

## OUSD Family Engagement for Student Learning Rubric

School: \_\_\_\_\_Hillcrest K-8 School

Element		Pre-Initiation Stage	Initiation Stage	Developing Stage	Sustaining Stage
<b>Learning</b>	<p><b>Shared School Vision</b></p> <p><b>Do we know what are trying to create?</b></p> <p><i>(same as PLC rubric)</i></p>	<p>Little effort has been made to engage staff or families in describing preferred conditions for their school.</p>	<p>A vision statement has been developed for the school, but most staff and families are unaware of, or are unaffected by it.</p>	<p>Staff members and families have worked together to describe the school they are trying to create. They have endorsed this general description and feel a sense of ownership of it. School improvement planning and staff development are tied to the shared vision.</p>	<p>Staff members and families routinely articulate the major principles of the shared vision and use those principles to guide their day-to-day efforts and decisions. They honestly assess the current reality in their school and continually seek effective strategies for reducing the discrepancies between the conditions described in the vision statement and their current reality.</p>
	<p><b>Educational Activities &amp; Practices</b></p>	<p>Staff and families have limited or no interaction to understand curriculum and standards, stating that it may be too complex. No evidence of effort to explain/communicate standards for families.</p>	<p>Teachers and staff begin to make the link to learning with all family engagement activities, including written information on standards. Teachers want families to support classroom academic goals (i.e., standards &amp; student achievement) by assisting students with homework, but they do not explain how content supports school or district academic goals (e.g., grade-level standards, District goals: literate by 3<sup>rd</sup> grade, algebra by 9<sup>th</sup> grade).</p>	<p>Teachers and staff create opportunities to engage families about grade-level standards &amp; student work, common instructional strategies and teaching &amp; learning practices. Education jargon and English-only written materials are minimized and adult-learning principles are incorporated into the sharing.</p> <p>School educates family about effective instruction from research and collaboration with teacher teams, therefore knowing what to observe in walkthroughs. This includes recognizing how students are developing skills to be successful in college.</p>	<p>Staff knows and acknowledges that families &amp; caregivers are the experts on the student, and solicits key information about the student. Teachers collaborate in grade-level teams on developing quality assignments that create opportunities for students &amp; families to interact with what the student is learning. Teachers give families the premise upon which the assignment is built, what the assignment should look like, how it should be completed and how long it should take the student to complete the assignment.</p>
	<p><b>Student Learning &amp; Achievement</b></p>	<p>Staff express that student learning &amp; achievement information are considered too complex for families to understand. School Accountability Report Cards posted, but little explanation.</p>	<p>School staff makes efforts to increase attendance at report-card conferences. Educational data is shared with families as a means to understand specific school initiatives and strategies (e.g., literacy &amp; reading across the curriculum).</p>	<p>Educational data and assessments are taught so that families understand the link between classroom work, grades and school data. Families discuss with teachers how to improve student progress by setting goals tied to standards, data, and pathways to college, especially A-G requirements.</p>	<p>All programs &amp; activities with and for families focus on student learning. These programs help families understand what their children are learning and promote increased achievement. Families gain skills to help their children learn at home.</p>

## OUSD Family Engagement for Student Learning Rubric

School: \_\_\_\_\_Hillcrest K-8 School

Element		Pre-Initiation Stage	Initiation Stage	Developing Stage	Sustaining Stage
<b>Leadership</b>	<b>Leadership Development</b>	Families aren't included to share responsibility in advancing learning and solving problems concerned with school improvement and student achievement.	Teachers & Staff express ambivalence about families & families being involved in the academic aspect of children's learning. However, individual teachers and staff are initiating social events that include families and are encouraging families to meet with each other as a cohort.	Workshops exist to train parent leaders so that their leadership is linked to school improvement efforts and student advocacy. Parent leaders and parent organizations develop partnerships with each other and the school to embrace the importance of linking their work and raising school achievement.	Parent leaders and parent organizations maintain an on-going outreach, engagement and organizing relationship to build families social and political connections to school improvement and student achievement. Staff welcomes and expects family partnerships throughout the school.
	<b>Governance</b>	School engages families for compliance reasons only, subsequently obtaining signatures on decisions with little discussion.	Staff recruits parent leaders with the expectation that they attend Parent Leadership Conferences and SPSA Summits for their SSC & ELAC responsibilities. In addition to SSC & ELAC, PTSA incorporates plans for increasing student achievement as part of their charge.	School improvement plans are shared with Family & Community Office so that Parent Leadership conference and summit agendas are informed by those plans. Accountability, especially the budgeting process, is explained and understood at the school site.	Parent organizing & planning is evident in governance structures so that links are made to accountability and decision-making. Specifically, SSC/ELAC/PTSA planning is driven by principles, values, vision, data, goals & benchmarks determined in collaboration so that measurements & compliance matters are leveraged on behalf of their children.
<b>Advocacy</b>	<b>Advocacy for Children</b>	Staff don't include families in understanding their children's learning and investing in their children doing well.	Staff meets with families to discuss issues about children, and model traditional "twice-a-year" conferences.	Teachers encourage families and families to advocate for their children's learning. Mutual communication begins between families and staff to discuss student progress and create openings for on-going concerns, including pathways to college.	Families engage with other families and community members in fostering mutually supportive relationships focusing on students' needs. Families actively and enthusiastically participate in school programs.
	<b>Advocacy for School Improvement</b>	School improvement located with school staff only.	Families and governance structures are introduced to school improvement plans. Although families are initially only encouraged to give input, families begin authoring significant sections of the SPSA based on data and school vision.	Partnering with community based organizations is becoming the norm. Families engage with appropriate groups and/or teams to determine goals and benchmarks for improving school culture.	Families & caregivers elect governing representatives from classroom representatives. Families, Parent Leaders and school staff regularly look at school data together to determine goals and calibrate implementation plans.

## OUSD Family Engagement for Student Learning Rubric

School: \_\_\_\_\_Hillcrest K-8 School

Element		Pre-Initiation Stage	Initiation Stage	Developing Stage	Sustaining Stage
<b>Systems</b>	<b>Comprehensive Planning</b>	Family programs are little more than one-way communication from school to families.	Family involvement tends to be among a limited segment of the school community. Staff is selective about who is welcomed into the school. Although the school's intent is welcoming, barriers still exist for some families/parent groups engaging with accelerating student achievement (e.g., language, time of day, child-care).	Families engage in developing the SPSA as a relevant and living document for setting goals and benchmarks for which school they can support and be held accountable. Active recruitment of parent leaders is systemic and includes variations of meeting places (e.g., churches, homes) and times (e.g., evenings & weekends).	Family engagement program design incorporates economic and other potential parent constraints for participation. A system exists where translators are readily available and community-based partners work together to reach families and broker relationships.
	<b>On-Going Staff Professional Development</b>	PD activities do not exist for family engagement.	Professional development activities and support to teachers in the area of community and family engagement includes guest speakers and resources.	Staff change assumptions from one-way parent involvement to cooperative parent engagement (i.e., look beyond families' roles in just chaperoning & attending PTA meetings). Staff PD includes navigating through conversations with families as advocates & partners.	Staff have opportunities to learn alongside families about collaborating to improve student achievement. Professional development helps teachers to recognize and cultivate the knowledge and strength of each family.