

## Classroom Family Engagement Rubric



<b>The teacher possesses the beliefs and mindsets to effectively engage families.</b>				
	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
<b>1.1 The teacher values and respects families and sees them as important partners in supporting student learning.</b>	<p>The teacher believes that engaging families will have no impact, or a negative one, on student achievement.</p> <p><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>• “My students’ families are the reason my students are so far behind.”</li> <li>• “Engaging families won’t help my students do better in school.”</li> <li>• “My students’ families are not smart enough to help their children succeed in school.”</li> </ul>	<p>The teacher makes some effort to engage families because he or she believes it will prevent behavior problems and misunderstandings throughout the year.</p> <p><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>• “If you don’t reach out to families now, you’ll have problems with them later.”</li> </ul>	<p>The teacher engages families because he or she believes that knowing families better will help him or her better know, understand and support students.</p> <p><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>• “To really know my students, I must know my families.”</li> <li>• “I want to have positive relationships with my students’ families.”</li> </ul>	<p>The teacher engages families because he or she believes 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><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>• “My families are the most important partners in helping my students succeed.”</li> <li>• “All families want the best for their children.”</li> </ul>
<b>1.2 The teacher sees engaging all families as part of his or her core role and responsibility and works to continuously increase his or her effectiveness.</b>	<p>The teacher believes it is not his or her job to engage families in their child’s education. The teacher takes no initiative to engage families, or avoids having to “deal” with families.</p> <p><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>• “I can’t engage families because they don’t care about school.”</li> <li>• “It’s not my job to engage families.”</li> <li>• “I send home information about Back to School Night, but family members never show up.”</li> </ul>	<p>The teacher believes that he or she should engage families, but that competing personal or professional obligations make it too difficult to reach all of them. The teacher believes that most families face barriers to their engagement that are too difficult to address. The teacher measures success by the extent of his or her outreach efforts—as long as he or she has tried to engage families, the teacher is satisfied.</p> <p><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>• “I try, but there are some families that I just can’t get in touch with.”</li> <li>• “Family members don’t have enough time to meet with me.”</li> </ul>	<p>The teacher believes that he or she should engage all families and that it is possible to do so. He or she makes efforts to engage families at the beginning and throughout the year. The teacher believes that he or she can engage most families, but there are a few families that face barriers to their engagement that are too difficult for the teacher to address.</p> <p><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>• “I engage all my families—I definitely have talked to each of them at least once since the school year started.”</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Counting the number of</li> </ul>	<p>The teacher is willing to spend time and energy to engage <i>all</i> families at the beginning and throughout the year because he or she believes it is a necessary investment in raising student achievement. The teacher believes it is possible to engage all families and works relentlessly and creatively to remove barriers to this engagement.</p> <p><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>• “Families can effectively do their job of supporting their kids’ achievement when I provide the right support and tools.”</li> <li>• “I must engage all families so they can help their children achieve their goals.”</li> <li>• “It’s my job and my responsibility to engage families</li> </ul>

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		<ul style="list-style-type: none"><li>• “I know engaging all families is a good thing, but I have a lot of other things to do that are more important.”</li></ul>	family members who attend parent-teacher conferences	to support student achievement.” <b>Examples Stage 3 plus:</b> <ul style="list-style-type: none"><li>• Exit slips at parent- teacher conferences</li><li>• Mid- and end-of-year family feedback surveys</li></ul>
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<b>Teachers and families have trusting relationships.</b>				
	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
<p><b>2.1 The teacher builds relationships with families and students and invites their engagement.</b></p>	<p>The teacher knows very little about students’ families and makes no effort to invite their participation. If the teacher asks families to engage, it is in response to a problem or for a punishment.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Telling parents not to visit the classroom during school hours</li> <li>Requiring parents to accompany their child to the classroom if he or she is misbehaving</li> </ul>	<p>Starting in the beginning of the year, the teacher reaches out to families to invite them to help the school and to share the following information about themselves:</p> <ul style="list-style-type: none"> <li>That they care about and have high expectations for their children</li> <li>The teacher’s background and interests</li> <li>The teacher’s expectations for families</li> </ul> <p>Outreach to families is generic rather than personal to each family.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Welcome letter with supply list only</li> <li>Inviting families to back-to-school night</li> <li>Asking parents to volunteer on field trips</li> </ul>	<p>Starting in the beginning of the year, the teacher reaches out to families to learn the following information about them and their child:</p> <ul style="list-style-type: none"> <li>Students’ individual backgrounds, interests and previous experiences in school</li> <li>How families would like to be involved in their child’s education</li> <li>Families’ hopes and dreams for their children</li> </ul> <p>In addition, the teacher shares all of the following information with families:</p> <ul style="list-style-type: none"> <li>The teacher’s background and interests</li> <li>The teacher’s email address and phone number</li> <li>That the teacher cares about and has high expectations for their children</li> <li>That families are invited to participate in their child’s education</li> </ul> <p>Outreach efforts are a combination of generic and personalized approaches.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Welcome letter with parent survey</li> </ul>	<p>Starting in the beginning of the year, the teacher personally reaches out to families to learn the following information about them and their child (in addition to Stage 3 information):</p> <ul style="list-style-type: none"> <li>Families’ and students’ individual backgrounds, interests and previous experiences in school</li> <li>The skills and expertise family members would like to share with the classroom</li> </ul> <p>In addition, the teacher shares the following information with families (in addition to Stage 3 information):</p> <ul style="list-style-type: none"> <li>Communicates the importance of family engagement</li> </ul> <p><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>Saying to parents, “You are the expert on your child.”</li> <li>“I learn about families so I can best partner with them and meet our kids’ needs.”</li> </ul> <p><b>Examples Stage 3 plus:</b></p> <ul style="list-style-type: none"> <li>Home visits or face-to-face meetings</li> <li>Specific invitations designed around parent interests and skills</li> </ul>

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<p><b>2.2 The teacher maintains positive relationships with families and is accessible to them throughout the year.</b></p>	<p>The teacher does not initiate any contact with families during the school year and families do not know how to reach the teacher. Instances of disrespect or conflict between teachers and families occur frequently.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Less than 30% parent-teacher conference attendance</li> <li>• The teacher has contact information for less than 50% of families</li> </ul>	<p>The teacher does not initiate regular contact with families during the school year. The teacher ensures that all families can contact him or her in a timely manner and the teacher is in touch with the families who contact him or her regularly. There are some instances of disrespect or conflict between teachers and families.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Phone calls home only if there is a problem</li> <li>• 30-59% parent-teacher conference attendance</li> <li>• Meeting times scheduled around staff availability only</li> <li>• The teacher has contact information for at least 50% of families.</li> </ul>	<ul style="list-style-type: none"> <li>• Open door policy</li> <li>• Introductory phone calls</li> </ul> <p>Throughout the year, the teacher has contact information and initiates consistent, positive contact with most of his or her families. The teacher makes himself or herself accessible to families at flexible times and provides multiple ways for families to get in touch with him or her. Instances of conflict or disrespect between the teacher and families are rare. When these instances do occur, the teacher works with families to resolve them.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Regular, positive phone calls home</li> <li>• Maintaining a classroom website, newsletter or regular communications vehicle</li> <li>• 60%-90% parent-teacher conference attendance across groups</li> <li>• The teacher has contact information for at least 75% of families</li> <li>• Teacher-parent communication at pick-up and drop-off</li> <li>• Meeting times scheduled around parent availability</li> <li>• The teacher shares his or her email address and phone number with families</li> </ul>	<p>Throughout the year, the teacher has contact information and initiates consistent, positive contact with <i>all</i> his or her families. The teacher makes himself or herself accessible to families at flexible times that are clearly communicated and provides multiple ways for families to get in touch with him or her. There are no instances of conflict or disrespect between teachers and families to date, and the teacher has a plan to address these instances if they ever do arise.</p> <p><b>Examples Stage 3 plus:</b></p> <ul style="list-style-type: none"> <li>• Follow-up home visits or in-person meetings as needed</li> <li>• Parent-teacher conferences in the community</li> <li>• More than 90% parent-teacher conference attendance across groups</li> </ul>
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<p><b>2.3 The teacher understands and honors families' strengths, needs, and preferences.</b></p>	<p>The teacher does not use information about students and families to inform his or her practice.</p> <p>The teacher does not respond to families' feedback, concerns, or suggestions.</p>	<p>The teacher occasionally uses information provided by students and families to inform his or her communication with families. If a family member contacts the teacher with feedback, concerns, or suggestions, the teacher makes time to listen to the family member and take any appropriate action.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Translating written materials</li> <li>• Meeting with family members about problems with homework or behavior</li> </ul>	<p>The teacher uses information about families' backgrounds, strengths, and preferences to differentiate his or her communication to families. The teacher provides informal opportunities for all families to share feedback, concerns, and suggestions. The teacher creates a plan to address families' feedback and follows-up on the plan accordingly.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Communication is always presented in multiple formats—one written and one visual or oral</li> <li>• The teacher has a list of families noting which prefer email, text, or phone communication</li> <li>• The teacher holds parent-teacher conferences on flexible dates</li> <li>• During phone calls, conferences, or other interactions with families, the teacher asks for families' feedback on how the teacher could better support the child</li> </ul>	<p>In addition to Stage 3, the teacher creates regular, proactive systems for soliciting and responding to families' feedback, suggestions or concerns. The teacher uses information about families' backgrounds, strengths, and preferences to enrich learning and curriculum.</p> <p><b>Examples Stage 3 plus:</b></p> <ul style="list-style-type: none"> <li>• Providing a space or time for parents to share concerns or make suggestions about the classroom.</li> <li>• All families have the opportunity to share a strength, interest, or talent that supports student achievement in the classroom</li> <li>• Learning-focused volunteer opportunities</li> <li>• Newsletters co-created with or featuring families and students</li> <li>• Class and homework assignments that are aligned to student and family interests</li> </ul> <p><b>High school examples:</b></p> <ul style="list-style-type: none"> <li>• Clubs and activities connected to student interests</li> <li>• Learning plans and advisory schedules designed with family input</li> </ul>
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<b>Teachers engage families in supporting learning by effectively communicating academic information and progress.</b>				
	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
<p><b>3.1 The teacher works collaboratively with families to set goals and foster high expectations for student achievement and long-term success.</b></p>	<p>The teacher does not know what families' goals and aspirations are for their children. Families do not know what their teacher's goals are for their child.</p>	<p>The teacher communicates his or her high expectations for students and shares an end of year class goal with families.</p> <p><b>Elementary school examples:</b></p> <ul style="list-style-type: none"> <li>• A letter in the beginning of the year to parents telling them about the class end-of-year goals and why they are important</li> </ul> <p><b>High school examples:</b></p> <ul style="list-style-type: none"> <li>• Teachers have parents and students sign an achievement contract in the beginning of the year</li> </ul>	<p>The teacher asks families about their long-term goals and aspirations for their children and communicates his or her high expectations for each student. The teacher shares an end-of-year class goal with families, and breaks this goal into interim class goals so families know where students should be each quarter in order to be on target to reach the class goals.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• Teachers share end-of-year goal and interim goals at parent-teacher conferences</li> </ul>	<p>The teacher asks families about their long-term goals and aspirations for their students and communicates his or her high expectations for each student and the role of school in contributing to families' long-term success. In addition to sharing the class end-of-year and interim goals, families and the teacher co-construct individual goals for each student on an interim basis. Individual goals are differentiated based on the specific progress and learning needs of each child.</p> <p><b>Elementary school examples:</b></p> <ul style="list-style-type: none"> <li>• Families and teachers have personal conversations in the beginning of the year to discuss where students are academically and to set an annual goal and measurable benchmarks that fit into parents' long-term goals for their child</li> <li>• Setting goals with families during Academic Parent Teacher Team (APTT) meetings</li> </ul> <p><b>High school examples:</b></p> <ul style="list-style-type: none"> <li>• Teacher creates a beginning-of-the-year homework assignment for students and families to discuss their long-term goals and their</li> </ul>

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				<p>plan for postsecondary and career success. The teacher reviews this assignment and tracks progress to these individual goals accordingly.</p>
<p><b>3.2 The teacher regularly shares data to show families how their children are doing in school.</b></p>	<p>Families receive information on their student based on the bare minimum required by school, state/local, and federal policies. This information usually comes at the end of the grading period when little can be done to impact student outcomes.</p> <p><b>All grade levels look like:</b></p> <ul style="list-style-type: none"> <li>• State-level assessment results</li> <li>• Report cards</li> </ul>	<p>Families receive information on their child’s academic performance more often than is required by school, state/local, and federal policies. This information comes on an inconsistent basis so families do not know when to expect it. The teacher does not attempt to make this information more concise or explain it to families.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Password to an online grade book or district assessment portal that is not updated regularly</li> <li>• Sending home quizzes, tests, and graded homework periodically</li> </ul> <p><b>Elementary school examples:</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring graphs with no explanation from teachers or students</li> </ul>	<p>Families receive information on their child’s academic performance more often than is required by school, state/local, and federal policies. This information comes on a consistent basis so families know when to expect it.</p> <p>The teacher takes the following actions to make this information more concise and explain it to families:</p> <ul style="list-style-type: none"> <li>• Explains how their child is doing relative to the class interim and end-of-year goals</li> <li>• Explains knowledge and skills in clear, easy-to-understand language</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Monthly trackers with student benchmark scores</li> <li>• Having a data graph and words explaining the graph</li> </ul> <p><b>Middle and high school examples:</b></p> <ul style="list-style-type: none"> <li>• Families participating in the development of the Individualized Graduation Portfolio</li> <li>• Online systems for families to monitor</li> </ul>	<p>In addition to Stage 3, the teacher takes the following actions to make this information more concise and explain it to families:</p> <ul style="list-style-type: none"> <li>• Explains how their child is doing relative to his or her individual goal and to the class average for that grade level or developmental age</li> <li>• Includes systems or invitations for families to demonstrate their understanding and provide feedback</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Weekly trackers with student data (and comparative data) and analysis or reflection</li> <li>• Academic Parent Teacher Team Meetings (APTT)</li> </ul>

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			grades, homework completion, etc. on a weekly basis (i.e., Jupiter Grades, Edline, etc.)	
<p><b>3.3 The teacher helps families support and monitor student learning.</b></p>	<p>Families do not receive information from teachers on how to support student learning at home.</p> <p>Opportunities for parents to learn about what’s happening in the classroom are disconnected from teaching and learning.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Parents putting up bulletin boards</li> <li>• Parents making copies</li> </ul>	<p>Families receive limited information on how they can support learning at home and create an environment conducive to learning. There are some resources and opportunities for families to get information and ask questions about teaching and learning. This information is general and not specific to their individual child.</p> <p><b>Elementary school examples:</b></p> <ul style="list-style-type: none"> <li>• General instructions like “read with your child at home”</li> <li>• Flashcards sent home once a quarter</li> <li>• Sending home flyers about local educational resources (museums, theater performances, etc.)</li> <li>• Sending home “every day math” notes</li> <li>• Authors’ cafes</li> <li>• Newsletters with articles about miscellaneous educational topics</li> </ul> <p><b>High school Examples:</b></p> <ul style="list-style-type: none"> <li>• College and/or career fairs</li> <li>• Award ceremonies</li> </ul>	<p>Families receive information on how they can support and monitor learning at home. This information is grade-level specific and relevant to each child’s academic process. The teacher provides some modeling and in-person guidance on these learning activities.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Academic worksheets and graphic organizers with written directions</li> <li>• Guiding questions to ask students when reading</li> <li>• Weekly newsletters with summary of key learning in each subject and questions to ask children at home</li> <li>• Emails or class websites with links to websites or resources that reinforce what is being taught in class</li> <li>• Information about upcoming projects and assignments and important due dates</li> <li>• Classroom showcases</li> </ul>	<p>Families receive information and training on how they can support and monitor learning at home. This information is specific to each individual child’s learning needs. The teacher provides this information in a systematized and regular way, which includes modeling and provides in-person support to families on how to implement these activities at home.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Workshops and mini-lessons on academic subjects like math, reading, and science</li> <li>• Teacher modeling and demonstration for parents</li> <li>• Individualized tutoring for parents</li> <li>• Weekly folders with 1-2 suggestions on a child’s priority needs</li> <li>• Modeling learning activities for families during Academic Parent Teacher Team Meetings (APTT)</li> </ul> <p><b>Elementary school examples:</b></p> <ul style="list-style-type: none"> <li>• Weekly classroom calendar with all homework, deadlines, and important</li> </ul>



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			<p><b>Middle and high school examples:</b></p> <ul style="list-style-type: none"> <li>• Calendars with important dates and timelines to prepare students for graduation and college and postsecondary success</li> <li>• In middle school, families participating in high school fairs, tours, and application processes</li> </ul>	<p>events</p> <ul style="list-style-type: none"> <li>• At-home games or projects (math games, books and guided reading questions)</li> <li>• Workshops on high school and/or middle school applications</li> </ul> <p><b>Middle and high school examples:</b></p> <ul style="list-style-type: none"> <li>• Workshops on college applications, financial aid and other postsecondary opportunities</li> <li>• Calendars with important dates and timelines to prepare students for graduation and college and postsecondary success</li> <li>• In middle school, families participating in high school fairs, tours, and application processes</li> <li>• In middle and high school, families participating in college tours and information sessions</li> </ul>
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