

School Level Reflection Rubric for Parent Leaders and School Staff



Supporting Student Success



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Use this rubric to help evaluate how well you enhance student learning by collaborating with families. Think about where you see yourself in the process and strategies on how to enhance student learning by marking the box that most clearly matches what you are doing now.

ELEMENT	Student Success		
	BEGINNING	DEVELOPING	PROFICIENT
<p>Information on how to access school and community resources and how to monitor schoolwork at home is provided</p>	<p>School staff and parent leaders are somewhat aware of parent educational needs and the challenges of involving families with curriculum related decisions.</p> <p>We are unaware of the resources available in the community to support parent education, homework help and services</p>	<p>School staff and parent leaders are aware of parent educational needs and strategies for designing and organizing homework schedules that involve families in their child's schoolwork.</p> <p>We are aware of some community resources to support families with educational needs.</p>	<p>School staff and parent leaders actively develop and disseminate information to families on how parents can help students at home (encouraging, listening, reacting, praising, guiding, monitoring and discussing) by using the following strategy:</p> <p>_____ encouraging and supporting student involvement in a range of school and community sponsored extracurricular and after-school activities.</p>
<p>School and homework assignments are considerate of the cultures and languages of families.</p>	<p>School staff are somewhat aware of the languages and cultures of families.</p> <p>We are beginning to explore m own biases and the effect ones' cultural expectations have on teaching practices.</p>	<p>School staff are aware of the language and culture of families and make an effort to design homework assignments that are sensitive to the needs of diverse families.</p> <p>We recognize that regardless of race, ethnicity, culture, income or lifestyle preferences, most families have high aspirations and concern for their children's success.</p> <p>We are beginning to build trust and recognize that it takes time to build trust with families.</p>	<p>School staff and parent leaders actively build on cultural values of families and facilitate accommodations such as transportation, interpreters, cultural diversity, individual needs and preference with awareness of the following issues:</p> <p>_____ economic conditions may affect the extent and type of involvement among some families.</p> <p>_____ possible linguistic, cultural, economic and educational barriers affecting family involvement that minority and low-income families may have and how schools can help to overcome these barriers.</p>

Student Success			
ELEMENT	BEGINNING	DEVELOPING	PROFICIENT
<p>Ongoing staff development is provided which focuses on reflection and effective practices that provide information to families about how to help students with homework and other curriculum related activities.</p>	<p>School staff have limited background training and/or professional development in the area of parental involvement.</p> <p>We are beginning to increase participation in professional development and reflection on effective parental involvement practices.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School staff have some background in training and professional development in the area of parental involvement.</p> <p>We are implementing some practices that provide information to families that inform them about their child as a learner.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>School staff and parent leaders actively participate as part of a school team to strengthen the capacity of school staff to work well with families by engaging in the following activities:</p> <p>_____ participating in opportunities for staff members to learn about successful approaches to engaging families in their child's learning.</p> <p>_____ regularly assigning homework that requires students to discuss and interact with their parents about what they are learning.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Provides information to families on how to monitor and discuss schoolwork with their child, including assessments and testing, such as PARCC, ACCESS, IEP, and other relevant and age/grade appropriate data about student success.</p>	<p>Standards are available to us and not visible to students or families.</p> <p>We make some effort to share information about student expectations and school, district and statewide requirements for curriculum and assessment.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Standards and testing information have limited visibility in school and are more visible to us than to families.</p> <p>We make efforts to inform families about student expectations, testing schedules and instructional practices.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>We provide information about the New Mexico Content Standards and they are clearly visible in the school and classroom. We also implement the following strategies:</p> <p>_____ assisting parents in understanding how students can improve skills, get help when needed, meet class expectations and perform well on assessments.</p> <p>_____ providing information regarding expectations for students in all subjects and grade levels, including information regarding student placement, services and optional programs such as those for English Learners (ELs), Gifted Students and students with disabilities.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Ongoing and specific information is provided to parents on how to assist students with skills that need improvement.</p>	<p>We maintain limited data on student strengths and needs.</p> <p>We provide occasional information to families on their child as a learner.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>We maintain some data on student achievement and use this information to inform instructional practices.</p> <p>We regularly inform parents and students of student achievement progress.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>We maintain and use data to inform instructional needs for students by using the following strategy:</p> <p>_____ regularly informing parents and students of student achievement progress through regular reports and conferences and use this information to strengthen my instructional practices.</p> <p style="text-align: right;"><input type="checkbox"/></p>