

# Communicating Effectively School Level Reflection Rubric



Use this rubric to focus on the goal of sharing information between home and school. Consider families and school staff as equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. All families should feel that the school keeps them informed on important issues and events and that it is easy to communicate with teachers, the principal, and other school staff.

Think about where you see yourself in the process and using strategies for improving communication practices. Mark the box that most clearly matches what you are doing now. The levels of quality build on each other, assuming that practices in the emerging and progressing levels will continue at the excellent level.

COMMUNICATING EFFECTIVELY			
ELEMENT	EMERGING	PROGRESSING	EXCELLENT
<b>Ensuring parent-teacher communication about student progress</b>	<p>The school staff and parent groups keep families informed of upcoming events in a variety of one-way communication strategies, including regular print and electronic notices, sometimes in the languages spoken in the community.</p> <p><i>For example, the school uses news- letters, fliers, e-mail, automated phone calls, and text messages,</i></p>	<p>School staff collaborate with parent groups to develop connections with families through some two-way communication tools, including personal calls, emails, and notes, in the languages spoken in the community.</p> <p><i>For example, parents who are not fluent in English are given up-to date information through bilingual staff or parent volunteers who are available at times</i></p>	<p>Families, the community, and school staff regularly communicate in numerous interactive ways, both formally and informally, via one and two way communication tools, in the languages spoken in the community. Parents and families are regularly given multiple forums for expressing their needs in the languages in which</p>



	<p><i>paying some attention to the home languages of families as needed.</i></p>	<p><i>convenient for these families.</i></p>	<p>they are most comfortable.</p> <p><i>For example, school and parent group leaders take part in community forums in different neighborhoods and appear on radio or local TV call-in programs and use social networking online to engage families.</i></p>
<p><b>Surveying families to identify issues and concerns</b></p>	<p>Parent group leaders and representatives from the school staff (e.g., principal, teacher) complete a parent involvement survey. The results guide the development of parent involvement programs.</p> <p><i>For example, the parent group and the principal meet over the summer to discuss the survey results and plan strategies to address barriers.</i></p>	<p>The parent survey is translated into multiple languages and communicated in various ways, including in person, online, in print, and by phone, and made available to all parents. Results are posted on the school and/or parent group website and discussed.</p> <p><i>For example, the parent group plans morning coffees and evening social hours to discuss survey results with parents and solicit additional feedback.</i></p>	<p>The parent survey is translated into languages as appropriate and communicated in various ways, including in person, online, in print, and by phone, and made available to all parents. Results are posted on the school and/or parent group website and discussed. Parent survey results are strongly reflected in the School Improvement Action Plan.</p> <p><i>For example, programs, policies, and practices are developed collaboratively by teachers, administrators, families, and community members to meet the linguistic and cultural needs of parents as identified in the survey.</i></p>



<p><b>Practicing effective communication practices to enhance parent-teacher conferences</b></p>	<p>School staff and parent groups provide information on student progress at parent-teacher conferences. Teachers invite parents into the classroom one at a time according to a schedule and share test results, report cards, and portfolios. <i>For example, parent-teacher conferences are scheduled by the school and parents are informed.</i></p>	<p>School staff and parent groups are prepared and conduct parent teacher conferences as a joint venture in the home languages of families at times and locations convenient for families. <i>For example, teachers work with each family to schedule parent teacher conferences at convenient times for all parties and are prepared to share and discuss information on topics such as testing. Translators are provided as needed.</i></p>	<p>School staff and parent groups well prepared, clearly explain the objectives of conferences, and maintain two-way communication with families AND students before, during, and after parent/teacher conferences. Staff conducts parent-teacher conferences as a joint venture in the home languages of families at times and locations convenient for families. Parents and families are seen as partners in setting individualized goals and plans for students and communication is promptly maintained between conferences. <i>For example, students are prepared and explain to families the grades they have received, translators are available, and families and teachers create goals for each student to improve and ensure regular, personalized communication about progress towards those goals.</i></p>
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<p><b>Facilitating connections with and among families and staff</b></p>	<p>The parent group and school staff provide opportunities for families to get to know each other. <i>For example, parent group newsletters provide contact information for parents who want to join a committee. Parents of students in each grade level may plan informal get-togethers to socialize with each other (e.g., a Parents of 4th-Graders Breakfast Club, PTA events, etc.).</i></p>	<p>The parent group and school jointly develop programs to help families and teachers connect with each other. <i>For example, the parent group collaborates with school staff to jointly plan an orientation program at the beginning of the year and distributes a calendar and a schoolwide directory with staff and parent listings.</i></p>	<p>The parent group takes steps to help staff get to know families, especially families that come from diverse cultures, and to help families to get to know each other. <i>For example, the parent group plans small group events that begin with icebreaker activities, parents connect electronically through school listservs, blogs, and social networking Web pages. The teachers and staff are strongly encouraged to participate in community events.</i></p>
<p><b>Participating in intentional and ongoing staff development, addressing effective communication with diverse families and using resources in the school and community</b></p>	<p>School staff and parent groups have limited experience with staff development on communication issues with diverse families.</p> <p><i>For example, limited professional development activities are available tied to communication with families.</i></p>	<p>School staff and parent groups seek out opportunities for professional development to enhance communication skills with all families.</p> <p><i>For example, staff attends family engagement-oriented professional development with an open mind and attempt to integrate new strategies for communicating with families.</i></p>	<p>School staff and parent groups actively participate in professional development and make systematic attempts to effectively communicate with families by participating in cultural and linguistic sensitivity trainings and by engaging in community activities and events.</p> <p><i>For example, staff is invited to engage in a strengths-based tour of the school's community led by parents and families.</i></p>



<p><b>Providing information on current issues affecting the school community</b></p>	<p>The principal keeps the parent groups and advisory council informed of current school issues and concerns.</p> <p><i>For example, the principal meets monthly with the parent group(s) to review issues that may affect families and student learning.</i></p>	<p>All school families are kept informed of developing concerns in the school community.</p> <p><i>For example, print and electronic newsletters are generated on a regular basis. When serious concerns arise, families are immediately informed.</i></p>	<p>A Team of administrators, teachers, families, and community representatives strategically look at developing issues that affect families to determine whether there is a need for a school-wide response.</p> <p><i>For example, the principal meets monthly with a parent-school community team to address school-wide issues and determine appropriate responses.</i></p>
<p><b>Exchanging information about student goals, student expectations and progress</b></p>	<p>School staff distribute information about the school's instructional program and some brochures on student expectations by grade level.</p> <p><i>For example, brochures on the NM Common Core Standards are sent home to families on display in a parent information area.</i></p>	<p>School staff and parent groups regularly communicate with families about student progress and ways that school initiatives can help, while being available to respond to parent questions and concerns.</p> <p><i>For example, teachers and leaders communicate with parents and provide explanations on a regular basis about New Mexico Common Core State Standards, instructional programs, specific student needs and the New Mexico Standards Based Assessment.</i></p>	<p>School staff and parent groups communicate with families regarding student progress on a regular basis in multiple formats in the home language of families, eliciting and responding to parent questions and concerns. Families work with teachers to establish academic goals and outcomes for student learning. Student work is displayed, distributed, and discussed on a regular basis. <i>For example, materials with tips for home support are distributed in the home languages with invitations to informational meetings to explain the expectations of the standards with translation available.</i></p>



<p><b>Having access to school leadership</b></p>	<p>The principal shares information about schoolwide issues at parent group meetings, with opportunities for individual follow-up discussion by appointment.</p> <p><i>For example, the parent group invites the principal to a monthly meeting to discuss schoolwide test results and plans to address gaps in learning.</i></p>	<p>The principal is accessible for scheduled meetings with groups of parents or individually at different times of the day.</p> <p><i>For example, the principal hosts monthly coffee hours that are open to all parents to discuss a variety of topics. Meeting times vary from month to month to accommodate parent schedules.</i></p>	<p>The principal personally welcomes families into the building and meets regularly with parents in small groups or one-on-one as needed, in school and in different neighborhoods. Meetings are scheduled to address current school issues that are of interest to families and students.</p> <p><i>For example, the principal and parent group develop an agenda for dialogues to be held in different neighborhoods on issues such as school security.</i></p>
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Summarize strengths and needs here and use your results as you develop your Action Plan in Step Four of the Framework. The School-Level Reflection Rubrics can also be used to monitor progress in reaching goals, designing professional development for school staff, and conducting a school walk-through.

Adapted from: PTA National Standards for Family-School Partnerships Assessment Guide  
<http://www.pta.org/nationalstandards>

