Families as Co-Creators

Competency

Educator collaborates with families to co-create practices, policies and opportunities that promote positive experiences and engagement in the classroom, school and/or community.

Key Method

Educator involves students and families in the identification, design, and implementation of a project that positively addresses a problem in the school community.

Method Components

Meaningful Family Engagement

Family engagement is about every adult in a child's life working together to help them reach their full potential. Just like a space launch needs engineers, mathematicians, and physicists to work side by side to send astronauts to space, families, schools, and communities need to form partnerships for all children to have the opportunity to succeed. Strengthening family, school, and community bonds is a critical factor in raising student achievement, closing achievement gaps, and attaining school improvement goals. Research shows that engaged families and communities have a positive impact on students' academic achievement, aspirations, and well-being. Research also shows that family engagement and community engagement improves school climate and teacher satisfaction and retention, and is a common feature of high-performing schools. Most importantly, family engagement benefits all students regardless of their family income, education, or background.

Family engagement is not a one-size-fits-all approach. Families come in many different configurations, have different work schedules, speak many languages, and have different past experiences with schooling. Some parents have said they lack the resources to help their child, and some express frustration with school bureaucracies or policies they find hard to understand or change. Fortunately, teachers, administrators, and support staff can take steps to reach out, partner with, and engage with students' families, but they need to employ a wide range of skills to do so. This micro-credential stack is designed to promote the development of these much needed skills.

Families in Society & Cultural Contexts

Anti-bias and culturally responsive teaching means understanding the culture of the families and students in a classroom or school, and their everyday lives in their homes and community.

A first step to understanding families and culture is gathering information to gain insight into their routines and everyday lives. Culture is much more than just flags and holidays. It's the different types of families that students go home to; for example, blended families, their work schedules, the languages they speak, living arrangements, incarcerated loved ones, those experiencing homelessness, socioeconomic situations, interests, values, and beliefs.

Steps

1. Select a group of stakeholders (classroom, grade level, school wide, etc.)
2. Brainstorm ideas on issues.
3. Create a digital or physical survey to see how students and families understand a particular issue.
4. Use the data from the survey to identify the specific issue to address.
5. Research the problem. Is it a classroom, schoolwide, district wide, local, state or national issue?
6. Create a Core Student and Family Committee willing to take the lead on the project.

Analyze

Next you will be collaborating with students and families of your school community to analyze the data you receive and begin to identify a solution to the co-identified problem. The solution should be equally meaningful to parents, students and staff. The solution should culminate with a specific event—something public, visual and easy to accomplish within the school year. Examples include a food/clothing drive, school board resolution, community garden, designated gender-neutral bathroom, family cultural fair, etc.

Steps:

1. Brainstorm a list of ideas for solutions.
2. Research similar things that other groups, schools or organizations have done to address the problem.
3. Create a digital or physical survey to see how many students and families vote for a particular solution.
4. Create a SMART goal (i.e. a goal that is Specific, Measurable, Attainable, Relevant, and Time-bound) for addressing this problem.
5. Identify possible barriers and or challenges to reaching your goal.
6. Design a specific culminating project or event that meets this goal.
7. Set a date and create a timeline and task list.
8. Identify which people, groups and/or organizations in your school community can be a resource.

Apply

In this step you will work with stakeholders to put what you've learned into action. Keep in mind that a truly meaningful issue did not develop overnight and is unlikely to be resolved in one night either. The connections and engagement that you are building with your students and families is more impactful than the outcomes of reaching your target goal.

Steps:

1. Create a marketing campaign for your event or project.
2. Designate specific roles/tasks for your Core Student and Family Committee.
3. Set check-in dates and times for various aspects of the project (i.e. call this person, print these flyers, social media posts, etc.)
4. Have a back-up plan for weather, presenters, turn-out, etc.
5. Collect data throughout the project/event (photographs, surveys, news articles, emails, social media posts, exit tickets, etc.)
6. Reflect and make small changes but do not overhaul the plan.
7. Create "Thank You" cards for your Core Student and Family Committee, staff and other support people/organizations.

Supporting Rationale and Research

Bachman, H. F., Anderman, E. M., Zyromski, B. E. & Boone, B. J. (2019). Partnering with families for the middle school transition: Research-based strategies for middle level educators. Retrieved from https://ohiofamiliesengage.osu.edu https://ohiofamiliesengage.osu.edu/wp-content/uploads/2019/11/Middle-School-Transition-Research-Brief-FINAL-11.7.19-1.pdf

Bachman, H. F., Anderman, E. M., Zyromski, B. E. & Boone, B. J. (2019). Partnering with families for the middle school transition: Research-based strategies for middle level educators. Retrieved from https://ohiofamiliesengage.osu.edu

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Epstein, J. L. (2005). Developing and sustaining research-based programs of school, family, and community partnerships: Summary of five years of NNPS research. Center on School, Family, and Community Partnerships, National Network of Partnership Schools (NNPS), Johns Hopkins University. http://nnps.jhucsos.com/wp-content/uploads/2014/08/Research-Summary.pdf

Global Family Research Project (2018). Joining together to create a bold vision for next generation family engagement: Engaging families to transform education. Retrieved from https://globalfrp.org/Articles/Joining-Together-to-Create-a-Bold-Vision-for-Next-Generation-Family-Engagement-Engaging-Families-to-Transform-Education

Redford, J., Huo, H., & McQuiggan, M. (January 2019). Barriers to parent-school involvement for early elementary students. U.S. Department of Education. https://nces.ed.gov/pubs2017/2017165.pdf

Stem Next. San Diego (2019). Changing the Game in STEM with family engagement: A white paper for practitioners and field leaders to empower families in STEM. https://drive.google.com/file/d/1wfrWPqN784ns5kqRnym2_EaJ-BSyZz2-/view?usp=drive_link

Wood, L., Bauman, B., Rudo, Z., & Dimock, V. (February, 2017). How family, school, and community engagement can improve student achievement and influence school reform. Nellie Mae Education Foundation, Washington, D.C. https://www.nmefoundation.org/resources/how-family-school-and-community-engagement-can-improve-student-achievement-and-influence-school-reform/

Resources

Culturally Responsive Practice — Ohio HCRC

A Dual Capacity-Building Framework for Family-School Partnerships

Dual Capacity-Version 2

Be A Learning Hero

NAFSCE Searchable Resource Library

Ohio Statewide Family Engagement Center

The School Community Journal

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

(250–500 words)

1. Why did you choose to complete this micro-credential? What are your professional goals for family engagement?
2. What is the overall demographic make-up of your classroom/school and do you anticipate working with families?
3. What benefits do you foresee the co-creation will have on your students, classroom/school and school community?

Passing: Response provides reasonable and accurate information that explains the choice of this micro-credential to address specific needs of both the teacher and the families. Educators include a learning goal that describes what they hope to gain from earning this micro-credential.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential please submit the following **three** artifacts as evidence of your learning. Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Planning
Compile the following evidence in one document and upload:

1. The invitation to families to work with you to identify and analyze a problem. Include how many invitations were sent and how many were accepted.
2. Final make-up of the committee (Initials and role)
3. List of time and dates of meetings

Artifact 2: Identify Issue and Plan Project or Activity
(750–1500 words)
Summarize in one document how you identified the issue to address. Include:

1. Written description of the process you used
2. The list of ideas that you brainstormed with stakeholders (images of charts can be added to your document)
3. A copy of your survey tool
4. Final results of the survey
5. List of solutions that you brainstormed with stakeholders (images of charts can be added to your document)
6. Describe the issue you will be addressing, and why you chose this issue.
7. Write a SMART goal showing what you hope to accomplish
8. A list of the barriers and/or challenges you may face and possible solutions.
9. Description of the project or event this committee will work on to address the issue identified.
10. Timeline for completing the project
11. List of tasks and who will be responsible for the completion
12. List of people, groups and/or organizations that can be a resource.

Artifact 3: Evidence of Implementation
Choose from one of the following options to show evidence of your project or event.

- Photo essay with annotations
- Published newspaper article
- Copy of letter for a letter writing campaign
- Final board resolution
- Other artifact that demonstrates evidence of implementation

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Planning	Document includes **all** of the following: -Invitation -How many invitations were sent -How many invitations were accepted -Final list of committee (initials and role) -List of meeting dates and times	Document includes **some** of the following: -Invitation -How many invitations were sent -How many were accepted -Final list of committee (initials and role) -List of meeting dates and times	Document is **missing most of** the following: -Invitation -How many invitations were sent -How many invitations were accepted -Final list of committee (initials and role) -List of meeting dates and times
Artifact 2: Identify an Issue and Plan Project or Activity	All elements listed are included with sufficient detail for the reviewer to understand the scope and purpose of the project or activity.	Most elements listed are included, but there is not enough detail for the reviewer to understand the scope and/or purpose of the project or activity.	Many missing elements with limited details.
Artifact 3: Evidence of Implementation	Evidence clearly showcases context and scope of the implementation of the project or activity.	Evidence may show implementation but much of the context is missing. and/or The scope of the project is not clear.	Evidence does not showcase the event.

Part 3 Reflection

(750–1000 words)
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

Please do not include any information that will make you identifiable to your reviewers.

1. What were the results of your implementation?
2. What impact did collaborating with students and families to co-create and implement a solution to a problem have on you personally and professionally as an educator?
3. What impacts did collaborating with students and families to co-create and implement a solution to a problem have on giving voice to and increasing engagement of families in your school community?
4. After having gone through this process, what other opportunities exist for co-creating projects with students and families in your school community?
5. How do you plan to share this experience with others?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice with student and family engagement. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.