

**Parent Organization Network
Key Concepts on Parent Engagement Information for
Work Groups to Consider as Standards are Reviewed and Revised**

Background: This document is a result of a collaboration between the Parent Organization Network, Public Advocates, the SDSU Center for Family and Community Engagement, and the Commission on Teacher Credentialing. This document is a summary of selected recommendations from the report titled "[Family Engagement Training for Educators in Pre-Service: Common Sense but No Common Practice.](#)" Multiple conversations among staff from the Parent Organization Network, Public Advocates, the SDSU Center for Family and Community Engagement and Commission Staff discussed the report and developed these statements. The goal is for all educators to be prepared for family engagement so that effective practices become integrated into what educators do, resulting in strong family-school partnerships for student success.

- A. Family engagement research has demonstrated that solid two-way communication, a collaborative relationship, and a partnership between parents/families and educators (i.e., teachers, counselors, administrators, etc.) leads to improved outcomes for attendance, academics, social emotional skills, graduation rate, college and career readiness, teacher satisfaction, and school improvement. Programs should introduce the research on family engagement theories and practices to candidates in teacher preparation. Parent/Families and Community are different entities and should be addressed independently in the Commission's expectations. (NOTE: Update all program standards)
- B. Preservice educators need to be taught the importance of meaningfully engaging with parents and family, the research base in this area, and that this engagement leads to increased student learning and wellbeing. Parents/families bring important information that helps the teacher understand the whole student, meet the student where he or she is, and allows the teacher to build on the student's assets. (NOTE: Review and update TPEs and CAPEs)
- C. Preservice preparation programs need to share information with candidates regarding different family engagement models and practices. Possible ways this could be achieved is through field experiences, service-learning projects, and/or other activities (e.g., home visits, interviews, reflections on parent/teacher conferences or IEP meetings, etc.). (NOTE: Review and update TPEs and CAPEs)
- D. The performance expectations for new educators need to include the knowledge and skills of reaching out to families in a culturally, linguistically, and developmentally appropriate way. This includes awareness of implicit and explicit biases and their potential impact on expectations for and relationship with families and understanding of the importance of having real conversations about equity, inclusion, and diversity among essential partners—students, faculty, school and state leaders, and family and community members. (NOTE: Review and update TPEs, CAPEs, CSTP, and CPSEL)

- E. Teachers in their induction program need to be supported in building upon the knowledge and skills gained in the preliminary preparation program demonstrating that they are able to build authentic relationships with parents and families. New educators need support in understanding how to apply theories learned in preparation programs (i.e., working on recognizing personal implicit bias, social and restorative justice principles, adult learning theory, trauma-informed family engagement practices as explained in the Multi-Tiered System of Supports) to family engagement. Mentors in the Induction program need to have the knowledge and skills to support the new teacher to develop reciprocal partnerships between families and teachers. (NOTE: Review and update Teacher Induction Program Standards)
- F. School Administrators set the expectations and create systems to support their teachers and staff/team. Effective administrators develop collaborative relationships and partnerships with students' families and parents using strategies to identify and address the diverse expectations, needs, goals, and aspirations of family and community groups. Administrators need to be supported to understand the barriers preventing effective family-school partnerships and take actions to mitigate them. Coaches in the Induction program need to have the knowledge and skills to support the new administrator to develop reciprocal partnerships between families and teachers. (NOTE: Review and update Administrator Induction Program Standards)