

**7.1 Involves parents and guardians effectively as participants and partners in student learning, establishing respectful and productive relationships. (CO: 5.8)**

	<b>Basic (1.0 - 1.9)</b>	<b>Developing (2.0 - 2.9)</b>	<b>Proficient (3.0 - 3.9)</b>	<b>Advanced (4.0)</b>
<b>Variety of Communications</b>	No evidence of written or planned face-to-face communication with families of K-12 students <u>OR</u> only contact (or planned contact) with family is reaction to discipline problems	Has minimal written communication with families; e.g., introduces self to students' families in writing, solicits approval for students' participation in learning activities	Documents multiple written communication with many families; examples may include introductory letters, newsletters, information sheets, letter about classroom management/discipline system, information sheets, assignment sheets, individual notes and letters <u>AND</u> documents more than written communication as a means of providing/gaining input: bulletin boards, school bulletin boards, phone communication, online communication, etc.	Meets criteria for "proficient" and uses a variety of communication modes to carry on ongoing communication with all families, varying communications to meet various family needs (e.g., may implement ongoing communication to meet a specific learning goal for a student)
			Provides evidence of more than one of the following strategies to involve parents/guardians as participants and partners in student learning: 1) Attends PTA/PTO meetings regularly and interacts with those attending 2) Plans and implements learning activities that involve families in the school/classroom (e.g., as volunteers) 3) Plans homework and at-home activities that involve families (must be more than sending home student work) 4) Solicits and receives parent/guardian input at parent teacher conferences 5) Solicits input from parents about student needs or program satisfaction (not at parent conferences) 6) Plans and implements school based events that include parents (e.g., open houses, back-to-school night) 7) Implements a parent ed. activity	Meets criteria for "proficient" and demonstrates "advanced" parental involvement. Below are examples that would be exceptional: 1) Provides assistance to parents that requires ongoing effort or advocacy (e.g., developing a home-school report card program with a family that requires research and ongoing evaluation) 2) Assumes a leadership role in PTA/PTO or other family group and/or activities 3) Participates as member of a team with parents and other school personnel, working collaboratively to plan changes in a student's program 4) Implements a parental involvement program and implements an evaluation plan to monitor and change the program 5) Implements an effective volunteer program with family members 6) Implements an ongoing parent education program

<b>V. of C., cont.</b>	No evidence of contact	Implements one of the criteria in "proficient"	Implements at least 2 of the following: initial contact with parents, ongoing contact with all parents, contact with parents about unique concerns with child's progress	Meets all criteria in "proficient" and demonstrates "advanced" skills by implementing initial contact with all parents, ongoing contact with all parents, and contact with parents about unique concerns with child's progress
<b>Quality of Comm.</b>	No evidence OR consistent evidence of any of the following: communications that talk down to families, relying on teacher jargon, and/or are disrespect to parents	Inconsistencies are documented in communications in any of the following: talking down to parents, including teacher jargon, and/or are disrespectful to parents	Oral and/or written communications meet the needs of family members: never talks down to parents, does not include teacher jargon, and/or is never disrespectful to parents	Meets criteria for "proficient" and communications consistently support a positive role for parents in their children's learning across a variety of types of communications; in other words, must meet "proficient" for quality across the range of communications described in the cell above
	Communications include errors in formal English and/or writing conventions	Written communications to families are usually free of errors but may include errors because of failure to edit sufficiently (i.e., there are no patterns of errors in communications)	Written communications to families are consistently free of errors	

NOTE: Communication related to assessment results is covered in Standard 7.2.

### Operationalization/Criteria:

**Guidelines for Admission to Education:** *Not evaluated at admission to education*

### Guidelines at Admission to Student Teaching

1. Benchmark at Admission to Student Teaching is "developing" in all dimensions: *S/he plans and implements respectful written communication with families.*
2. Check portfolio exhibits and average ratings across the dimensions.

### Examples of Evidence:

Examples of communications with parents, examples of home-school materials, documentation of involvement in parent-teacher organizations, examples of plans or other documentation of activities involving parents, log of contacts with parents, log of professional activities, web site

### Guidelines for Program Completion/Student Teaching:

1. Required are ratings of "proficient" in all three dimensions.
2. Review materials in portfolio using the Inventory criteria (above).
3. Consult with cooperating teacher, principal, or others concerning nature of interactions with parents.
4. (Alternative) Have teacher complete an evaluation of his/her performance with parents.
5. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *Implemented a "read to your child" program that included a series of parent education workshops with 23 parents involved for over three months.*

### Examples of Evidence:

Examples of communications with parents, examples of home-school materials, documentation of involvement in parent-teacher organizations, examples of plans or other documentation of activities involving parents, log of contacts with parents, log of professional activities, web site with parent communication

**Rationale:**

- Caspe, M., Lopez, E., & Wolos, C. (winter 2006/2007). Family involvement in elementary school children's education. Family Research Project. Retrieved from <http://www.hfrp.org/>.
- Donaldson, G.A., Jr., & Sanderson, D.R. (1996). *Working together in schools: A guide for educators*. Thousand Oaks, CA: Corwin Press.
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Epstein, J. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Ferguson, C. (2008). *The school-family connection: Looking at the larger picture: A review of current literature*. Southwest Educational Development Laboratory, Austin, TX. Retrieved from <http://www.sedl.org/connections/resources/diversity-synthesis.pdf>.
- Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67(1), 3–42. EJ548327.
- Mostert, M.P. (1998). *Interprofessional collaboration in schools*. Needham Heights, MA: Allyn & Bacon
- Sheldon, S. B. (2003). Linking school-family-community partnerships in urban elementary schools to student achievement on state tests. *Urban Review*, 35(2), 149-165.
- Swap, S.M. (1993). *Developing home-school partnerships: from concepts to practice*. New York: Teachers College Press.
- Turnbull, A.P., & Turnbull, H.R. (2005). *Families, professionals, and exceptionalities: A special partnership* (5th ed.). Upper Saddle river, NJ: Pearson.

## Web sites

- Center on School, Family, & Community Partnerships <http://www.csos.jhu.edu/P2000/center.htm>
- Harvard Family Research Project: <http://www.hfrp.org/>