

Classroom Family Engagement Rubric



PART 1: The teacher possesses the beliefs and mindsets to effectively engage families

	STAGE 0	STAGE 1	STAGE 2	STAGE 3
1.1 The teacher values and respects families and sees them as assets in supporting student learning	<p>The teacher does not engage families because he or she views families as problems. The teacher believes that engaging families will have no impact, or a negative impact, on student achievement.</p> <p>Indicator statements for all grade levels:</p> <ul style="list-style-type: none"> My students' parents are the reason my students are so far behind. Engaging parents won't help my students do better in school. 	<p>The teacher makes some effort to engage families to protect himself or herself from future criticism and prevent problems with families.</p> <p>Indicator statements for all grade levels:</p> <ul style="list-style-type: none"> I have to partner with parents to cover my back. If you don't reach out to parents now, you'll have problems with them later. 	<p>The teacher engages families because he or she believes that knowing families better will help the teacher better know, understand, and support students.</p> <p>Indicator statements for all grade levels:</p> <ul style="list-style-type: none"> To really know my students, I must know my students' families. 	<p>The teacher engages families because he or she believes that all families want the best for their children and that family engagement will help students reach their achievement goals, regardless of parents' socioeconomic background or education level.</p> <p>Indicator statements for all grade levels:</p> <ul style="list-style-type: none"> My students' families are just as important as my students. My students' parents are the most important partners in helping my students succeed. All families want the best for their children.
1.2 The teacher sees engaging all families as part of his or her core role and responsibility	<p>The teacher believes it is impossible to engage families unless "they want to be engaged." The teacher takes no initiative to engage families and makes excuses for the absence of family engagement.</p> <p>Indicator statements for all grade levels:</p> <ul style="list-style-type: none"> I can't get in touch with my students' parents. My students' parents don't have enough time to meet with me. It's not my job to engage parents. 	<p>The teacher does not think it is possible to engage all families, and that it is a waste of time and energy to continue to reach out to parents who do not engage through the initial systems set up by the teacher. The teacher measures success by outputs and process—as long as efforts have been made to engage families, the teacher is satisfied.</p> <p>Indicator statements for all grade levels:</p> <ul style="list-style-type: none"> I would like to engage my students' families, but I don't have enough time. I know I should be engaging all families, but sometimes it's more trouble than it's worth. 	<p>The teacher believes it is possible to engage all families, but that the time and energy needed to do this are not worthwhile because of competing personal or professional obligations. The teacher measures success by the number of families that are responsive to his or her efforts.</p> <p>Indicator statements for all grade levels:</p> <ul style="list-style-type: none"> I engage all of my students' families—I definitely have talked to each of them at least once since the school year started. I try to have some contact with all of my students' parents. 	<p>The teacher believes it is possible to engage all families and works relentlessly and creatively to remove barriers to this engagement. The teacher is willing to spend time and energy to engage <i>all</i> families early in the year because he or she believes it is a necessary investment in raising student achievement. The teacher measures success through the changes in families' mindsets, skills, and behaviors as a result of this engagement.</p> <p>Indicator statements for all grade levels:</p> <ul style="list-style-type: none"> I must engage all of my students' parents so they can help their children achieve their goals. To help my students reach their goals, I need to mobilize their families. I'll stop at nothing until I reach that goal. It's my job and my responsibility to engage my students' families to support student achievement.
1.3 The teacher is culturally competent and sensitive	<p>Instances of disrespect or misunderstanding between the teacher and families occur frequently because the teacher knows nothing about families' cultures and does not make any effort to learn about those cultures or to honor them in the classroom.</p> <p>Indicators for all grade levels:</p> <ul style="list-style-type: none"> Negative comments about families Parents never entering the classroom 	<p>The teacher has some knowledge of families' cultures and uses this knowledge when interacting with families. There are some instances of disrespect or misunderstanding between teachers and families, and the teacher does not make a visible effort to learn more about families' cultures or reflect on his or her practice to prevent future incidents.</p> <p>Indicators for all grade levels:</p> <ul style="list-style-type: none"> Not calling back after parents screen calls or don't pick up the phone. 	<p>The teacher has some awareness of families' cultures, specifically the cultural norms for interacting with teachers and school. If a rare instance of disrespect or misunderstanding between teachers and families occurs unintentionally, the teacher visibly reflects on his or her cultural worldview and its impact on relationships with families. The teacher makes adjustments to the way he or she interacts with families in the future. An effort is made to promote the family's understanding of the school's/teacher's culture.</p>	<p>The teacher is aware of families' cultures, specifically the cultural norms for interacting with teachers and school. The teacher uses this knowledge to reach out to families in culturally respectful ways. The teacher reflects regularly on his or her own cultural worldview and its influence on beliefs about and relationships with families. Families have opportunities to share their culture with other families and with students. Students learn about and honor different cultures in the classroom.</p> <p>Indicators for all grade levels:</p> <ul style="list-style-type: none"> The teacher is patient with families even if they are hesitant to speak with teachers or someone from the school The teacher listens to families before speaking The teacher acknowledges families' fears and concerns

PART 2: Teachers and families have trusting relationships and meaningful, 2-way communication

	STAGE 0	STAGE 1	STAGE 2	STAGE 3
<p>2.1 The teacher treats families in respectful and culturally sensitive ways and welcomes their engagement in the classroom</p>	<p>Interactions between families and the teacher are negative, and focus on placing blame for problems. The teacher knows fewer than half, if any, of family members' names. Families and the teacher interact only as a last resort or if there is a problem in the classroom. Families report feelings of isolation, anger, and fear of interacting with the teacher.</p>	<p>Written and spoken interactions between families and the teacher are mixed. The teacher knows the majority of family members' names. Families do not receive invitations to visit the classroom or to engage in their child's education. Families who initiate contact with the teacher have pleasant interactions, but those who do not initiate contact have little or no interaction.</p>	<p>The majority of spoken interactions between families and the teacher are pleasant. Families and teachers know each other's names. Families receive mass invitations to visit the classroom and school. The teacher can explain why family engagement is important, but does not communicate this information to families in an explicit way.</p>	<p>Written and spoken interactions between families and the teacher are respectful and pleasant. Families and teachers know each other's names. Starting in the beginning of the year, families receive positive, consistent information and affirmation from teachers on the importance of their engagement. Families receive regular, personal invitations to visit the classroom and engage in their child's education.</p> <p>Indicators for all grade levels:</p> <ul style="list-style-type: none"> • Welcome letters • Positive phone calls home • Home visits
<p>2.2 There is a system for meaningful, consistent home-school communication in place</p>	<p>There is no communication between families and teachers on a regular basis. Families and teachers interact only when there is a major problem.</p>	<p>Families receive regular and clear information on classroom schedules, procedures, and events. Families receive personalized information only during quarterly parent-teacher conferences.</p> <p>Indicators for all grade levels:</p> <ul style="list-style-type: none"> • School calendar • School handbook 	<p>Families receive positive, regular communication about their child. In addition, families receive regular and clear information on classroom schedules, procedures, and events, especially if new programs or strategies are put in place to meet student needs.</p> <p>Indicators for all grade levels:</p> <ul style="list-style-type: none"> • Classroom newsletter • Classroom handbook, calendar, and/or procedures list 	<p>Families receive weekly, individualized communication about their child that is positive, actionable, and linked to student learning and progress toward goals. In addition, families regularly contribute to communication vehicles and provide feedback on procedures and policies.</p> <p>Indicators for all grade levels:</p> <ul style="list-style-type: none"> • Weekly data folders/emails • Regular phone calls to students' homes in communication log (every parent at least once a month) • Contacting parents with good news, as well as concerns • Opportunities for parents to ask questions and provide feedback on classroom policies and procedures <p>Elementary school indicators:</p> <ul style="list-style-type: none"> • Classroom and family newsletter developed by teachers, parents, and students <p align="right"><i>(Part 2 continued on next page)</i></p>

<p>2.3 The teacher and families can reach each other in regular, timely ways.</p>	<p>Teachers do not share contact information with families. Teachers have limited contact information for families, or the contact information they have is inaccurate and has not been updated since the student enrolled. If a teacher is contacted by a family, he or she does not usually respond.</p>	<p>Families can reach the teacher if they have a question, problem, or concern. Teachers have limited contact information for families, and the contact information they have is inaccurate and has not been updated since the student enrolled. The teacher responds to at least half of families' contact efforts, but not necessarily in a timely manner.</p>	<p>Families and the teacher can reach each other if they have a question, problem, or concern. The teacher has updated contact information for the majority of his or her students. The teacher responds to all families' efforts at contact, but may take several days.</p>	<p>Families and the teacher can reach each other quickly if they have a question, problem, or concern. The teacher has updated contact information for all students, including new students and those who move frequently. The teacher responds to families in 24 hours or less.</p> <p>Indicators for all grade levels:</p> <ul style="list-style-type: none"> • The teacher has cell phone and additional contact numbers for parents • Families and students have the teacher's school phone number and email address, as well as an alternative contact number for teachers during non-school hours • If pertinent, the teacher has families' and students' email addresses, and knows where families live
<p>2.4 The teacher communicates with families in a manner and format that is accessible and easy to understand.</p>	<p>Information to families is provided only in written format and in one language, regardless of what families speak at home. The information is text-heavy and intimidating to adults with low literacy.</p>	<p>Information for families is provided in multiple formats. If families speak a language different from the teacher's, written materials are available in translation.</p>	<p>Information for families is provided in multiple formats (both written and spoken). If families speak a language different from the teacher's, information is made available and meetings are conducted in the family's native language.</p>	<p>Information for families is provided in variety of formats, including phone calls, written and translated web blasts, and home visits or meetings in community forums. The teacher differentiates communication for families with varying levels of literacy. If families speak a language different from the teacher's, information is made available and meetings are conducted in the family's native language.</p>
<p>2.5 The teacher problem-solves with families in positive ways.</p>	<p>Families have no opportunities to share feedback or concerns with teachers, and their efforts are met with negativity, defensiveness, or unresponsiveness.</p>	<p>When a problem arises, the teacher is available to meet with families and listen to their concerns, feedback, and suggestions. The meeting or conversation does not result in a concrete plan or action steps to solve the problem.</p>	<p>The teacher is open to families' feedback, concerns, and suggestions when families offer them. When a problem arises, the teacher is inquisitive and seeks information to get a full picture of the problem to decide the best course of action. There is a concrete plan in place to solve the problem, but there is no follow-up.</p>	<p>There are regular opportunities for families to share feedback, concerns, and suggestions with teachers. When a problem arises, the teacher is inquisitive and seeks information to get a full picture of the problem to decide the best course of action. There is a concrete plan and follow-up to ensure the problem was solved or to make necessary adjustments</p>
<p>2.6 The teacher learns from and about families to improve learning in the classroom</p>	<p>The teacher knows nothing or very little about students' families because he or she has not sought this information.</p>	<p>The teacher only learns about students and their families if families provide this information on their own. The teacher uses this information to support some, but not the majority, of the elements of his or her practice.</p>	<p>The teacher sends out and collects written information from families to learn about students' backgrounds, interests, strengths, and previous relationship/history with school, as well as how parents want to be involved and communicated with. The teacher uses this information to support most of the core elements of his or her practice.</p>	<p>Teachers have personal conversations with families to learn about students' backgrounds, interests, strengths, and previous relationship/history with school, as well as families' communication preferences and their hopes and dreams for their child. The teacher uses this information to support his or her practice—including goal setting, lesson planning, assessment development, and homework.</p>

PART 3: Teachers engage families in co-constructing goals, monitoring progress, and supporting learning

	STAGE 0	STAGE 1	STAGE 2	STAGE 3
<p>3.1 The teacher works collaboratively with families to set goals and foster high expectations for student achievement</p>	<p>Teachers do not know what families' goals are for their children. Families do not know what the teacher's goals are for their children.</p>	<p>The teacher communicates high expectations for students and shares student goals with families once the goals are finalized. Families can list the goals that teachers set for students, but cannot fully describe what these goals mean or why they are important or rigorous.</p>	<p>The teacher asks families about their expectations for student success and communicates high expectations for each student. The teacher uses this information to develop goals for the student, shares these goals with families, and explains why these goals are rigorous, but does not develop or modify these goals in partnership with families.</p> <p>Elementary school indicators:</p> <ul style="list-style-type: none"> Students write one letter in the beginning of the year to parents telling them about their goals and why they are important. <p>High school indicators:</p> <ul style="list-style-type: none"> Teachers have parents and students sign an achievement contract in the beginning of the year. The contract is not revisited throughout the year. 	<p>The teacher asks families about their expectations for student success and communicates high expectations for each student. The teacher has personal conversations with families to discuss what their short- and long-term goals for their student are, and modifies these goals over time to ensure they are rigorous and prepare students for college and career success.</p> <p>Elementary school indicators:</p> <ul style="list-style-type: none"> Families and teachers have personal conversations in the beginning of the year to discuss where students are academically, and set an annual goal and measurable benchmarks that fit into parents' long-term goals for their child. <p>High school indicators:</p> <ul style="list-style-type: none"> Families, teachers, and students have personal conversations in the beginning of the year to discuss long-term goals and plans for college and career success. They develop an annual goal and benchmarks to measure success in reaching this goal.
<p>3.2 The teacher shows families what their children are learning and demystifies grade-level standards and assessments</p>	<p>The resources or opportunities for families to visit or learn about what goes on in the classroom are disconnected from the academic goals and vision and not related to learning.</p> <p>Elementary school indicators:</p> <ul style="list-style-type: none"> Parents putting up bulletin boards Class parties <p>Indicators for all grade levels:</p> <ul style="list-style-type: none"> Parents spend their volunteer time on non-classroom work, such as making photocopies Parent volunteer opportunities, if provided, are not meaningful and disconnected from learning. 	<p>There are limited resources and opportunities for families to get information and ask questions about teaching and learning. These resources are not directly tied to academic standards, and are too vague for families to understand exactly what students are learning in school or what they need to do to be college- and career-ready.</p> <p>Elementary school indicators:</p> <ul style="list-style-type: none"> Having parents chaperone educational field trips Sending home flyers about local educational resources (museums, theater performances, etc) Sending home "everyday math" parents' notes Award ceremonies <p>High school indicators:</p> <ul style="list-style-type: none"> College and/or career fairs 	<p>The teacher provides general information on academic subjects, grade-level standards, and assessments, but families cannot explain how this information connects to daily classroom practices.</p> <p>Indicators for all grade levels:</p> <ul style="list-style-type: none"> Specifying standards and objectives on class work and assignments that go home to parents Sending home the district pacing guide to families Math night Author's cafes 	<p>There are multiple, high-quality resources and opportunities for families to get information and ask questions about teaching and learning. Families use these resources and can explain what students who are on track for their grade level should know and be able to do, and what the teacher is doing to help them achieve these goals.</p> <p>Elementary school indicators:</p> <ul style="list-style-type: none"> Modeling or videos of classroom lessons Structured classroom observations and debriefs Curriculum nights developed with family/educator collaboration Learning-focused parent volunteer opportunities <p>High school indicators:</p> <ul style="list-style-type: none"> Family-friendly syllabi Workshops on college-level curriculum and expectations

(Part 3 continued on next page)

<p>3.3 The teacher uses data to show families how their children are doing</p>	<p>Families do not receive any information about how their child is doing in school except for the bare minimum required by states or districts.</p> <p>Indicators for all grade levels:</p> <ul style="list-style-type: none"> • State-level assessment results only • Report cards only 	<p>Families can access regularly updated, personalized student performance and/or assessment data but cannot use it to describe how their child is doing in school.</p> <p>Indicators for all grade levels:</p> <ul style="list-style-type: none"> • Password to an online grade book or district assessment portal <p>Elementary school indicators:</p> <ul style="list-style-type: none"> • Progress monitoring graphs with no explanation from teachers or students 	<p>Families can access regularly updated, personalized student performance and/or assessment data and can use this information to describe how their child is doing related to his or her individual goals or to other students.</p> <p>Indicators for all grade levels:</p> <ul style="list-style-type: none"> • Monthly trackers with student benchmark scores 	<p>Families can access weekly, personalized student performance and/or assessment data and can use this information to describe how their child is doing related to the student's individual goals, and to the class average for that grade-level.</p> <p>Indicators for all grade levels:</p> <ul style="list-style-type: none"> • Weekly trackers with student data (and comparative data) and analysis or reflection • Teachers works with families to remove barriers to accessing and understanding data
<p>3.4 The teacher helps families support student learning at home</p>	<p>Families do not receive information from teachers on how to support student learning at home.</p>	<p>Families receive written information on how they can support learning at home and create an environment conducive to learning. Families only receive training or technical assistance if they ask the teacher for it directly.</p> <p>Elementary school indicators:</p> <ul style="list-style-type: none"> • General instructions like “read with your child at home” • Flashcards 	<p>Families receive information and training on how they can support learning at home and create an environment conducive to learning. This information is about specific skills and knowledge, but is not tailored to the needs and individual learning goals of each child.</p> <p>Indicators for all grade levels:</p> <ul style="list-style-type: none"> • Tip sheets <p>Elementary school indicators:</p> <ul style="list-style-type: none"> • Academic worksheets and graphic organizers with written directions • Guiding questions to ask students when reading 	<p>Families receive information and training on how they can support learning at home and create an environment conducive to learning. This information is tailored to their child's specific needs and details what their child needs to do to make progress toward his or her academic goals.</p> <p>Indicators for all grade levels:</p> <ul style="list-style-type: none"> • Workshops and mini-lessons on academic subjects like math, reading, and science • Teacher modeling and demonstrations to whole group • Individualized tutoring for parents <p>Elementary school indicators:</p> <ul style="list-style-type: none"> • At-home games or projects (math games, books, and guided reading questions) <p>High school indicators:</p> <ul style="list-style-type: none"> • Workshops on college applications and financial aid • Calendars with important dates and timelines to prepare students for college