



EXPANDING FAMILY-CENTERED TEACHING PRACTICES FOR PRE-TEACHERS: WHAT WE KNOW, WHAT WE'VE LEARNED, AND WHERE WE'RE HEADED

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Pre-service Teachers and Parents

- Recent federal legislation under the Every Student Succeeds Act (ESSA, 2016) requires schools to engage families in ways that support child learning (U.S. DOE, 2016).
- Pre-service Teacher Assumptions can get in the way of interacting with families.

Research on Parental Involvement

“parental participation in schools is strongly shaped by [teachers’] perceptions of parents’ background, the roles expected of them by school administrators and teachers, and by the organizations that fund... parental involvement programs.”

Baquedando-López, Alexander, & Hernandez (2013, p. 150)

Parent Engagement and Learning

Assumption: Parents who aren't involved at school aren't interested in their child's learning.

Goal: Effective parent involvement- moving from engaging parents in schools to engaging parents in student learning

- Parents may not be involved at school (for a variety of reasons), but be interested in being involved in their child's learning
 - provide parent guidance
 - build parent confidence

Parents as Partners (not helpers)

Assumption: Teachers are the experts

Goal: Working together to support each other/ working together for the benefit of the child

Sharing knowledge, experiences, history

Building Opportunities

Beyond One and Done- Parent Events

- Celebrations,
- Posters,
- Mother's Day Tea

Beyond One and Done- Pre-teacher participation

- Parent Conferences
- Events (like Science Fairs)
- Speakers in Classrooms
- Mock IEP meetings

Criteria for Community-Based Service-Learning

- 1. The Service Component:** Service meets real community needs and is sustainable over multiple semesters. It acknowledges the wisdom and skills of our community partners.
- 2. The Academic Component:** Service work meets course goals. It increases the meaningfulness of course material and enhances students' learning.
- 3. The Intersection of Service and Learning:** Assignments link course content with service. Reflection results in learning from service.

Minimum # of Hours:
15

Average # of Hours:
20

Optional or Required

**Capacity-Building or
Client Support**



Sample Reflection Questions Related to Civic Engagement Student Learning Outcomes- Prompts

Application of Knowledge

- From your experience in the community, what course concepts have you seen in action?
- What are some examples where x theory(ies) don't seem to apply at your community site?
- What have you learned about the world in which we live and the issues your clients face based on your application of course content to service-learning?

Diversity and Cultural Understanding

- What assumptions of your own, perhaps ones you didn't know you had, have you become aware of?
- How has your experience reinforced or challenges those assumptions or beliefs?
- What can we do to overcome negative stereotypes and preconceived judgments?
- Draw some cultural comparisons to the individuals with whom you interact during your client support work.

EDUC 226 Language Acquisition and Literacy Development

Service Projects

Targeted Language and Literacy Skills

- Elm Elementary Take home literacy kits- Vocabulary
- Oak Elementary Take home literacy kits- Comprehension
- Pine Preschool English Language Development
- Maple Preschool Wordless books. Child practices with teacher candidates. Takes book home to “read” to parent.

Literacy Bags

- Bag 1
 - Safety scissors, crayons, pencils, glue sticks (supplies intended for the duration of the project)
 - Book, Activity, parent feedback sheet
- Bag 2
 - Book, Activity, parent feedback sheet
- Purposeful planning.....
- Bag 3
 - Book, Activity, supplies need to conduct the activity

EDUC 471 Collaboration for Inclusion

Service Learning Project with Families (including the child)

Partner = Starbridge (Selecting a Partner is Key to Success)

Starbridge trains families to be positive advocates for their children with disabilities.

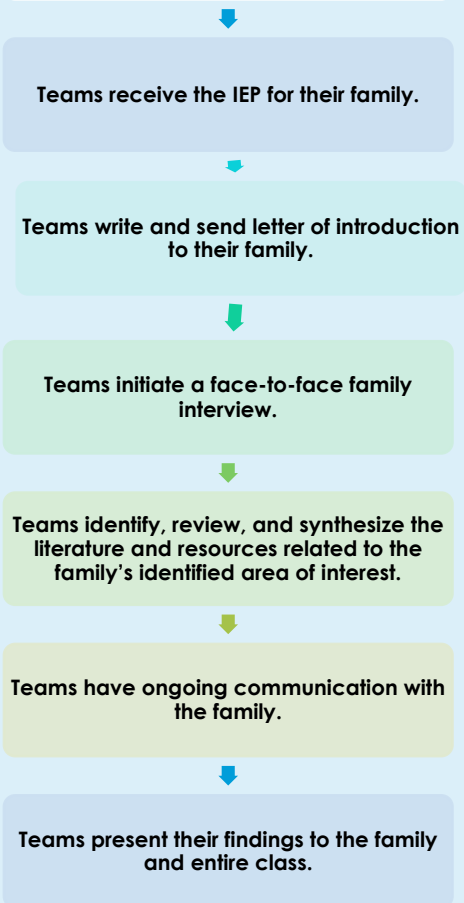
Teams of EDUC 471 students are each paired with Starbridge family to research services and supports to improve inclusion in home, school, and community

Semester Long Project

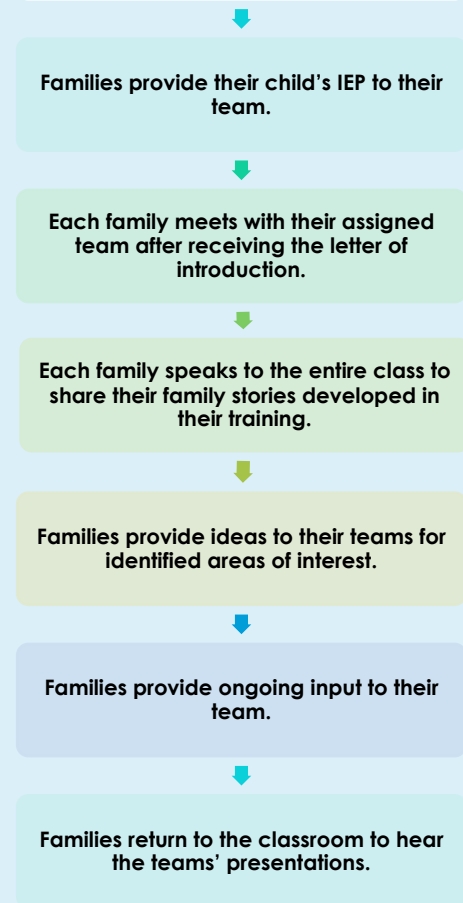
- Team project (groups of 4)
- Families present
- Each team assigned a family
 - Letter of Introduction
 - Interview with family
 - Determine a “problem”
- Research about, and to solve problem
 - Formal presentation
 - Group literature review

Family Project Overview

Student Teams



Families



Funding Sources

Civic Engagement Mini Grants up to \$150

EDUC 226 Read Alouds / Shared Reading Writing Activities books and materials

EDUC 471 Parent Projects- family specific

Projects can be done without the grants

Grants

- Faculty Development Grant
 - Rural Meets Urban Literacy Translation Project

Rural AP Spanish students translated books into Spanish for an Urban Bilingual (primarily monolingual Spanish) group of second grade students and their parents. Focused on cultural/content translations, (not word for word) to improve literacy. Data collection materials in Spanish and English. School parent liaison participated to encourage parent involvement,

Project replication- with Adolescent Special Education Spanish Teacher Candidates – external grant submitted.

What?/So What?/Now What? Model

- **What?**
 - **Facts:** What happened and with whom?
 - What was the situation, people interacted with?
- **So What?**
 - **Interpretive:** What is the meaning of experience?
 - What is the application to program goals/course content?
 - What did the experience mean to me personally
- **Now What?**
 - **Contextual:** What is the big picture?
 - How can I apply lessons learned to future plans?
 - What has my experience taught me about social issues, etc.?

Strategies for Working with Parents

Questions?

What are your experiences?

References

- Baquedano-López, P., Alexander, R. A. & Hernandez, S. J. (2013). Equity issues in parental and community involvement in schools: What teacher educators need to know. *Review of Research in Education*, 37, 149-182.

Goodall, J., & Montgomery, C. (2014). Parental involvement to parental engagement: A continuum. *Educational Review*, 66(4), 399-410.