CLH	Hello Gina, and welcome, listeners to Session 2 in Module 5 of TALE Academy. We're calling it "Trust, transparency, and capacity: rethinking family engagement across learning environments".
GK	Hi Christina. Trust is really the elephant in the room, isn't it? It's so critical to family engagement, but we also know that trust is earned and is hard to recover if it is lost. Where do we start?
CLH	We're kicking off with Jung-Ah Choi's experience, just for context. She's an education professor, by the way. When Jung-Ah Choi attended her kindergartner's first parent-teacher conference, you can bet she came prepared with questions and discussion points. An academic in the field of education, Choi was excited to enter into a partnership with her son's teacher and looking forward to a conversation centered around learning and development. But here's what really happened. I'm sending you a quote from Choi's article: [Why I'm Not Involved, Parent Involvement From a Parent Perspective](#):
GK	She says, "I left the conference feeling disappointed, humiliated, and dumbfounded. I had expected something fundamentally different. I expected to have a conversation with the teacher. I expected the teacher to ask questions about Michael's family life. I expected a true parent-teacher partnership for the benefit of his education. I expected the teacher to take an interest in my approach to raising Michael. But all I heard from his teachers — that year and the next — was information about where he stood on the spectrum from struggling to smart and where he stood on the obedience spectrum (from disruptive to respectful)." Oh my.
CLH	Yeah. Choi goes on to detail the implicit bias that provided a basis for the teacher's assessment of her son's social interactions. She points to the absence of "genuine, two-way communications" that particularly hurts immigrant and non-white families like her own. Disinterest in her family's lifeways and her son's funds of knowledge deeply disappointed a parent who was primed by educational background, training, and disposition to be involved in school. Ultimately, Choi chose to bow out of interacting with teachers who did not get to know her or the cultural context in which she was raising her child. She puts it this way: When her son first started school, Choi's email inbox was flooded with requests to help with fundraising, chaperoning, and organizing class parties. Choi's disappointment in her school partnership was also connected to the role she was allowed to have in the school. Here's another quote.
GK	It says, "When I looked through the list of parent involvement opportunities, I found, to my dismay, almost nothing that would truly support learning." Under the terms of this "partnership," the teacher did not collaborate with the parent to support family goals,

	and the parent did not have a meaningful role in supporting school goals. Choi was left wondering, "Parent involvement for what?
CLH	Now that's a missed opportunity!
GK	Totally. In her study of [teacher perceptions of parent involvement](#), educational researcher Mary Christianakis observed that teachers equated parent involvement with parents providing free labor for teachers – specifically by managing student behavior. The teachers in the study, however, "did not talk about or treat parents as partners or intellectual equals...They did not collaborate with the parents to support home or family goals, as is implied by the term partnership…" Parents can be viewed as uncaring or incompetent when they do not participate in school-approved parent involvement activities such as volunteering or attending parent-teacher conferences. In this view, parent involvement is a set of actions or behaviors that families must engage in to support their child's education and be seen as caring.
CLH	We can think of this as a deficit-based view of parent involvement. In this deficit view, parents are socialized as "passive listeners, clients, or fundraisers" to comply with school norms and agendas. To move beyond a deficit lens, we have to demote traditional parent involvement activities and promote the lived experience of families in school environments. To develop a school experience that is respectful, inviting, and constructive, schools and teachers have to move beyond involvement to engagement.
GK	Now, we're going to take a little trip down that road with [Dr. Marissa Alberty](#) and the three principles she outlines for successful family engagement…Trust, transparency and capacity. But first let's look at how teaching across learning environments, or TALE, provides us with two lenses to use for family engagement: First, where do we see portable practices that can travel across learning environments? Building robust systems around video conferencing, class websites, and family check-in apps such as Class Dojo can help us shift between learning environments with ready-to-go tools. Second, where do we see opportunities to embed promising web-based engagement into our in-person teaching? Tools such as digital surveys, digital scheduling, translation apps, video conferencing, and document collaboration tools help us move from a handful of "involved" families to a classroom full of "engaged" families.
CLH	Let's get back to trust. Like you were saying earlier, how do we actually build, or re-build, trust? So here's a breakdown from an ASCD article entitled [Trust in](#)

	Schools: A Core Resource for School Reform. It's linked in the transcript if you want to review the four factors that foster trust in teachers and leaders. The first factor is respectful social discourse. What does it look like? Established norms for listening and speaking Transparent agenda with time-keeping and facilitation Recorded action steps and follow-ups How do we turn this factor into portable or integrated TALE practices? You can: Develop a password-protected class website where class meeting norms, agendas, and minutes can be housed. Create a live document of involvement ideas/a parent "bill of rights" in Google Docs where all families can contribute as ideas come to them.
GK	The second factor for building trust is personal regard. How is it earned? Warm personal style Willingness to reach out to families and communities Openness to others Efforts to establish a positive school/classroom climate How do we turn this factor into portable or integrated TALE practices? You can: Create a digital communication log via Google Forms that will allow you to track when and how often you have communicated with families. Set a reminder in your phone to follow up. Encourage parents to use the Remind app to message other parents and share ideas (with or without educator involvement).
CLH	The third factor is competence in core responsibilities. What does it look like? Following up on conversations and interactions Fair, efficient, and effective management of classroom/school

	Responsiveness to feedback
	How do we turn this factor into portable or integrated TALE practices? You can:
	Use back-to-school night or conferences to inform families of your communication methods and establish personal norms for speaking and listening. These can be done virtually or in person. Include a translator, if needed.
	Ask for feedback using web-based surveys.
GK	The fourth factor for building trust is perceptions of personal integrity.
	How is it earned?
	A demonstrated commitment to the education and welfare of youth
	A demonstrated commitment to keeping one's word
	Transparency about one's commitments and priorities
	How do we turn this factor into portable or integrated TALE practices? You can:
	Tell your families about yourself! Use short (captioned, translated) videos to introduce yourself to families. Consider including details such as your mission and vision for the work you do.
	Use Google guardian accounts to give families access to daily, weekly, or monthly updates on what their student is learning in class.
CLH	We know trust when we experience it, but what are the factors that foster trust between schools and families?
	In Barbara Schneider's longitudinal study of 400 Chicago elementary schools engaged in improvement efforts, she found that relational or social trust played a central role in the success of school improvement. In schools with high levels of social trust, all parties understood one another's expectations and their own obligations, and the actions of principals, teachers, and parents validated those expectations. Schneider found that elementary schools with high relational trust were much more likely to demonstrate marked improvements in student learning.
GK	Just like we had four pillars of building trust between parents and teachers, there are similar factors that foster trust between schools and families.
	One factor to build trust is to respond to family and community needs.
	Family engagement professional Madeleine Case describes an opportunity to build trust that arose from challenges to the security of recent immigrants within her school community. The school's family engagement team held information nights for families to learn about their constitutional rights and assisted them in completing

	family-preparedness plans in the event of an emergency. The meetings were held in Spanish with translators present to support monolingual English speakers. These actions spoke louder than the words "All are welcome here" and established the school as a trusted resource for the community. The second factor to building trust is to elevate the family voice. Holding information nights in the primary language of the community amplified the voices of families who have experienced marginalization in school communities. Holding information nights on subjects such as constitutional rights demonstrated an openness to prioritizing families' needs, perspectives, and priorities for their children. Opening channels of two-way communication to collect family input is not only critical to building trust, it is also a driver of parent leadership in a school community.
CLH	Building trust is definitely the foundation of family engagement, but there were also two others – do you remember them?
GK	Umm, one was transparency, but that seems also to be related to trust, right? We are trustworthy when we are transparent?
CLH	For sure, but there's transparency and there's oversharing. There are specific ways to foster transparency that lead to greater parent confidence. What does it mean to be transparent to our families, and why is it important? Simply put, transparency is the practice of sharing information regarding the school's successes and struggles with families. Think back to Jung-Ah Choi. For her, partnership meant sharing information about learning. When parents like Choi know that their school isn't sharing meaningful information with them, or asking it of them, they may withdraw from engagement. Without family engagement, schools lose insight into factors that drive student performance – like cultural assets, motivation, and personal relevance.
GK	Data sharing with the intent to create clarity, trust, and accountability is a way to engage parents in the core mission of a school. Parents need information they can use: What is their child supposed to be learning? Is their learning on track? What can they do to help? One of the strategies of including parents in school data analysis is the academic parent-teacher teams model, referred to by the acronym APTT. APPT is definitely a non-bake-sale approach to family engagement. In this model, traditional parent-teacher conferences are replaced by three data-sharing meetings a year. Teachers and parents gather to discuss learning in very specific terms. Each family

	also participates in a 30-minute coaching session between the teacher, student, and parents. Through this process, families gather concrete information on grade-level learning targets and their children's academic progress. They work with their teacher to learn skills and strategies they can use at home.
CLH	So transparency is focused on academic growth and targeting student learning goals. The third and final principle for family engagement is capacity-building, or invest in a strong, knowledgable parent body.
	The APTT model is actually also a great example of capacity-building. Research into effective capacity-building identifies it as "a set of process conditions which must be met for adult participants to come away from a learning experience…with new knowledge and the ability and desire to apply it."
	The APTT model meets these conditions in the following ways:
	Connecting families to the teaching and learning goals for students
	Focusing on relationship building between home and school
	Empowering families and school staff to be confident, knowledgeable, and informed
	Conducting learning in group settings that promote opportunities for shared learning
	Providing opportunities to practice and apply new skills
GK	That reminds me of Dr. Karen Mapp's Dual Capacity-Building Framework. She looks at capacity building in family engagement as two concurrent streams: capacities that are developed in families and capacities that are developed by teachers and other school staffl. By providing training and professional development to teachers and families together, both parties can build and apply skills that enable them to be confident, active, and knowledgeable partners in the effort to improve student achievement.
	Here are some outcomes of dual capacity building.
	Effective school-family partnerships support school improvement and boost student achievement.
	As a result, schools and programs can honor families' funds of knowledge and bridge family engagement and student learning.
	As a result of this work, families then take on the roles of supporters, encouragers, mentors, monitors, advocates, and collaborators.

CLH	Now it's your turn to put this into practice. First, check out the choice board for this session to learn more about academic parent-teacher teams and dual capacity-building. You can also consider how you can build trust, transparency, and capacity in your family relationships across learning environments. The goal of the TALE Academy is to help teachers rethink education so that everyone–students, families, educators, school leaders, and communities–all have the opportunity to succeed. You've just added another tool to your toolbox when you deepen family engagement through trust, transparency, and capacity. Thanks for listening.