Linking Family Engagement to Learning Outcomes

Competency

Educator uses data to communicate and engage families in support of individual student academic success as well as social/emotional learning and college/career readiness.

Key Method

Educator shares data with families to link learning in academics (as well as social/emotional learning and college/career readiness) and prove the data is accessible, understandable, and actionable for the family.

Method Components

Meaningful Family Engagement

Meaningful family engagement produces long-term relationships and structures that help families and communities to become more engaged in education. Strengthening these 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. Researchers and practitioners have also concluded that family engagement and community support are common features of high-performing schools, and that they benefit all students regardless of family income, education, or background.

It can be difficult for school personnel to engage family members in the face of challenges such as parents' demanding schedules, language or cultural differences, or difficult past experiences with school. Some parents have said they

lack the know-how and 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 overcome common barriers 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.

Linking Family Engagement to Student Outcomes

Families are the experts on their child and need to be involved in the learning and assessment process. Families should be more than just receivers of data about their child; they should also be providers of information about the student. Families should also be able to use data the school provides to extend learning beyond the classroom or school into the home and community.

Gather Information

Consider the different types of information you collect on students throughout the year. The information might be academic or it might be social-emotional. The following are some examples of information you might collect.

Student Achievement Data:

- Results from formative and summative classroom-level assessments
- State-level test results
- Documented progress towards mastery of learning standards, national standardized assessments (SAT, ACT, NAEP, CogAt, Terra Nova, etc.)

Non-Academic Data:

- Relationships with peers
- Overall behavior, discipline referrals, attendance, etc.

Data can be collected in many ways from various sources. For example:

- Students can take tests or respond to student surveys or self-reflections
- Complete portfolios
- Educators might observe students in the classroom or with students in large group settings using check-lists or running records. Families can also be part of the student assessment process, providing ideas for how students learn best and learning behaviors they see at home and in the community.

Analyze

Once data is collected, it is important to analyze trends and patterns. For example:

- Has a student grown over the year?
- In what areas have you seen more growth? Less growth?
- How is an individual student making progress based on rubrics and grade-level expectations?

- Do parent reflections on student learning differ or align with what you see in the classroom?

Apply

It is important to clearly share data about student progress with families. Ask yourself, how are parents accessing data about their students? Is it through an online portal? Through authentic work they can review? Are grades and rubrics easy to understand? Make sure families can digest the data and understand their child in the context of the results. Provide information and opportunities for families to extend learning in a specific and actionable way at home and/or in the community.

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

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

Be A Learning Hero

NAFSCE Searchable Resource Library

Dual Capacity

Ohio Statewide Family Engagement Center

The School Community Journal

Sharing Data with Families

Demystifying Student Data for Parents | Edutopia

How to Share Data with Families. | Semantic Scholar

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 demographic make-up of your classroom or school?
3. How do you think earning this micro-credential will improve your classroom or school learning environment?

Passing: Response provides reasonable and accurate information that explains the choice of this micro-credential to address specific needs of both the teacher and

families. Response includes 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-credentials 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: Student Data and Goal-Setting Template
Create a template for a student data and goal-setting report that can be shared with the student's family. This template should include:

1. Academic data
2. Social/emotional data
3. College/career readiness data
4. Three different pieces of data for each category. Include a description of each of the data pieces.
5. A space for co-created goals for each category
6. A space for co-created action items to support the student's growth for each category

Artifact 2: Sharing Data
(15–30 minutes)
Submit a video or audio recording of you sharing data with one of your students' families. Your recording should show evidence of the following:

1. Overview and explanation of student data
2. Time for family to ask questions or discuss concerns
3. Co-creation of goals and actionable steps to support student learning.

Optionally: Submit a transcript of a meeting where you shared data with one of your students' families. Your transcript should show evidence of the following:

1. Overview and explanation of student data
2. Time for family to ask questions or discuss concerns
3. Co-creation of goals and actionable steps to support student learning.

Artifact 3: Completed Student Data Report
Upload the completed data report for the student you recorded the meeting for.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Student Data and Goal-Setting Template	Template includes all listed requirements. Template is organized and easy to read and understand.	Template is missing some of the listed requirements. Template is disorganized, difficult to understand and/or difficult to read.	Most of the requirements are missing, and it is extremely difficult to read and understand.
Artifact 2: Sharing Data	Recording or transcript has evidence of: -Data overview and explanation -Time for family to ask questions or discuss concerns -Goals and action steps were co-created If submitting a recording, the sound is clear and understandable.	Recording or transcript is missing one or more of the following: -Data overview and explanation -Time for family to ask questions or discuss concerns -Goals and action steps were co-created If submitting a recording, the sound is hard to hear and understand.	Recording is inaudible or transcript is illegible.
Artifact 3: Completed Student Data Report	Student data is complete Goals are reasonable, measurable and achievable. Actions are realistic and doable.	Student data may not be complete **or** Goals are not reasonable, measurable or achievable **or** Action steps are unrealistic.	Student data report is incomplete and Goals are missing and Action steps are missing.

Part 3 Reflection

(400–500 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. How has this process improved your own understanding of data collection and the importance of sharing this with students' families?
2. Was your student present in the meeting? If they were, what was their reaction? If not, why was the decision made to exclude the student from the conversation?
3. Did this meeting result in student growth? Why or why not?
4. How has this process changed the way you view parent–teacher conferences?
5. How has this process changed the relationship you have with the family?
6. Did you meet the goals you had for family engagement?

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