

## **Family Engagement Course: Year 4**

Nevada defines family engagement as a shared responsibility between schools, families, and communities where all receive equitable access to tools and supports needed to successfully work together toward the development of children and youth for college, career, and lifelong learning (Nevada Department of Education, 2019). In accordance with Nevada Revised Statute (NRS) 391.019 and Nevada Administrative Code (NAC) 391.030 effective July 2015, initial licensees require 3 semester hours of parental involvement and family engagement (PIFE) course work that meets the goals for effective involvement and engagement set forth in NRS 392.457; and includes an emphasis on building relationships, outreach to families, and developing an appreciation and understanding of families from diverse backgrounds.

In alignment with Nevada's definition of family engagement and Nevada's Policy of Parental Involvement pursuant to NRS 385.620, the Northeastern Nevada Regional Professional Development Program (NNRPDP) Effective Family Engagement course was designed to increase teachers' and other educational professionals' knowledge and implementation of the six National Standards for Family-School Partnerships: 1) welcoming all families, 2) communicating effectively, 3) supporting students' well-being and academic success, 4) speaking up for every child, 5) sharing power, and 6) collaborating with community to increase family participation in student learning in order to positively impact student growth and achievement. This year, NNRPDP initiated a partnership with Southern Utah University (SUU) to provide the opportunity for participants to earn 3-graduate level credits at a reduced cost of \$69.00. This report describes year four of the course and shares evidence of participants' reactions and learning.

### **Initial Data and Planning**

This course was designed to bring together education professionals across the state in an online learning model over nine weeks. Weekly synchronous meetings via Zoom were scheduled after contract hours from 4:30 p.m. to 5:30 p.m. Pacific Standard Time with follow up asynchronous module work in Canvas, an online learning management system.

Table X presents the logic model for the course showing objectives, activities, and measures in order to achieve short and long-range outcomes. The course design focuses on research, methods, and strategies for engaging families and the community in the education of Nevada's pre-K-12 students. Participants examine research supporting family engagement, Nevada's adoption of the National Standards for Family-School Partnerships (National PTA, 2017), as well as the Nevada Educator Performance Framework (NEPF) (Nevada Department of Education, 2019). It is designed to provide strategies for educators to support the goals and indicators of each standard.

NNRPDP offered two sessions of the family engagement course, in the fall of 2022 and spring of 2023. A digital flyer announcing the course with a registration link was emailed to all schools in the regions and made available statewide on the NNRPDP website. Participants could register to complete the course for three graduate-level credits in partnership with SUU or for a 45-hour Certificate of Professional Learning (COPL) from NNRPDP. A detailed syllabus (Appendix

X) was developed outlining expectations and intended learning outcomes of the course. The course instructor has 28 years teaching experience across K-12 and higher education settings and holds a Ph.D. in Literacy Studies.

*Table X: NNRPDP Family Engagement Course: Year 4 Logic Model*

<b>Logic Model Component</b>	<b>Description</b>
Problem	Many early career teachers and other licensed educational professionals do not complete a Family Engagement Course prior to entering the field.
Subproblem(s)	Across the state, student achievement is consistently low and research shows that effective family engagement is linked with increased student achievement.
Goal	Provide a 45-hour or 3 graduate credit Family Engagement course for educational professionals in order to increase knowledge of family engagement and implement meaningful family engagement in their unique contexts in order to positively impact student achievement.
Objective(s)	<ul style="list-style-type: none"> <li>● Demonstrate knowledge of the National Standards for Family-School Partnerships</li> <li>● Demonstrate knowledge of the expectations of the Nevada Educator Performance Framework Professional Standard for Family Engagement</li> <li>● Demonstrate knowledge of the Dual Capacity-Building Framework</li> <li>● Reflect on and evaluate current family engagement efforts</li> <li>● Research effective strategies, activities, resources, and materials to enhance current family engagement efforts</li> <li>● Design a plan for effective family engagement with action steps that may be taken immediately, in the near future, and in the distant future</li> <li>● Implement methods and strategies for effective family engagement</li> </ul>
Activities	<p>Weekly Structure of the Course:</p> <ul style="list-style-type: none"> <li>● Participate in Interactive Zoom Session (1 hour)</li> <li>● Complete Canvas Modules focused on the National Standards for Family School Partnerships (National PTA, 2017) 1) welcoming all families, 2) communicating effectively, 3) supporting students' well-being and academic success, 4) speaking up for every child, 5) sharing power, and 6) collaborating with community</li> </ul>

	<ul style="list-style-type: none"> <li>● Read, reflect, and respond through weekly Family Engagement Interactive Notebook (FEIN) documents</li> <li>● Read assigned chapter from course text <i>Powerful Partnerships</i> (Mapp et al., 2017)</li> <li>● Reflect and respond to readings on the CANVAS discussion board</li> <li>● Explore and curate evidence-based strategies</li> <li>● Family Engagement Inquiry Project (Weeks 7-9)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>● NNRPDP Evaluation (Appendix X)</li> <li>● Post Knowledge Questionnaire</li> <li>● Family Engagement Inquiry Project</li> <li>● Canvas Discussion Responses</li> </ul>
Short Term Outcomes	Participants who complete the course will demonstrate increased knowledge and ability to engage with families in their educational context.
Long Term Outcomes	Participants who complete the course will sustain effective family engagement practices throughout their educational careers.

**Method**

**Learning Design**

The course was facilitated online over nine weeks, including online interactive Zoom sessions that allowed participants to engage in whole group and small group discussions with the course facilitator and other participants. Course content included three primary components: 1) a series of nine online family engagement training modules developed collaboratively by the RPDP regional groups, 2) a course text, *Powerful Partnerships* (Mapp et al., 2017), and 3) research-based articles and videos featuring recommended best practices for effective and meaningful family engagement across educational contexts.

Participants completed a variety of learning tasks throughout the nine weeks in order to make connections between their learning and their educational context. These tasks included synthesizing research, analyzing current practices using self-assessment tools, critical self-reflection, discourse with other participants, and locating and organizing evidenced-based practices to be integrated into their current educational context (Murray, 2014; Learning Forward, 2022). Research shows that inquiry has the potential to foster meaningful shifts in practice (Butler & Schnellert, 2012; Dana & Yendol-Hoppey, 2019). Therefore, course participants also completed a Family Engagement Inquiry Project where learning was applied, evaluated, and used to determine next steps for changes in instructional and professional practice.

## Participants and Procedure

Thirty-five participants completed the course in fall or spring in order to remove the PIFE provision on their educational license. Education professionals who participated were from the following seven counties: Clark, Douglas, Elko, Lander, Lincoln, Storey, White Pine, and Washoe. Of the thirty-five participants, 18 worked at the elementary level, 13 at the middle or high school level, and 4 across the K-12 continuum. While the majority of participants were classroom teachers (n=29) two counselors, two nurses, a speech pathologist, and a middle school principal also completed the course.

## Measurement

The overarching goals of the family engagement course were to increase participants' knowledge of effective, research-based family engagement and to increase family engagement through implementation of the National Standards for Family-School Partnership (National PTA, 2017).

The NNRPDP evaluation was collected to determine participants' reactions and satisfaction as well as participants' learning and use of new knowledge and skills (Guskey, 2002). Perceptions of growth, learning, and application were measured by combining data across the two sections for a qualitative analysis of open-ended textual responses within the post-questionnaire, the NNRPDP evaluation, and the family engagement inquiry projects. The final inquiry project consisted of three components: 1) integration of family engagement standards in participants' unique contexts, 2) collection of data to evaluate the effectiveness and impact of standards integration into practice, and 3) analysis of data (Darling-Hammond et al., 2017; Murray, 2014).

## Results

Participants' evaluation of course quality was measured using their mean Likert scale ratings for five statements on a continuum from not at all (one) to a great extent (five). The results are presented in Table X.

**Table X**

*NNRPDP Evaluation: Mean Scores for Items 1-5*

<b>Evaluation Statement</b>	<b>Mean Score</b>
The training matched my needs.	4.4
The training provided opportunities for interactions and reflections.	4.7
The presenter's experience and expertise enhanced the quality of the training.	4.5

The presenter efficiently managed time and pacing of the training.	4.7
The presenter modeled effective teaching strategies.	4.6

The NNRPDP evaluation is also intended to gather information about participants’ perceived learning and how the learning in turn impacted their professional practice. The mean Likert scale results shown in Table X indicate a high degree of learning as well as positive changes in professional practice.

**Table X**

*NNRPDP Course Evaluation: Mean Scores for Items 6-11*

<b>Evaluation Statement</b>	<b>Mean Score</b>
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.6
This training will improve my teaching skills.	4.5
I will use the knowledge and skills from this training in my classroom or professional duties.	4.6
The training will help me meet the needs of diverse student populations. (e.g., gifted and talented, ELL, special education, at-risk students).	4.6
My learning has prompted me to change my practice.	4.5

In addition, the NNRPDP evaluation also invites respondents to add written reflections and feedback in order to better understand how participants received the learning experience. The following responses further indicate a high level of satisfaction and perceived learning among the participants:

*This was a very meaningful course, and I learned about a lot of new resources to support my students and foster communication with their families.*

*I learned quite a bit about family engagement and how it plays a big part in students' educational achievement. Thank you for the amazing ideas and guidance!*

*I learned new techniques to communicate effectively and to engage families in their student's learning.*

*I appreciate this class. I feel like it's a good step to broadly cover what family engagement looks like and how I can impact the amount of engagement in my classroom and at my school.*

*I love what I learned and am excited to try so many of these ideas next year.*

*Prior to this course I had very little to no family communication or engagement, unless the parent was upset because their student was failing.*

*Thank you. I had negative feelings towards having to take this class at the beginning, but I have a really positive feeling leaving [sic] and feel hopeful for my practice.*

*I really enjoyed this class!*

*Thank you! I learned a lot in this course and plan on transferring [sic] what I learned into my own practices.*

An analysis of comments gathered from the post questionnaire provided additional evidence that participants valued the course alongside a tension in terms of time commitment. In response to the following prompt, "If I could share advice with future participants, I would say..." the following three participants' wrote: "It is a lot of work, but you will get a lot of good strategies to increase your family engagement." "To fully engage in this course, it is going to take a fair amount of time, but it helps you be a better educator as you think through your environment." "Put your all into this course because it can change the way you view yourself and your classroom."

Advice for future registrants included staying on top of the coursework by chunking the modules into increments throughout the week, planning ahead to schedule completion of assignments, and not waiting until Sunday night to start the weekly module. One participant's outlier response indicated the class was mostly busy work with little knowledge gained.

At the conclusion of the course, participants were also asked to rate their confidence in removing barriers to family engagement using Likert scale ratings ranging from not confident (one) to very confident (five). The mean of the ratings was 3.5.

In order to gain additional insight about participants' learning in the course, the final Canvas discussion posts were analyzed and coded for themes. Three themes emerged: 1) increased understanding of family engagement 2) a shift in beliefs, and 3) a change in practice.

### **Theme 1: Expanded Knowledge of Family Engagement**

Providing professional learning focused on effective family engagement can positively impact educators' increased knowledge regarding families' roles in their children's education, and increase family engagement practices (Amatea et al., 2012). According to Smith and Sheridan (2019), this may indirectly improve students' academic, social-emotional, and behavioral development as cooperative efforts between families and schools are cultivated.

It was evident that participants increased their knowledge as a result of participation in the course. As one teacher noted, "My understanding has changed during this course as we collaborated and discussed ideas and real-life examples. The big picture was broken down into manageable chunks that I could slowly incorporate into my classroom." Participants also detailed how they broadened their understanding of family engagement:

*In the beginning of the course, I understood family engagement as parents being part of the child's educational experience. For instance, 'effective family engagement' was viewed as parents being aware of the homework assignments and helping with homework. Now, I see that all stakeholders (i.e., the school staff, parents, community members) can participate and these groups all support each other.*

*Throughout the course, my understanding has changed because it expanded as we went through each module. I had not previously thought of all of the components needed to make sure families are engaged with the school. I thought that it was only making sure families were invited to functions and making contact with them. Now I know that it includes way more than that, and it is a team effort.*

## **Theme 2: Shift in Beliefs**

A shift in educators' beliefs has been identified in the literature as a key component of parent involvement and family-school partnerships (Grolnick, et. al., 2014). As evidence of how the course impacted their beliefs a participant wrote, "My beliefs have changed about the power dynamic between the school and families. Now I understand that it is truly more of a partnership rather than the school holding most of the power and making most of the decisions." The following comments provide further insight into how the course impacted participants' beliefs:

*My beliefs about families, students, teaching and engaging have changed so much after taking this course! In working through the modules and reading the research within each FEIN [Family Engagement Interactive Notebook], I noticed that the family engagement in our school is next to nothing and the sad part is, I didn't realize what was missing until this class. I want to change that. I want our students' families to know that we are a team and that in order for their children to succeed, it takes all of us working together.*

*I don't think I truly understood the importance of family engagement. I always knew it was important to have families involved in schools, but seeing how many different ways you can get families engaged is huge. After this class, I see the effectiveness of it and know so many ways I can implement it now.*

*My understanding of effective family engagement has changed drastically throughout this course because I can see the correlation between family engagement and student success now. In completing my inquiry, I learned that there are more families than I thought that want to be involved in our school- I was under the impression that they are all "too busy" or not willing to be part of our school and I was very wrong about that.*

*In the beginning, my belief was that most families believe education is important, but I didn't think so many parents were really interested in being actively engaged in their children's education. Now, I can clearly see, through research and personal experience with my inquiry project, the parents really do want to be engaged. They just need support in doing so.*

### **Theme 3: Change in Practice**

Teacher training programs have been shown to have a significant positive effect on teachers' family-engagement practices (Smith and Sheridan 2019). Consistent with this body of work, participants in the NNRPDP Effective Family Engagement course reported a positive shift in practice as revealed in the following participant quotes:

*I think I am more motivated as a school nurse to support family engagement from a healthcare point of view. I struggled initially finding ways as a nurse to implement family engagement into my health office, but as I dug deeper into the course, I soon realized how I can make a huge impact at my school. I began by creating a more welcoming environment. I made my health office a bit more happy and cheerful than a cold clammy white office. I added colorful bulletin boards and fun posters. I also have more of an understanding and sensitivity for families with mining schedules.*

*My practices have really changed quickly! The inquiry project-the math multiplication night was such a huge hit; I'm going to make it a regular thing.*

Thirty-two participants completed the family engagement inquiry project and collected data indicating a positive impact on students and parent engagement in the learning process. Three participants were not currently working at a school site and therefore developed a family engagement action plan designed to meet all six standards in a future classroom context. Of the 32 participants who engaged in the inquiry, 17 implemented a strategy intended to address Standard 2) Communicating Effectively, 14 implemented a project to address Standard 3) Supporting Student Success, and 1 participant implemented a strategy intended to address Standard 6) Collaborating with Community. Analysis of the family engagement inquiry projects demonstrated increased implementation of evidence-based strategies within participants' educational settings. Table X offers examples of inquiry questions from each selected standard gathered across the fall and spring offerings.



**Table X**

*Family Engagement Inquiry Questions Across Three Standards*

<b>Communicating Effectively</b>	<b>Supporting Student Success</b>	<b>Collaborating With Community</b>
How might I increase communication with the parents of my special education students?  How might using the BlueLoop App for students with diabetes improve family communication among students, staff, and parents?  How might having an effective communication tool help keep parents informed and engaged and cause deeper learning for students?  How might surveying parents and students foster more interaction and student success in the classroom?	What impact would giving families more time and day options for Parent/Teacher conferences have on family engagement in my context?  How might I increase student success through parental awareness of student grades?  How can 5 <sup>th</sup> grade shift homework to get more parents involved?  How might having a family training night help our students improve their knowledge of multiplication facts?	How might collaborating with the community increase family engagement?

While it is beyond the scope of this report to share all of the inquiry projects, selected inquiries are highlighted in the next section and participants' reported data are summarized to provide a window into how a sampling of the group applied their knowledge of a selected standard into their practice.

**Standard 2: Communicating Effectively**

The intent of standard two is for families and school staff to engage in regular, two-way, meaningful communication. In order to address this standard, a participant set the goal of calling or emailing one parent each day from their caseload of high school students with Individualized Education Plans in place. In reflection they wrote, "The thing that surprised me the most was the positive attitude that I have had from my students since contacting their parents. None of my students' parents that I contacted have ever gotten a positive email or phone call home from the school."

As another example, a school nurse reached out to three parents of high school students with diabetes to share information and training on the use of the BlueLoop App in order to improve diabetic care. As a result, use of the BlueLoop App increased communication among the students, school nurse, and parents. For example, during the school day, the nurse was able to send a note to a parent through the app regarding low supplies. The next day, the student brought extra snacks and test strips to the health office to replenish the supply box. In order to learn more about the parents' experience with BlueLoop, the nurse called families to gather feedback. A mother stated, "I really like using it because I feel less worried about my daughter knowing her blood glucose numbers and amount of carbohydrates throughout the day. I think it's been great having frequent communication with you. I appreciate you setting this up."

A third example of an inquiry to address two-way communication was demonstrated in an inquiry project conducted by a high school physical science teacher. The teacher consulted with their students in their first period class to gather students' ideas for parent communication and with their assistance, learned how to use Instagram. Students became very excited to assist with this project, and due to their enthusiasm, the teacher established an Instagram account to communicate important class updates with parents across all four class periods. As an example, the teacher posted updates about a helicopter lab. At the end of the three-week data collection, a total of 33 parents had signed up for the Instagram account. This positive response motivated the teacher to post class updates two or three times a week and develop a questionnaire to gather parents' feedback about using Instagram for ongoing communication.

### **Standard 3: Supporting Student Success**

The goal of standard three is for families and school staff to continuously collaborate to support students' learning and healthy development at home and school and to have regular opportunities to strengthen their knowledge and skills to do so effectively. While family-teacher conferences are built into district and school schedules in the fall and spring, the schedules are not always ideal in relation to families' work schedules. Therefore, a fifth grade English Language Arts and Social Studies teacher offered the opportunity for parents to attend as early as 7:00 a.m. The teacher also extended the time frame of each conference to prevent parents from feeling rushed and provided additional dates beyond the designated district conference week. For families who were still not able to attend in person, the teacher set up phone or virtual conferences. In all, they met with 40 of the 43 students' parents. The teacher gathered the following parent-guardian comments regarding the flexible schedule:

*Having the ability to pick from more times and dates made meeting more convenient.*

*We didn't feel rushed when meeting with the teachers.*

*I was able to spend more time with the teachers and was able to talk more with them about how my child was doing in his classes.*

*The extra dates were nice.*

*I liked having more time.*

Student success was also addressed by a fifth grade teacher who wanted to improve students' knowledge of multiplication facts. The teacher hosted a *Family Make It, Play It, and Take It Math Night* from 6:00 p.m. to 7:30 p.m. in the school library. Ten families attended and all ten students showed improved knowledge of their multiplication facts as measured by comparing pre and post test scores.

Standard three was also selected as a school-wide focus by a middle school administrator who set the goal of enhancing student success with student-led conferences. In reflection the administrator wrote,

*I only expected 20 or so parents to come, not 75. Teachers began to see students as agents of their learning. The community began to see these conversations as meaningful. I believe this effort is going to bring families into our school, give them more knowledge about their child, and allow them to better understand the efforts students are making.*

### **Standard 6: Collaborating with Community**

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. To address this standard, a high school teacher of business courses surveyed parents in order to identify members of the local community who held expertise in business and may be interested in serving as guest speakers. The teacher wrote, "I was surprised by the number of responses I received. Parents are onboard to have guest speakers, and there were a lot of parents who recommended specific names."

While only one participant across the two semesters selected standard six for the final inquiry project, another participant emailed the following note to the course instructor after the conclusion of the class:

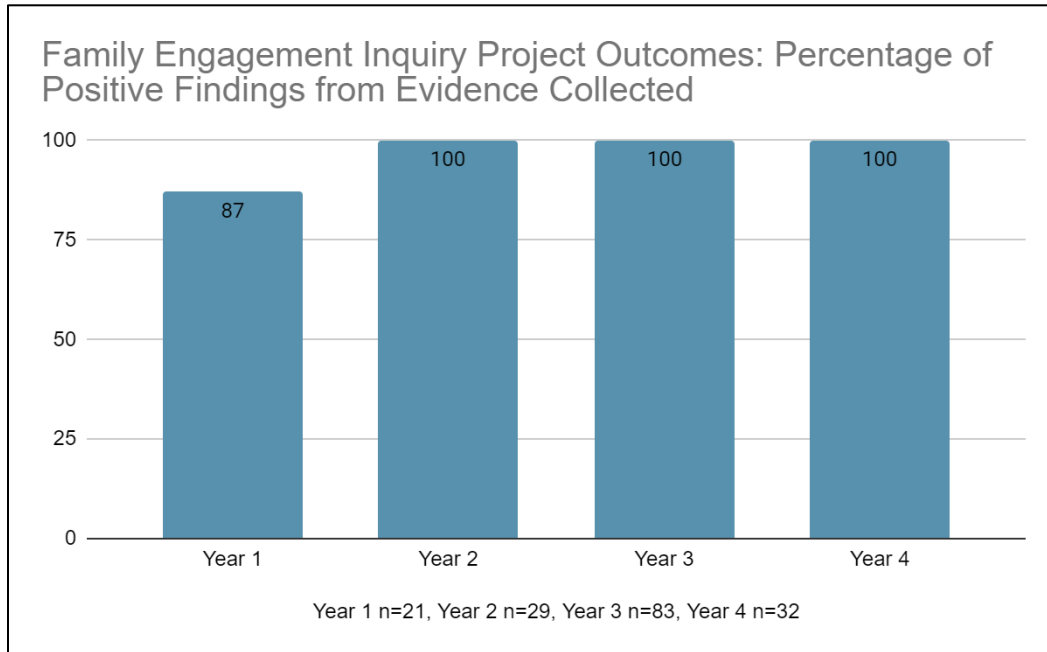
*I know that our class is finished; however, I had to share something amazing! Throughout the course modules in class, I mentioned that I had veterans coming into my classroom to share their experiences and talk about why Veteran's Day is so important. I was only seeking out local veterans, but one of my students has a grandparent that served in the Marine Corp, and he traveled all the way from Montana just to share his story! He was absolutely amazing! He was so engaging with the students and they learned so much about why our veterans deserve honor and respect. I just wanted you to know that I appreciate what I learned through the class and you as an instructor. It is definitely changing my classroom.*

In addition to these highlighted examples, several participants surveyed parents to determine their preferred means of contact, identify resources they would like to access, and to learn about how they would like to be more involved with their child's education. Overall,

participants reported positive inquiry project outcomes which mirrors the experience of participants in previous years as shown in Figure X.

**Figure X**

*Family Engagement Inquiry Project Outcomes: Positive Findings from Evidence Collected Year 1 (19-20), Year 2 (20-21), and Year 3 (21-22) and Year 4 (22-23).*



**Discussion**

The goal of the Family Engagement Course was for K-12 teachers and other licensed professionals to demonstrate increased knowledge and ability to engage with families in their educational context in order to positively impact student success. Together, the numerical evaluation ratings and analysis of coursework described in this report show that the vast majority of participants reported an increase in their knowledge of the standards, a positive shift in beliefs, and improved engagement with parents in their unique contexts.

These findings also show that course participants’ overall self-efficacy increased, which is an important aspect of effective implementation of family engagement. According to the American Psychological Association (2020) self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment.

Participants also revealed positive shifts in their beliefs about families’ capacities for supporting their student(s), the need for two-way collaboration and communication, and the necessity for embedding family engagement within the learning process so that every stakeholder is working towards the same goal of student achievement. Rosenthal and Jacobson (1968) argue that beliefs determine actions, which underscores the importance of teachers and other educational professionals believing that families are capable and an important part of the learning process.

Guskey (2002) argues that participants' increased knowledge and skills must integrate or be aligned with organizational support and change in order for the benefits of professional development to be successful. Organizational support for change is crucial if the professional development is to be successfully implemented into participants' classrooms or educational contexts. While the Family Engagement course design and facilitation did not include specific collection of evidence related to organizational support and change, evidence of awareness of this critical element emerged through participants' discussions, inquiry projects, and post questionnaire responses. For example, every participant identified steps they could take to extend their learning and implementation from their individual context out into the broader school context. Some participants also described their intention to invite their colleagues to collaborate with them in family engagement efforts, while others explained their plans to share their new knowledge and skills with colleagues and administrators through presentations given during staff training days.

After the course, participants were invited to share family engagement questions they were still pondering. Seventeen participants did not have any further questions, but the remaining participants posed questions that pointed to the need for organizational support and change in order to fully sustain or expand their current family engagement practices:

*What are ways to gain funding for family engagement?*

*What funding/state resources are available to help support family engagement efforts?*

*What are some sustainable practices for family engagement at the secondary level?*

*I'm still wondering what ways I can help parents become engaged in the political processes and how to connect parents to resources outside of the school.*

*How do I convince my colleagues that this is important without them taking the course?*

*I'm wondering how much of what I want to do next year will be allowed by my administration.*

*How will my families [sic] respond to the sharing of power that I want to do next year?*

These questions regarding the importance of organizational support may also partially explain participants' mean confidence rating of 3.5 for removing barriers to family engagement.

Guskey (2002) posits that participants must apply their learning within their educational settings. The family engagement inquiry project provided participants a structured learning opportunity to implement, modify, and evaluate the effectiveness of a specific family engagement strategy within their educational context. During the inquiry process, participants received feedback from peers and coaching from the instructor. A participant shared the following feedback:

*I really enjoyed being able to choose a project that directly impacted my families in my community. I was able to engage with the content in a way that I felt was valid and important to my growth as a teacher and my school's growth in family engagement. I like how the project was broken into sections. It made it easier to manage my time on different aspects of the inquiry. Finally, I really appreciated the short virtual presentation, as I didn't have to plan anything long and drawn out, and I was able to get immediate feedback from colleagues.*

Overall, participants collected evidence that suggested a positive impact on students and families directly related to implementation of the selected strategy. Additional analysis also suggests that the family engagement inquiry project was an effective component of the course as it provided participants the hands-on experience of implementing a new family engagement strategy with support and coaching thereby enhancing the possibility for a positive implementation experience.

The ultimate goal of professional development is to positively impact student learning (Darling-Hammond et al., 2017; Guskey, 2002; Murray, 2014). Guskey (2002) states that the fifth, and final level of professional development evaluation measures student learning outcomes related to the goals of the specific professional development. Due to the short time frame of the course, nine-weeks, participants were not able to collect data that could measure impact of student learning over an extended period. However, anecdotal evidence suggests that at the start of this course, many participants did not see a direct connection between student learning and family engagement, while the post questionnaire responses suggest that participants began to understand the importance of family engagement in relation to student success. In response to the following open-ended statement, "I think family engagement ...," twenty-three of the thirty-five participants mentioned student success as evident in the following representative responses: *I think family engagement ...*

*... empowers teachers, students, parents, and the community to work as a team for a common goal of student success.*

*... is important for the success of our students.*

*... is imperative to a child's educational success.*

The long-term outcome set forth in the course logic model is for participants to sustain effective family engagement practices throughout their educational careers. Therefore, in the future, developing an additional family engagement course for participants who completed the first course could be a valuable NNRPDP offering in order for participants to further their learning and examine student learning outcomes. It would also be interesting to follow-up with participants who completed the course in the last three years to learn more about what family engagement practices are working in their settings and to determine what further support from our organization could be beneficial. These data would provide additional insights and information that could be used to refine the current course or inform the design of additional professional learning opportunities focused on effective family engagement.

## Conclusion

Students' academic, behavior, and social-emotional development are supported when families are engaged in their education (Wilder, 2014; Wood & Baumann, 2017; Weiss, et. al., 2018; Mapp & Bergman, 2019). Smith and Sheridan (2019) conducted a meta-analysis of 39 studies to analyze the effects of teacher training programs on teachers' family engagement practices, attitudes, and knowledge. Analysis revealed that teacher training programs had a significant positive effect on all measures. The data and findings shared in this report support the findings of Smith and Sheridan's (2019) meta-analysis showing the positive impact of teacher training on the implementation of family engagement practices. These findings align with the evidence collected and analyzed in Year 4 of the NNRPDP family engagement course, suggesting that the course continues to achieve the intended outcomes set forth in both the legislation and the course design.

The NNRPDP plans to offer the family engagement course again in the fall, winter, and spring of the 23-24 academic year, for a total of three sections, in order to provide an additional opportunity to meet the increasing need of education professionals across the region. NNRPDP administrators and professional learning leaders will use the data collected in this report to further refine and enhance facilitation of the course in order to best meet the needs of participants across the region and state.

## References

- Amatea, E. S., Cholewa, B., & Mixon, K. A. (2012). Influencing preservice teachers' attitudes about working with low-income and/or ethnic minority families. *Urban Education, 47*, 801–834.
- American Psychological Association. (2020). *Teaching tip sheet: Self-efficacy*. <https://www.apa.org/pi/aids/resources/education/self-efficacy>.
- Butler, D. L., & Schnellert, L. (2012). Collaborative inquiry in teacher professional development. *Teaching and Teacher Education, 28*(8), 1206-1220.
- Dana, N.F. & Yendol-Hoppey, D. (2019). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Corwin.
- Darling-Hammond, L., Hyler, M.E. & Gardner, M. (2017). *Effective teacher professional development*. [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective Teacher Professional Development REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective%20Teacher%20Professional%20Development%20REPORT.pdf)
- Grolnick, W. S., Raftery-Helmer, J. N., Marbell, K. N., Flamm, E. S., Cardemil, E. V., & Sanchez, M. (2014). Parental provision of structure: Implementation and correlates in three domains. *Merrill-Palmer Quarterly, 60*, 355–384.
- Guskey, T.R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership, 59*(6), 45-51.

- Learning Forward. (2022). *Standards for professional learning*. Learning Forward.
- Mapp, K. L., Carver, I. & Lander, J. (2017). *Powerful partnerships: A teacher's guide to engaging families for student success*. Scholastic.
- Mapp, K. L. & Bergman, E. (2019). *Dual capacity-building framework for family-school partnerships* (Version 2). [www.dualcapacity.org](http://www.dualcapacity.org)
- Murray, J. (2014). *Designing and implementing effective professional learning*. Thousand Oaks, CA: Corwin.
- National PTA. (2017). *National Standards for Family-School Partnership*.  
<https://www.pta.org/docs/default-source/files/runyourpta/2022/national-standards/standards-overview.pdf>
- Nevada Administrative Code. (2015). NAC 391.030. <https://www.leg.state.nv.us/NAC/NAC-391.html#NAC391Sec030>
- Nevada Department of Education. (2019). Nevada educator performance framework.  
[https://www.rpd.net/uploads/1/3/1/2/131201413/nepf\\_teacher\\_instructional\\_standards.pdf](https://www.rpd.net/uploads/1/3/1/2/131201413/nepf_teacher_instructional_standards.pdf)
- Nevada Department of Education. (2017). *SB 474 (2015) task force on educator professional development*.  
[http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/Adv\\_Task\\_Force\\_Ed\\_Pro/SB474\\_PD\\_Task\\_Force\\_Final\\_Report\\_Jan\\_2017.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/Adv_Task_Force_Ed_Pro/SB474_PD_Task_Force_Final_Report_Jan_2017.pdf)
- Nevada Department of Education. (n.d.) Office of Parental Involvement and Family Engagement. [https://doe.nv.gov/Family\\_Engagement/](https://doe.nv.gov/Family_Engagement/)
- Nevada Revised Statutes. (2015). NRS 391.019. <https://www.leg.state.nv.us/nrs/nrs-391.html#NRS391Sec019>
- Nevada State Board of Education. (2015). *Nevada Policy of Parental Involvement (and Family Engagement)*.  
[http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Family\\_Engagement/District/pifepolicy.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Family_Engagement/District/pifepolicy.pdf)
- Rosenthal, R., and L. Jacobsen. (1968). *Pygmalion in the classroom: Teacher expectation and pupils' intellectual development*. New York: Holt, Rinehart and Winston.
- Tyler E. Smith & Susan M. Sheridan. (2019). The effects of teacher training on teachers' family-engagement practices, attitudes, and knowledge: A meta-analysis. *Journal of Educational and Psychological Consultation*, 29(2), 128-157.
- Weiss, M., Lopez, E. & Caspe, M. (2018). *Joining together to create a bold vision for next generation family engagement: Engaging families to transform education*. Global Family Research Project Carnegie Challenge Paper Report.  
[https://media.carnegie.org/filer\\_public/f8/78/f8784565-4bd6-4aa3-bd80-2b98fd43380e/parent-engagement-2018.pdf](https://media.carnegie.org/filer_public/f8/78/f8784565-4bd6-4aa3-bd80-2b98fd43380e/parent-engagement-2018.pdf)



Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, 66(3), 377-397. <https://www.tandfonline.com/doi/pdf/10.1080/00131911.2013.780009?needAccess=true>

Wood, L. & Bauman, E. (2017). *How family, school, and community engagement can improve student achievement and influence school reform*. Nellie Mae Education Foundation. <https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf>