

Sharing Leadership: School Level Reflection



Use this rubric to help evaluate efforts to support decision-making and advocacy with families and to assess ways your school is promoting a shared responsibility for student success between families, students, teachers, school staff and the community.

Think about where you see yourself in the process and using strategies sharing leadership with families and the community. 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.

Sharing Leadership

Element	Emerging	Progressing	Excellent
<p>Supporting active and effective parent organizations that represent all families at the school and district levels</p>	<p>School staff and families are aware of parent organizations but have limited involvement.</p> <p>For example, the parent organization conducts fundraising programs with a core group of volunteers and a few staff.</p>	<p>School staff and families are aware of the ways parent organizations help schools make decisions. These parent organizations actively reach out to families who are not involved to identify interests, concerns, and priorities.</p> <p>For example, the school encourages parents to participate in parent groups such as the Parent School Improvement Committee and other committees that respond to issues of interest to families. Meetings are held at the school and in the community (i.e. parks, places of worship, local businesses, etc.).</p>	<p>School staff and parent groups actively inform and recruit family members to serve on committees and school/parent organizations that are active in decision-making at the school. These organizations are welcoming and representative of the diverse cultures and backgrounds of the school community. Staff and parent groups participate in trainings on being collaborative partners and share equally in decision-making in areas such as policy, curriculum, budget, school reform, and safety issues.</p> <p>For example, focus groups are held on a regular basis in various community locations and at times reflective of diverse schedules of families where parent input is solicited on issues that affect their children's education and the school community.</p>



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<p>Supporting independent advocacy groups to lobby and work for school reform and improvements</p>	<p>School staff have limited awareness of the importance of parent advocacy groups.</p> <p>For example, the school works with teachers and some parents to address improvements and school reform.</p>	<p>School staff are aware of some of the ways parent advocacy groups can help with school improvements.</p> <p>For example, the school solicits families to gather input and recommendations for school physical and academic improvements.</p>	<p>School staff and parent leaders actively inform and recruit parents to form advocacy groups that address school improvements and school reform issues by providing parents with information about school policies, practices and both student and school performance data.</p> <p>For example, staff and parent groups actively reach out to include parent leaders from all racial, ethnic, socio-economic and other groups to participate in school decision-making activities around curriculum, cultural responsiveness to the standards, and school policies regarding behavior and attendance.</p>
<p>Supporting networks to link all families with parent representatives and providing leadership training to these representatives</p>	<p>Parent representatives are recruited and identified by school staff and the parent group and are given some specific responsibilities to connect with families of diverse backgrounds.</p> <p>For example, automated phone calls and/or phone trees are used to communicate information about school events to families.</p>	<p>An established network of parent representatives is in place at the school and new representatives from diverse backgrounds are actively recruited by school staff and the parent group. Parent representatives are encouraged to participate on school, district, state and national committees that focus on education issues.</p> <p>For example, new representatives are mentored by an experienced representative and are asked to join a school or district committee.</p>	<p>A formal and structured network of parent representatives is in place at the school and a training plan is in place to support new representatives around issues of cultural sensitivity, leadership, and facilitation skills to ensure all voices are heard in network meetings. School staff and parent leaders are informed about this network and actively seek to connect families to the network.</p> <p>For example, new families are connected automatically to a parent representative who regularly invites them to participate in focus groups and schoolwide meetings to discuss ideas for improving school climate and student achievement. A training plan is in place to help the parent representative organize these interactions with families.</p>



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<p>Providing information on school or local elections for school representatives</p>	<p>School staff and parent leaders provide information informally to a few select parents.</p> <p>For example, parents who are involved at the school site are provided with information regarding issues being addressed by the school board.</p>	<p>School staff and parent leaders send correspondence home with students about local elections for school representatives.</p> <p>For example, all parents receive information about school board candidates by sending information home with the students and other communication means.</p>	<p>School staff and parent leaders provide information regarding school board elections by serving as advocates (e.g. encouraging parents to vote in school board and policy elections) and making sure critical information about school issues is disseminated.</p> <p>For example, elections and board meetings are held in formats and at times that are convenient and accessible to all families.</p>
<p>Addressing equity issues</p>	<p>The parent group and staff identify barriers to working with school staff on issues such as low attendance that affect student achievement.</p> <p>For example, the school hosts focus groups to connect families and staff to foster understanding as to why students miss school for family/cultural reasons.</p>	<p>The parent group and staff work together to address barriers to family involvement and student success that are related to diversity in race, income, and culture.</p> <p>For example, school staff works with families and community members to develop alternative lessons/curriculum to support students who are not able to attend school for a period of time.</p>	<p>The parent group and school staff work together to adopt effective strategies to engage families in reducing achievement gaps between groups of students.</p> <p>For example, staff and families discuss specific reasons such as harvest times, ceremonies, holidays, and family responsibilities that may impact attendance and develop understanding and solutions that are culturally responsive to increase student achievement.</p>

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/or conducting a school walk-through.

Adapted from: PTA National Standards for Family-School Partnerships Assessment Guide

<http://www.pta.org/nationalstandards>

