How do I show families that I value their perspectives and concerns?
- What steps do I take to build trust and positive relationships with families?
- How do I ensure that my tone fosters collaboration rather than defensiveness when speaking with families?
- How do I ensure that my communications are easily understood by all families?

## Strategies for Effective Family Engagement

The section, *Strategies for Effective Family Engagement*, explains how the diverse needs of students' families and barriers they might face can shape the accessible approaches used to engage families. This section strives to help candidates understand the factors families face and how this creates the need to build trusting and meaningful collaboration opportunities.

Within the additional sections *Outreach Methods and Creating Welcoming Environments* and *Involving Families in Decision-Making*, readers can discover examples of family engagement techniques, including those that incorporate technology and community resources, and methods to involve families in decision-making processes regarding their student.

Faculty and candidates can view an example of a school's family engagement opportunity in the following video:

### **Family/Community Engagement: Welcoming Environment**

This video, created by the Wisconsin Department of Public Instruction, discusses the value of schools hosting family engagement and orientation nights and the positive impact these events have on student families and even school staff.

[https://www.youtube.com/watch?v=f\\_4-Efsycug](https://www.youtube.com/watch?v=f_4-Efsycug)

While watching this video, faculty and candidates can consider:

- What do you think are crucial elements to include within a family orientation night?
- How can schools ensure they are providing orientation activities that are accessible to all families?

To engage in the content, faculty can encourage candidates to reflect on their past experiences when introduced to new environments. The following prompts are examples of what the discussion could look like:

*What measures were taken to ensure you felt welcome new environments? What did you notice about these measures that made you feel included? Could anything have been done to make you feel more welcome?*

Candidates can build on this reflection by brainstorming a list of methods that can be used to communicate with and engage families. Within this list, candidates can identify potential barriers families might face and how the engagement strategies can be adapted to combat these barriers or to accommodate different family needs (i.e. different language options). Knowing not all barriers can be planned for, candidates may also choose to brainstorm available resources in the school setting such as school counselors or principals.

### **Navigating Difficult Conversations**

*Navigating Difficult Conversations* explains techniques to help educators discuss challenging topics with families. This section demonstrates how successful conversations surrounding difficult topics involve calm, safe spaces, have a mutual goal in mind, are focused on solutions, and incorporate an action plan to continue communication.

Faculty and candidates can learn more about managing hard conversations, including maintaining professionalism and incorporating de-escalation techniques, in the sections *Conflict Resolution Strategies and Techniques for Managing Challenging Interactions with Families*.

Faculty may want to encourage candidates to reflect upon their own conflict-resolution experiences through personal writing prompts such as:

*What is your common conflict-resolution strategy? How does your approach align with the conflict-resolution strategies discussed in this module? What are your areas for growth?*

Faculty can engage candidates by utilizing example teacher-family scenarios, such as emails, phone calls, or in-person meetings, to help candidates practice conflict-resolution strategies. After analyzing the scenario, faculty could instruct candidates to create scripts and plans to help resolve the conflict while reviewing how elements, such as a safe environment, calm presence, and shared goal, can help the conversation be more successful. Candidates can also be encouraged to discuss areas of strength and areas for growth in the plans they created.

Faculty may also choose to engage with the P-12 partners by inviting principals or teacher guest speakers to discuss and answer questions about real-world experiences regarding teacher-family conflict-solution scenarios.

### **Reflection Break**

Faculty can encourage candidates to actively engage with the reflection prompts through activities such as journaling or as in-class discussion. Reflection prompts for this section include:

- What strategies can I use to stay calm and focused when a parent or family member becomes upset or angry?
- How can I better prepare myself emotionally for difficult conversations with families?
- What are some concrete steps I can take to prevent misunderstandings and promote early, proactive communication?

## **Assessment**

The optional skill building assessments can be adapted into coursework as graded or ungraded assignments. Corresponding assessment rubrics are provided in this Faculty Resource Guide to assist with evaluation and feedback. Assessments cannot be submitted to CAEP or through the LearnUpon LMS. Faculty who wish to review candidate assessments should request that candidates submit materials directly to them. CAEP Staff cannot report on individual learner assessment data.

The optional skill building assessment include within the course is provided below, with the corresponding rubric found in [Appendix C: Assessment Rubric: Module 2 - Communication Basics and Strategies for Family Engagement](#).

### **Optional Skill Building Assessment**

#### **Parent-Teacher Conference Sample Script and Reflection Assessment**

##### **Overview**

The purpose of this assessment is to evaluate effective communication strategies for engaging with families, particularly in challenging conversations. By drawing connections to Module 2 content, the assessment aligns with learning outcomes such as applying active listening skills, navigating difficult discussions with empathy, and utilizing conflict resolution strategies to strengthen family-school partnerships. The sample script and reflection provide an opportunity to practice communication strategies through a parent-teacher conference scenario to reinforce the importance of maintaining professionalism, addressing concerns with empathy, and fostering productive dialogue with families.

This assessment can be used following the completion of Module 2: Communication Basics and Strategies for Effective Family Engagement within the CAEP Family Engagement course.

### Instructions

Review the following video and corresponding transcript. Write a sample script demonstrating how you would respond to the parents in this scenario. In addition, write a 3-paragraph reflection discussing:

- The communication strategies you used and why you selected them.
- Any aspects within the scenario you might approach differently.
- Areas for professional growth in building communication skills and navigating difficult conversations with families.

Within your script and reflection discuss the following:

- Alignment with Parents Concerns and Relevance to the Scenario
  - Provide a response that acknowledges and directly addresses the parents' concerns
- Clarity and Practicality of Guidance
  - Provide clear, solution-oriented, and actionable guidance for the parents when responding to their concerns
- Empathy and Acknowledgement of Concerns
  - Demonstrate how you validate the parents' emotions while maintaining professionalism and empathy
- Supportive Tone
  - Demonstrate a tone that conveys collaboration, reassurance, and a willingness to work together
- Goals for Professional Growth
  - Explain why specific communication strategies were chosen and how they effectively addressed the parent's concerns
  - Share at least one specific goal, identifying areas for growth in future interactions with families

Submit your response as a single document.

Video Transcript:

You are meeting with a family during a parent-teacher meeting on open house night at the school. The family, Mr. and Mrs. Hernandez, are there to discuss how the school year is going for their daughter, Hannah. The Hernandez family has never been to the school before or met you as a teacher. The family learned about open house night in an email that was sent to all families by the school principal.

In the meeting, you introduce yourself and then begin discussing the students' performance. Hannah started strong, but over the last few months, her grades have slipped. You start the meeting by calmly presenting the situation. "Mr. and Mrs. Hernandez, I appreciate you coming in today. I want to talk about Hannah's performance. She started the year with very strong grades, but I've noticed a decline recently. I'm concerned, and I want to work together to support her".

The parents begin to look visibly upset. Mr. Hernandez's voice rises slightly. "We don't understand why this is happening. What are we supposed to do now?" Mrs. Hernandez also comments. "This is just so unlike Hannah. I wish we would have known sooner".

As the teacher, what actions would you take in this scenario? How would you address the parents' concerns? What strategies or approaches would you use in your conversation with the Hernandez family? Now, write a sample script for your response to Mr. and Mrs. Hernandez during the interaction.

Then, write a 3-paragraph reflection in which you discuss the strategies you chose for interacting with the family and why you selected them. Also, discuss in your reflection what you might do differently in this scenario.

Lastly, describe areas of your own professional growth for improving interactions with families, related to building communication skills and navigating difficult conversations.

**Note to module users:** Please note that assessments for this module are not moderated or scored by CAEP staff. Additionally, completing this assessment is not a requirement for the module. The assessment and rubric provided is intended for self-assessment or other professional development purposes.

## Resources

Additional support resources for the module are included below:

- **Briggs, Stephanie. (2018, March). Developing empathy as practice [Video]. TED Conferences.**

This video explores how practicing mindfulness can help cultivate a deeper understanding of others and foster the development of empathy.

[https://www.ted.com/talks/stephanie\\_briggs\\_developing\\_empathy\\_as\\_practice?subtitle=en](https://www.ted.com/talks/stephanie_briggs_developing_empathy_as_practice?subtitle=en)



- **Education Week. (2024, May 2). A welcoming place: Family engagement strategies for schools [Video]. YouTube.**

This video shares techniques that educators and schools can use to ensure family engagement practices effectively build long-lasting relationships, with a focus on key components such as developing trust.

<https://www.youtube.com/watch?v=PA5-kW28IZI>
- **Harvard Business Review. (2022, August 31). The art of active listening [Video]. YouTube.**

This video offers practical strategies for applying active listening skills, including reflective questions to help improve listening during conversations.

<https://www.youtube.com/watch?v=aDMtx5ivKK0>
- **National Association of Head Teachers. (2018, September 18). How to handle difficult conversations in school [Video]. YouTube.**

This video discusses specific strategies for navigating difficult conversations in schools and techniques educators can use to deliver effective messages.

<https://www.youtube.com/watch?v=TQwz5rJhKiE>
- **Peltier, M. R., Edwards, P. A., & Sweeney, J. (2024). Reframing family engagement: Inclusive strategies that elevate and validate. The School Community Journal, 34(2), 9–32.**

This article highlights the importance of family engagement and proposes strategies to strengthen school-home partnerships. It focuses on urban schools and communities, exploring the challenges created by differing ideals of family involvement.

<https://eric.ed.gov/?id=EJ1451037>

# Module 3: Designing a Family Engagement Plan

## Overview

A well-designed family engagement plan is key to building meaningful partnerships that support student learning and well-being. In this module, you will explore strategies for developing a comprehensive plan that sets clear goals, evaluates current engagement practices, and implements effective initiatives to engage family members. You will also examine ways to integrate family engagement into instructional practices, ensuring alignment with student learning objectives. By creating a structured and intentional plan, you will be better equipped to foster collaboration between families and educators, leading to stronger student outcomes.



## Objectives

By the end of this module, participants will:

- Identify goals and objectives for an effective family engagement plan.
- Assess current family engagement practices to determine strengths, gaps, and areas for improvement.
- Design targeted initiatives to enhance family engagement in student learning.
- Develop strategies for integrating family engagement into instructional practices

## Module Content

### Developing a Family Engagement Plan

In the sections *Developing a Family Engagement Plan*, *Introduction to Core Competencies*, and *Why Family Engagement Matters*, faculty and candidates will discover how student success is the product of planned, intentional collaboration efforts between families, schools, and communities. Faculty and candidates can also learn how teachers reflect, connect, collaborate, and lead alongside families and discover how this process builds on collaboration efforts. Moreover, these sections can help faculty and candidates discover the benefits of implementing intentional family engagement plans.

Faculty can engage candidates by guiding them to reflect on the collaboration efforts they've experienced. Discussion prompts can include:

*As a student, do you remember collaboration efforts that included your family, school, and community? What did the collaboration efforts look like? How did these collaboration efforts make you and your family feel? Are there any changes you would've wanted?*

It is important to note that every P-12 school district implements their own process for collaborating with families and communities. Faculty can encourage candidates to become familiar with the processes of P-12 school districts by engaging with these schools. To help candidates engage with nearby P-12 schools and learn about their collaboration efforts with families and communities, faculty could use strategies such as:

- Invite principals or teachers into the class as guest speakers who can discuss their collaboration efforts with families and communities.
- Ask candidates to interview P-12 teachers or principals about their collaboration efforts with families and communities.
- Guide candidates in researching P-12 school websites to learn more about the collaboration efforts between schools, families, and communities.

### **Integrating Family Engagement Into Instructional Practice**

The section *Integrating Family Engagement Into Instructional Practice* helps candidates explore the steps involved in preparing effective collaboration opportunities between families, schools, and communities. These steps include personal reflection, setting goals, identifying objectives, action planning, locating resources, and assessing progress.

Faculty and candidates will also see the use of an example planning sheet demonstrated in this section as one way to track the collaboration planning process. Faculty and candidates can use their preferred planning and tracking methods.

Faculty can facilitate whole group discussions to help candidates think about the planning process needed to create their own family and community engagement plans. Faculty can utilize prompts such as:

- How might engagement methods change during the beginning, middle, and end of the school year?
- How can educators learn about the families in their classrooms and the needs they have (i.e. language or technology barriers, preferred communication methods, family make up, etc.) and how can this information be used to create accessible engagement strategies? What school resources can educators use to learn more about the families in their classrooms (school counselor, principal, etc.)?

- How can educators ensure they are reaching all families in their classrooms through their family engagement strategies?

To prepare candidates for the diverse families they may have in their classrooms, faculty can create example scenarios of student families in a classroom. After reviewing the scenario, candidates can determine the needs of the family along with the school and community resources that can help. Candidates can also determine accessible strategies for maintaining communication and collaboration with those families (for example, candidates can think about: Are there language or transportation barriers? Does the family require special meeting times or places?).

### **Reflection Break**

Faculty can encourage candidates to actively engage with the reflection prompts through activities such as journaling or as in-class discussion. Reflection prompts for this section include:

- How do I currently engage families in student learning and school activities?
- How can I design a family engagement plan to support both students' academic success and family-school partnerships?
- What challenges might arise when implementing my family engagement plan, and how can I address them?

## **Assessment**

The optional skill building assessments can be adapted into coursework as graded or ungraded assignments. Corresponding assessment rubrics are provided in this Faculty Resource Guide to assist with evaluation and feedback. Assessments cannot be submitted to CAEP or through the LearnUpon LMS. Faculty who wish to review candidate assessments should request that candidates submit materials directly to them. CAEP Staff cannot report on individual learner assessment data.

The optional skill building assessment include within the course is provided below, with the corresponding rubric found in Appendix D: Assessment Rubric: Module 3 - Creating a Family Engagement Plan.

### **Optional Skill Building Assessment**

#### **Creating a Family Engagement Plan Assessment**

## Overview

The purpose of this assessment is to develop a structured and intentional approach to family engagement. By drawing connections to Module 3 content, this assessment aligns with learning outcomes such as reflecting on current family engagement practices and designing strategies to strengthen family-school partnerships. The engagement plan provides educators with a framework to implement meaningful, sustainable strategies that promote collaboration, trust, and shared decision-making with families.

This assessment can be used following the completion of Module 3: Designing a Family Engagement Plan within the CAEP Family Engagement course.

## Instructions

Using the Family Engagement Plan Template provided, create a detailed plan that outlines specific, actionable steps for fostering strong family-school partnerships. Your plan should be clear, well-organized, and practical, addressing the following key components:

- Goals
  - Identify what do you want to accomplish to support families
- Objectives
  - Describe how you plan to reach your goal
- Actions and Timeline
  - Identify specific actions you will take to reach your objective, and how often
- Resources Needed
  - Describe what resources are needed to implement your plan
- Indicators of Success
  - Identify how you know will measure the effectiveness of your engagement efforts, including how you know you have been successful

For each of the above areas, discuss specific strategies you plan to use to:

- Connect
  - Build trust and open communication to create meaningful partnerships
- Collaborate
  - Co-create solutions with families to support student success
- Lead alongside Families
  - Develop a culture of family engagement through intentional review of policies and practices

Then, write a 2-paragraph reflection in which you describe your strategy and professional growth plans. Within your reflection, address the following:

- Goals for Professional Growth
- Explain why specific strategies were chosen and how they contribute to an effective family engagement plan
- Share at least one specific goal, identifying areas for growth in future interactions with families

Submit your response as a single document.

**Note to module users:** Please note that assessments for this module are not moderated or scored by CAEP staff. Additionally, completing this assessment is not a requirement for the module. The assessment and rubric provided is intended for self-assessment or other professional development purposes.

## Resources

Additional support resources for the module are included below:

- **Baker, T. L., Wise, J., Kelley, G., & Skiba, R. J. (2016). Identifying barriers: Creating solutions to improve family engagement. *The School Community Journal*, 26(2), 161–184.**  
This article explores the shift from parent involvement to parent engagement by analyzing family and staff perceptions of barriers and solutions, highlighting five key themes: opportunities for involvement, communication, welcoming environments, time constraints, and redefining engagement beyond physical presence in schools.  
<https://files.eric.ed.gov/fulltext/EJ1124003.pdf>
- **Harvard Graduate School for Education. (2024, October 10). Family and Community Engagement in Schools | Education Now. [Video] YouTube.**  
This video includes a panel discussion with educators and administrators focused on strategies for engaging with families and growing effective home, school, and community partnerships.  
<https://www.youtube.com/watch?v=0DGXPTbUVOU>
- **U.S. Department of Health and Human Services. Family Engagement.**  
The Head Start Family Engagement page includes resources, strategies, and frameworks aimed at fostering effective engagement with families, including families with disabilities and learning differences.  
<https://headstart.gov/family-engagement>
- **National Association for Family, School, and Community Engagement. Family Engagement Toolkits.**  
NAFSCE has provided access to toolkits created by organizations to support the development of high-impact family engagement programs, offering resources for goal setting, communication, partnership agreements, and practical materials.  
<https://nafsce.org/page/Toolkits>

# Appendix

## Appendix A: Johari Window Exercise Module 1

# Johari Window Worksheet

## Self-Reflection Exercise for Educators

### Instructions

Begin by reflecting on words or traits that best describe you as an educator, such as being empathetic, organized, or adaptable. Once you've identified your traits, review the four areas within the Johari Window to organize your reflection. Write down your traits and qualities in each area based on the specific focus. Finally, review the reflection prompts at the end of the exercise for a deeper self-reflective practice. These prompts are designed to help you explore your strengths, uncover potential blind spots, and identify actionable steps for growth and reducing biases.

### Johari Window

<p><b>1. Open Area (Known to Self and Others):</b> <i>List traits, behaviors, biases, or qualities that are recognized both by yourself and by others. For example, you consider yourself to be dependable and others acknowledge this trait in you as well.</i></p>	<p><b>2. Blind Spot (Not Known to Self, but Known to Others):</b> <i>List traits, behaviors, biases, or qualities that others observe in you, but you may not be aware of. For example, colleagues or friends might frequently describe you as “organized,” even if you do not recognize this trait in yourself.</i></p>
<p><b>3. Hidden Area (Known to Self, but Not Known to Others):</b> <i>List traits, behaviors, biases, or qualities you are aware of but typically keep private. These might include personal challenges, like a fear of public speaking, or strengths, such as a passion for mentoring, that you have not shared with others.</i></p>	<p><b>4. Unknown Area (Not Known to Self or Others):</b> <i>List traits, behaviors, biases, or qualities that may surface through self-exploration or unfamiliar experiences. For instance, you might realize after careful reflection that you have a tendency to overlook quieter students in group settings.</i></p>



## Appendix B: Assessment Rubric: Module 1 - Foundations of Family Engagement

Criteria	Exemplary (9-10 points)	Proficient (7-8 points)	Satisfactory (5-6 points)	Needs Improvement (1-4 points)	InTASC Standard Alignment
Reflection on Family Engagement	Demonstrates a deep understanding of family engagement, with a thorough distinction between engagement and involvement.	Mostly clear understanding of family engagement, with some discussion of the difference between engagement and involvement.	Limited understanding of family engagement, but limited discussion on the differences between engagement and involvement.	Lacks understanding of family engagement or is lacking clarity on the distinction between engagement and involvement.	<b>InTASC Standard 3:</b> 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.
Reflection on Personal Biases	Thoughtful, self-aware reflection on personal biases, with clear examples of how these biases impact interactions with families. Provides actionable strategies for addressing biases.	Clear recognition of personal biases and how they impact family interactions, with examples and strategies to mitigate them.	Limited recognition of personal biases, with limited examples or strategies for addressing them.	Lacks recognition of personal biases or offers vague, unsubstantiated examples and strategies.	<b>InTASC Standard 9:</b> 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.
Understanding Family Dynamics	Demonstrates deep understanding of how family dynamics impact student support and family engagement. Provides detailed, relevant examples of how this understanding is applied in practice.	Mostly clear understanding of family dynamics and their impact on student support and engagement. Provides relevant examples.	Limited understanding of family dynamics. Examples of application are vague or underdeveloped.	Lacks understanding of how family dynamics influence student support or engagement, with few or no examples.	<b>InTASC Standard 2:</b> 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.
Goals for Professional Growth	Clear, specific, and measurable professional development goal related to fostering inclusive family relationships. Provides an actionable, detailed plan for achieving the goal.	Specific professional development goal with a clear plan for achievement but could benefit from more detail or specificity.	Vague or underdeveloped goal with minimal actionable steps, lacking clear alignment with family engagement.	No clear goal or actionable steps for professional development; goal is irrelevant or too vague.	<b>InTASC Standard 9:</b> 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.

## Additional Guidance for Using this Rubric: Module 1 - Foundations of Family Engagement

This guide is designed to assist in evaluating assessment submissions using the rubric provided. The examples provided under each criteria offer clarity on what to look for in assessment submissions and ensure consistency in grading. The “Examples to Look For” highlight knowledge or skills demonstrated at the “Exemplary” or “Proficient” levels, while the “Examples of Gaps” correspond to areas that may align with the “Satisfactory” or “Needs Improvement” ratings. Individuals using this rubric for grading or feedback purposes are encouraged to provide constructive feedback based on the rubric, highlighting strengths and areas for improvement to support further learning and professional development.

### Criteria and Examples:

#### **Reflection on Family Engagement:**

Evaluate how well the response defines and differentiates family engagement and involvement and demonstrates an understanding of its importance in education.

- **Examples to Look For:**
  - Clear distinction between family engagement (active partnership) and involvement (participation in activities).
  - Statements like, “Family engagement involves mutual collaboration and shared decision-making, unlike family involvement, which often centers on participation in school-organized events.”
- **Examples of Gaps:**
  - Vague definitions or overgeneralized statements about engagement and involvement.
  - Minimal connection to the benefits of family engagement.

#### **Reflection on Personal Biases:**

Assess the ability to recognize and address personal biases that may impact interactions with families.

- **Examples to Look For:**
  - Honest acknowledgment of personal biases with specific examples, such as, “I realized I often made assumptions about single-parent households, which influenced how I communicated with those families.”
  - Clear strategies for mitigating bias, such as, “I now use reflective journaling to examine my interactions and ensure I approach families with an open mind.”
- **Examples of Gaps:**
  - Disregard of any recognition of biases.
  - General recognition of bias without specific examples or impact on family interactions.
  - Lack of actionable strategies or reliance on vague statements like, “I try not to let biases affect me.”

#### **Understanding Family Dynamics:**

Evaluate the depth of understanding of how family dynamics influence student support and family engagement.

- **Examples to Look For:**

- Thoughtful insights into how various family structures impact engagement or student experiences, for example, “Recognizing that most parents have work responsibilities, parent-teacher meetings are provided with flexible times to accommodate their schedules.”
- Practical applications, such as, “I engage families through home visits to better understand their dynamics and how to support their students.”
- Examples of Gaps:
  - Limited discussion or acknowledging family dynamics in a way that feels surface-level, for example, “(Parents have different schedules,” without deeper reflection.
  - Minimal or irrelevant examples of how understanding family dynamics shapes their practice.

### **Goals for Professional Growth:**

Assess the ability to articulate specific, actionable goals for professional development in family engagement.

- Examples to Look For:
  - Measurable and actionable goals, for example, “I plan to participate in a book study on culturally responsive family engagement”.
  - A clear plan for achieving goals, such as, “I will keep a self-reflection journal to review my progress and insights”
- Examples of Gaps:
  - Goals are vague, for example., “I want to improve my family engagement skills.”
  - Lack of a clear or realistic plan for achieving professional growth.

## Appendix C: Assessment Rubric: Module 2 - Communication Basics and Strategies for Family Engagement

Criteria	Exemplary (9-10 points)	Proficient (7-8 points)	Satisfactory (5-6 points)	Needs Improvement (1-4 points)	InTASC Standard Alignment
Alignment with Parent's Concerns and Relevance to Scenario	Directly addresses the scenario with relevant communication strategies effectively responding to the parent's concerns.	Mostly addresses the scenario with relevant communication strategies, with minor deviations from directly responding to the parent's concerns.	Somewhat addresses the scenario but lacks a clear connection between communication strategies and the parent's concerns.	Lacks relevance; communication strategies do not effectively address the parent's concerns or the scenario.	—
Clarity and Practicality of Guidance	Provides clear, practical, and actionable advice tailored to the parent's situation.	Provides mostly clear and practical advice, though some details may be lacking or slightly less tailored to the parent's situation.	Provides somewhat unclear or impractical advice that lacks tailoring to the specific situation or is overly general.	Advice is unclear, impractical, or not relevant to the parent's situation, offering little to no actionable guidance.	<b>InTASC Standard 3: Learning Environments</b> 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.
Empathy and Acknowledgement of Concerns	Consistently uses language that demonstrates deep empathy and understanding, actively validates the parent's concerns, and responds in a supportive manner.	Acknowledges concerns with some empathy and understanding, though may lack depth or occasional lapses in emotional sensitivity.	Acknowledges concerns but does so in a way that lacks depth, emotional sensitivity, or appropriate language.	Fails to acknowledge concerns, shows little to no empathy, and does not validate the parent's feelings or concerns.	—
Supportive Tone	Consistently uses a warm, respectful, and supportive tone throughout.	Generally maintains a supportive tone with occasional lapses but overall remains respectful and engaging.	Tone is somewhat neutral or inconsistent, lacking warmth or occasionally coming across as disengaged.	Tone is negative, dismissive, or unengaging, potentially alienating or frustrating the parent.	—

Goals for Professional Growth	The reflection clearly articulates why specific communication strategies were chosen, how they effectively addressed the parent's concerns, and identifies areas for growth in future interactions with families.	The reflection is mostly clear and insightful, with minor gaps in explaining the chosen strategies, their effectiveness, or areas for growth.	The reflection is somewhat relevant but lacks depth or clarity, touching on the strategies used but without fully explaining their impact or offering a thorough discussion of areas for improvement.	The reflection lacks insight, relevance, or clarity, with little to no discussion on why specific strategies were used, how they addressed the parent's concerns, or where there is room for improvement.	<b>InTASC Standard 9:</b> 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.
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## Additional Guidance for Using this Rubric: Module 2 - Communication Basics and Strategies for Family Engagement

This guide is designed to assist in evaluating assessment submissions using the rubric provided. The examples provided under each criteria offer clarity on what to look for in assessment submissions and ensure consistency in grading. The “Examples to Look For” highlight knowledge or skills demonstrated at the “Exemplary” or “Proficient” levels, while the “Examples of Gaps” correspond to areas that may align with the “Satisfactory” or “Needs Improvement” ratings. Individuals using this rubric for grading or feedback purposes are encouraged to provide constructive feedback based on the rubric, highlighting strengths and areas for improvement to support further learning and professional development.

### Criteria and Examples:

#### **Alignment with Parent's Concerns and Relevance to Scenario:**

Evaluate how well the student’s response directly addresses the parent’s specific concerns using relevant communication strategies.

- **Examples to Look For:**
  - Directly addressing the parent’s concern by suggesting specific strategies to improve the child’s academic performance.
  - Using statements like, “I understand that you’re worried about the recent drop in your child’s grades. Let’s explore a plan to identify the root cause and address it.”
  - Responding to all points raised by the parent without going off-topic.
- **Examples of Gaps:**
  - Mentioning relevant strategies but missing a direct connection to the parent's specific concerns.
  - Addressing only some of the concerns raised by the parent.

#### **Clarity and Practicality of Guidance:**

Assess the clarity, practicality, and actionable nature of the advice provided by the student.

- **Examples to Look For:**
  - Providing actionable and tailored advice, such as, “To help improve your child’s performance, I recommend we establish a homework routine and regular check-ins”.
  - Offering specific, easy-to-follow steps that the parent can implement.
- **Examples of Gaps:**
  - Offering advice that is too general, like, “They should study more,” without providing specific guidance.
  - The advice given is vague or irrelevant, such as, “Just keep an eye on things,”
  - Suggesting impractical solutions that may be difficult for the parent to apply.

#### **Empathy and Acknowledgement of Concerns:**

Look for evidence of empathy and validation of the parent’s concerns.

- **Examples to Look For:**
  - Empathy with statements like, “I can understand how concerning this must be for you”, or “I’m here to support you.”
  - Actively validating the parent's emotions and showing understanding of their concerns.

- Examples of Gaps:
  - Acknowledging concerns but in a way that feels surface-level, such as, “I see where you’re coming from,” without deeper emotional engagement.
  - Lacking empathy or failing to validate the parent's feelings.

### **Supportive Tone:**

Check for a warm, respectful, and supportive tone throughout the script.

- Examples to Look For:
  - Maintaining a consistently warm, respectful, and encouraging tone, making the parent feel comfortable and supported.
  - Using positive and affirming language throughout the conversation.
- Examples of Gaps:
  - Occasional lapses into a neutral or disengaged tone, such as sounding too formal or detached at times.
  - Failing to maintain a supportive tone, which could result in the parent feeling alienated.

### **Goals for Professional Growth:**

Review the reflection for insight into why communication strategies were chosen, their effectiveness, and areas for future improvement.

- Examples to Look For:
  - Clearly explaining why certain communication strategies were chosen and reflecting on how they effectively addressed the parent's concerns.
  - Identifying specific areas for improvement, such as, “In future conversations, I could be more specific on providing follow-up steps.”
- Examples of Gaps:
  - Discussing strategies used but lacking depth in reflecting on their effectiveness or areas for growth.
  - Touching on the strategies but failing to fully connect them to the parent’s concerns or professional growth.

## Appendix D: Assessment Rubric: Module 3 - Creating a Family Engagement Plan

Criteria	Exemplary (9-10 points)	Proficient (7-8 points)	Satisfactory (5-6 points)	Needs Improvement (1-4 points)	InTASC Standard Alignment
Goals	Clearly defined, specific, and measurable goals that align with best practices in family engagement. Goals reflect a deep understanding of diverse family needs.	Goals are well-defined and measurable but could be more specific or detailed. Demonstrates an understanding of family engagement best practices.	Goals are present but somewhat vague or not fully measurable. Limited connection to best practices.	Goals are unclear, overly broad, or missing. Lacks connection to family engagement principles.	<b>InTASC Standard 3:</b> 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.
Objectives	Objectives are achievable and clearly aligned with the goals. They demonstrate a strong focus on fostering meaningful family engagement.	Objectives are mostly clear and aligned with the goals, though some may lack specificity or depth.	Objectives are present but may not be fully developed, specific, or well-aligned with goals	Objectives are unclear, incomplete, or missing. Lack of alignment with the overall goals.	—
Actionable and Timeline	Provides a detailed, realistic, and well-structured action plan with a clear, feasible timeline. Steps are logically sequenced and promote sustained family engagement.	Outlines a clear action plan with an appropriate timeline, though some steps may need more detail or refinement.	Action plan and timeline are present but lack clarity, feasibility, or logical sequencing.	Lacks a clear action plan or timeline, making implementation unclear or unrealistic.	<b>InTASC Standard 7:</b> 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.



Resources Needed	Identifies all necessary resources, including personnel, materials, and community partnerships. Resources are well-matched to the plan's objectives.	Identifies most necessary resources, though some may be underdeveloped or not fully justified.	Mentions some resources, but the list is incomplete or lacks clear alignment with objectives.	Fails to identify key resources or provides an incomplete, vague, or unrealistic list.	<b>InTASC Standard 10:</b> 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.
Indicators of Success	Clearly defined, measurable indicators of success that align with the goals and objectives. Provides methods for assessing effectiveness and making improvements.	Identifies relevant indicators of success, though some may lack clarity or measurement strategies.	Indicators of success are present but may be vague, difficult to measure, or not well-aligned with the goals.	Lacks clear indicators of success, making it difficult to assess effectiveness or track progress.	—
Reflection on Family Engagement	Clearly explains why specific strategies were chosen and how they contribute to an effective family engagement plan.	Explains the reasoning behind chosen strategies but may need further clarity on their contribution to family engagement.	Provides minimal explanation of strategy selection or how it supports family engagement.	Lacks a clear description or fails to explain why selected strategies contribute to effective family engagement.	<b>InTASC Standard 9:</b> 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.
Goals for Professional Growth	Clear, specific, and measurable professional development goal related to improving family engagement practices. Provides an actionable, detailed plan for achieving the goal.	Specific professional development goal with a clear plan for achievement but could benefit from more detail or specificity.	Vague or underdeveloped goal with minimal actionable steps, lacking clear alignment with family engagement.	No clear goal or actionable steps for professional development; goal is irrelevant or too vague.	<b>InTASC Standard 9:</b> 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.

## Additional Guidance for Using this Rubric: Module 3 - Creating a Family Engagement Plan

This guide is designed to assist in evaluating assessment submissions using the rubric provided. The examples provided under each criteria offer clarity on what to look for in assessment submissions and ensure consistency in grading. The “Examples to Look For” highlight knowledge or skills demonstrated at the “Exemplary” or “Proficient” levels, while the “Examples of Gaps” correspond to areas that may align with the “Satisfactory” or “Needs Improvement” ratings. Individuals using this rubric for grading or feedback purposes are encouraged to provide constructive feedback based on the rubric, highlighting strengths and areas for improvement to support further learning and professional development.

### Criteria and Examples:

#### Goals:

Evaluate how well the response defines clear, measurable, and specific goals for family engagement.

- Examples to Look For:
  - Goals that are specific, measurable, and connected to family engagement based practices
  - Statements like, “Increase communication with families to improve collaboration and connectedness to student learning goals”
- Examples of Gaps:
  - Goals that are too vague or broad such as “Communicate with families”
  - Lack of connection to best practices for family engagement.

#### Objectives:

Assess whether the objectives are clear, actionable, and aligned with the stated goals.

- Examples to Look For:
  - Objectives that clearly define how the goal will be met.
  - A structured approach that demonstrates intentionality in fostering collaboration between families and educators
  - Statements such as “Engage families by providing regular updates on student progress and invitations to participate in goal setting discussions.”
- Examples of Gaps:
  - Objectives that are unclear, general, or lack action steps such as “Encourage family participation”.
  - Weak alignment between objectives and goals, making it difficult to measure progress.

#### Actions and Timeline:

Evaluate whether the plan outlines realistic steps with a clear, feasible timeline.

- Examples to Look For:
  - A description of planned actions with a timeline for implementation, such as “In August, conduct an initial parent survey to identify preferred communication methods.
  - A logical sequence of actions that ensure consistent and sustained engagement.
- Examples of Gaps:

- Missing or unrealistic timelines that don't allow for proper planning and execution such as "Start sometime in the fall".
- A lack of clear steps, making the plan difficult to implement effectively.

### **Resources Needed:**

Evaluate whether the response identifies necessary resources and how they will support the family engagement plan.

- Examples to Look For:
  - Identification of specific resources.
  - Consideration of community partnerships, school and district personnel, technology, and materials needed for success.
  - Statements like, "Contact district office to gain access to survey tool to distribute parent initial parent survey".
- Examples of Gaps:
  - Vague or incomplete descriptions of resources such as "Use some community resources."
  - Failure to align resources with goals and objectives.

### **Indicators of Success:**

Assess how well the measurable success indicators for the engagement plan are defined.

- Examples to Look For:
  - Clearly defined metrics for success
  - Plans to evaluate and adjust strategies based on data collected.
  - Statements like, 20% increase in family participation in goal-setting meetings tracked through attendance logs
- Examples of Gaps:
  - Indicators that are difficult to measure (e.g., "See if families are more involved.").
  - No clear process for tracking progress or making data-informed adjustments.

### **Reflection on Family Engagement:**

Evaluate how well the response explains why specific strategies were chosen and how they contribute to an effective family engagement plan.

- Examples to Look For:
  - A thoughtful explanation of why the selected strategies support meaningful family engagement.
  - Connections to best practices
  - Statements such as "The parent survey was implemented to ensure that our communication strategies align with families' preferred methods, fostering a more inclusive and accessible engagement approach."
- Examples of Gaps:
  - Lack of rationale for chosen strategies.
  - Overly general statements that do not connect strategies to engagement outcomes or best practices
  - Statements such as "I chose this strategy because I think it will help

### **Goals for Professional Growth:**

Assess the ability to articulate specific, actionable goals for professional development in family engagement.

- Examples to Look For:
  - Measurable and actionable goals, for example, “I plan to participate in a book study on culturally responsive family engagement”.
  - A clear plan for achieving goals, such as, “I will keep a self-reflection journal to review my progress and insights”
- Examples of Gaps:
  - Goals are vague, for example., “I want to improve my family engagement skills.”
  - Lack of a clear or realistic plan for achieving professional growth.