

K. Community of Practice–Developed DPAS-II Guide for Administrators

Delaware Performance Appraisal System

Building greater skills and knowledge for educators

DPAS-II Guide for Administrators (Principals)

Principal Practice Rubric

Updated August 2014



COMPONENT 1: VISION AND GOALS			
1 INEFFECTIVE	2 NEEDS IMPROVEMENT	3 EFFECTIVE	4 HIGHLY EFFECTIVE
A. DEVELOPS A VISION FOR HIGH STUDENT ACHIEVEMENT			
Adopts a vision with minimal focus on student achievement for all students	Creates a vision for high student achievement but does not explicitly state that expectation for all students	Develops and communicates a district-aligned vision for high student achievement and college and career readiness for all students	Engages diverse stakeholders in collaboratively developing a district-aligned vision for high student achievement and college and career readiness for all students and effective teaching practices for all teachers
Rarely demonstrates confidence in the potential of all students and educators to perform at high levels	Asserts belief that all students and educators can meet high expectations	Consistently models values, beliefs, and attitudes that reflect high expectations for all students and adults	Builds high expectations among educators, students, and parents that success is possible for all students
B. ESTABLISHES SCHOOL GOALS AND AN ALIGNED SCHOOL PLAN USING DATA			
Reviews annual student achievement outcomes and develops goals that are vague and lack rigor	Reviews summative data metrics to develop student achievement-oriented school improvement goals that are rigorous for some groups of students	Engages the school leadership team in the analysis of quantitative and qualitative data to diagnose the current state of the school, inform decision-making processes, and develop rigorous and concrete student achievement-oriented school improvement goals	Develops all educators' ability to collaboratively analyze a broad set of data points to diagnose the current state of the school, inform decision-making processes, and develop rigorous and concrete student achievement-oriented school improvement goals for all students
Rarely shares strategies to achieve school improvement goals	Drafts a school plan that identifies time-bound benchmarks and some strategies for achieving school improvement goals	Develops and implements a school plan with specific and time-bound benchmarks and strategies to achieve student achievement-oriented school improvement goals	Engages all educators in developing and implementing a detailed school plan with specific and time-bound benchmarks and strategies to meet the student achievement-oriented goals
Rarely monitors student achievement data and does not relate it to progress toward student achievement goals or use it to inform adjustments to strategies	Periodically reviews student achievement data but shows limited ability to adjust and/or revise strategies to meet student achievement goals	Develops and implements systems to analyze disaggregated formative and summative data to monitor student progress and implement revised strategies as supported by the data	Develops educators' ability to analyze disaggregated formative and summative data to monitor, evaluate, and review progress, and systematically adjusts strategies as needed to meet student achievement goals
C. ESTABLISHES AND REINFORCES SCHOOL VALUES AND BEHAVIORS THAT ALIGN TO THE VISION			
Inconsistently reinforces behavioral expectations for staff and students	Reinforces behavioral expectations for staff and students most times	Establishes and reinforces behavioral expectations for staff and students based on the school's values	Develops school community's ability to reinforce behavioral expectations for staff and students
Rarely demonstrates fairness when engaging with students and educators	Inconsistently demonstrates fairness when engaging with students and educators	Publicly models fairness and consistency when engaging with students and educators	Develops educators' ability to be fair and consistent with students
Minimally supports students' emotional and social development	Provides some supports for students' emotional and social development	Develops educators' ability to support and enhance students' emotional and social development	Consistently monitors educators' ability to support and enhance students' emotional and social development
Inconsistently implements a school-wide behavior plan and unfairly applies positive and negative consequences	Develops a school-wide behavior plan and supports educators in implementing it	Leads the school leadership team in creating a positive school culture through the development and implementation of a clear, school-wide behavior plan	Develops others' ability to create positive school culture by clearly articulating and implementing a school-wide behavior plan that includes systems to ensure consistent and fair implementation

D. DEVELOPS CULTURAL COMPETENCE AND A COMMITMENT TO EQUITY

Provides little to no access to diversity-related professional learning	Provides whole group undifferentiated professional learning about working in and supporting a diverse community	Supports educators to improve their understanding of how their personal experiences inform their assumptions about students and the school community	Leads educators through processes to understand how their personal experiences and interpretation of the world and can be used to identify students' strengths and assets
Rarely addresses situations where students are systematically excluded from accessing rigorous learning opportunities	Provides most students with access to rigorous learning opportunities	Implements equitable systems to ensure all students have access to rigorous learning opportunities	Creates and implements equitable systems and procedures to ensure all students have access to rigorous learning opportunities
Avoids conversations about diversity and demonstrates limited awareness of the impact of diversity on student learning	Participates in conversations about diversity and culture, but rarely initiates conversations or connects them to student learning	Initiates conversations about diversity and culture as well as about how they may impact student learning	Develops the school's collective capacity to engage in conversations about diversity and culture as well as how they may impact student learning
Does not address inappropriate and/or intolerant statements directed at members of the school community	Attempts to address intolerant statements directed at members of the school community with limited success	Addresses intolerant statements directed at members of the school community	Consistently addresses intolerant statements directed at members of the school community

SAMPLE OBSERVABLE AND DOCUMENTED INDICATORS OF QUALITY PROFESSIONAL PRACTICE FOR VISION AND GOALS

○ = OBSERVABLE

□ = DOCUMENTED

DEVELOPS A VISION FOR HIGH STUDENT ACHIEVEMENT

- Vision focuses on high expectations for student academic achievement for all students
- Presentations at meetings, forums, trainings, etc. that highlight open dialogue
- Environmental use of the vision statement and goals

ESTABLISHES SCHOOL GOALS AND AN ALIGNED SCHOOL PLAN USING DATA

- Use of vision statement in messaging (verbally and in writing) student achievement-oriented school improvement goals
- Personal interaction with staff, students, parents, and community members to communicate the school vision and goals
- Facilitation of school improvement team meetings with multiple stakeholder groups
- Concrete analysis of disaggregated student performance data by grade, subgroup, teacher, cohort, etc.
- Student achievement-oriented school improvement goals linked to data analysis
- Process for decision-making based on data
- School Plan aligns with school vision and goals
- Written expectations for teaching and learning aligned to state standards and student achievement-oriented school improvement goals

ESTABLISHES AND REINFORCES VALUES AND BEHAVIORS THAT ALIGN TO THE VISION

- Behaviors of the staff and students is congruent with the school values
- Facilitation and/or co-facilitation of school improvement team meeting focused on school-wide behavior plan
- Staff and students conduct match the stated expectations
- Positive and negative consequences for behavior are implemented consistently
- Interactions with students are supportive of their social and emotional development
- Teachers are fair and consistent with students
- Interactions with students and staff are consistent and fair
- Student discipline data is continuously monitored

DEVELOPS CULTURAL COMPETENCE AND A COMMITMENT TO EQUITY

- Facilitates and/or co-facilitates ongoing conversations for staff to develop cultural competence and explore their personal assumptions and approach to diversity
- Community conversations about culture and diversity occur regularly

COMPONENT 2: TEACHING AND LEARNING			
1 INEFFECTIVE	2 NEEDS IMPROVEMENT	3 EFFECTIVE	4 HIGHLY EFFECTIVE
A. IMPLEMENTS RIGOROUS CURRICULUM AND ASSESSMENTS ALIGNED TO DELAWARE STATE STANDARDS			
Struggles to support educators' implementation of a curriculum aligned to state standards	Engages key stakeholders in developing, adapting and implementing curriculum aligned to state standards to meet student learning needs	Consistently develops and supports educators' implementation of a curriculum aligned to state standards to meet student learning needs	Develops educators' ability to develop, adapt, articulate and implement rigorous curriculum aligned to state standards to effectively address all student learning needs
Allows educators to implement lesson and units plans that are disconnected from school goals and misaligned to state standards	Encourages educators to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans	Leads educators' analyses of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to school goals	Develops educators' ability to analyze standards, curricula and aligned assessments to develop and implement aligned lesson and unit plans linked to school goals
Rarely adjusts lesson or unit plans based on student outcomes	Adjusts some unit and lesson plans based on student progress toward outcomes	Oversees revisions to unit and lesson plans based on student outcomes	Implements on-going systems to review and improve unit and lesson plans based on student outcomes
B. IMPLEMENTS HIGH-QUALITY INSTRUCTIONAL PRACTICES			
Provides inconsistent support in the use of instructional strategies that support student learning	Attempts to ensure educators use a few common instructional strategies that meet student needs and drive student learning	Supports educators in implementing rigorous instructional strategies that meet student needs and drive student learning	Develops educators' ability to effectively implement rigorous instructional strategies that meet student needs and drive student learning
Rarely adapts instructional practices	Identifies adaptations to instructional practices and assessments with limited implementation	Adapts instruction and assessments to ensure that all students master content	Creates and implements systems to adapt instruction and assessments to ensure that all students master content
C. INCREASES TEACHER EFFECTIVENESS THROUGH SUPPORT AND EVALUATION			
Rarely incorporates student outcomes or evidence of teacher practice when making decisions about teacher effectiveness and instructional improvement	Uses some evidence of teacher practice and student outcomes to make decisions about teacher effectiveness and instructional improvement	Uses evidence of teacher practice and student outcomes to make decisions about teacher effectiveness and instructional improvement	Uses multiple sources of evidence of teacher practice and student outcomes to make decisions about teacher effectiveness and instructional improvement
Only conducts teacher observations as part of the evaluation system or when requested by a teacher	Inconsistently implements classroom observations to collect evidence of teacher practice	Conducts frequent formal and informal observations to collect evidence of teacher practice	Develops the leadership team's ability to collect evidence of teacher practice and conducts frequent formal and informal observations
Provides vague, non-specific feedback to teachers based on limited data	Provides global feedback based on either observational or student performance data	Provides frequent, individualized, and actionable feedback based on evidence from observation and student performance data	Provides continuous, individualized feedback based on evidence from observations and student performance data
Rarely hold teachers accountable for implementing feedback	Attempts to hold teachers accountable for implementing feedback into their practice	Ensures teachers implement feedback into their practice	Monitors teachers to ensure they implement feedback into their practice

D. MONITORS STUDENT DATA TO DRIVE INSTRUCTIONAL PRACTICES

Rarely collects data to draw conclusions about instruction	Inconsistently collects data from limited sources to draw conclusions about instruction	Creates and implements systems for consistent monitoring and frequent collection of data to identify student outcome trends and drive continuous improvement	Develops staff members' ability to create and implement systems for consistent monitoring and frequent collection of data to identify student outcome trends and drive continuous student improvement
Rarely attempts to use disaggregated and student-specific data to ensure instruction is differentiated based on student need or that students receive appropriate intervention	Disaggregates data to determine appropriate differentiation and intervention strategies based on some students' learning needs	Engages all educators in analyzing disaggregated and student-specific data to determine appropriate differentiation and intervention strategies based on individual students' learning needs	Develops instructional staff's ability to create and implement systems to analyze disaggregated and student-specific data to determine appropriate differentiation and intervention strategies based on individual students' learning needs

SAMPLE OBSERVABLE AND DOCUMENTED INDICATORS OF QUALITY PROFESSIONAL PRACTICE FOR TEACHING AND LEARNING

☐ = OBSERVABLE

☐ = DOCUMENTED

IMPLEMENTS RIGOROUS CURRICULUM AND ASSESSMENTS ALIGNED TO DELAWARE STATE STANDARDS

- ☐ Instructional strategies engage students in cognitively challenging work that is aligned to Delaware state standards
- ☐ Teachers use a broad range of pedagogical approaches
- ☐ Curricular materials aligned to Delaware state standards

IMPLEMENTS HIGH-QUALITY INSTRUCTIONAL PRACTICES

- ☐ Facilitation of the formal observation process (pre-conference, observation, post-conference including feedback) for every teacher and specialist
- ☐ Active, regular involvement in Professional Learning Community meetings, community meetings, faculty meetings, etc. to support teacher professional learning
- ☐ Record of feedback and accountability systems for implementing feedback
- ☐ Teacher lesson plans that show evidence of professional learning activities
- ☐ Accountability procedures for teaching and learning are clearly communicated to staff

INCREASES TEACHER EFFECTIVENESS THROUGH SUPPORT AND EVALUATION

- ☐ Effective completion of all DPAS evaluations of teachers and specialists
- ☐ Facilitation and/or co-facilitation of professional learning activities focused on monitoring/evaluating the effectiveness of curriculum, instruction, and assessment
- ☐ Conferences with evaluator to identify way to improve professional practice
- ☐ Clear procedures are in place for maintaining confidentiality of information

MONITORS STUDENT DATA TO DRIVE INSTRUCTIONAL PRACTICES

- ☐ Facilitation and/or co-facilitation of professional learning activities focused on monitoring/evaluating the effectiveness of curriculum, instruction, and assessment
- ☐ Administrative or school climate survey results and action plan to: 1.) continue and fine-tune effective practices; and/or, 2.) improve areas of concern
- ☐ Alignment of technological resources to support student achievement-oriented school improvement goals
- ☐ Student work samples and classroom observation data are used to make decisions about teacher effectiveness

COMPONENT 3: PEOPLE, SYSTEMS, AND OPERATIONS

1 INEFFECTIVE	2 NEEDS IMPROVEMENT	3 EFFECTIVE	4 HIGHLY EFFECTIVE
A. MANAGES RESOURCES IN ALIGNMENT WITH THE SCHOOL PLAN			
Allocates fiscal and physical resources to initiatives that do not align to school goals	Distributes fiscal and physical resources based on student achievement-oriented school improvement goals	Allocates fiscal and physical resources responsibly, efficiently, and effectively in alignment with student achievement-oriented school improvement goals	Creatively leverages and maximizes fiscal and physical resources responsibly, efficiently, and effectively
Does not manage partnership agreements effectively	Inconsistently manages partnership agreements	Provides opportunities for educators to manage their own partnership agreements and manages school partnership agreements effectively	Develops educators' ability to effectively manage their own partnership agreements and manages all school partnership agreements effectively
Only accesses existing resources and does not seek out information about additional resources	Seeks information about additional resources	Seeks information about additional resources and accesses those resources to address school needs	Actively accesses additional resources that align with student achievement-oriented school improvement goals
B. ORGANIZES SCHOOL TIME TO SUPPORT ALL STUDENT LEARNING AND STAFF DEVELOPMENT PRIORITIES			
Allows non-instruction related distractions to interfere with instructional time	Develops some routines to maximize instructional time	Implements schedules and routines to maximize instructional time	Creates and implements schedules and routines to maximize instructional time
Rarely plans and prioritizes own time and neglects to protect time for instructional leadership activities	Plans own schedule to address instructional leadership activities but is inconsistent on how time is spent	Plans and prioritizes own schedule to prioritize instructional leadership activities focused on teaching and learning	Plans and monitors own schedule for the year, month, week, and day to prioritize instructional leadership activities focused on teaching and learning
C. ENSURES SCHOOL OPERATIONS ALIGN WITH MANDATED POLICIES			
Oversees school operations that do not comply with federal, state, and board policies, or with negotiated agreements	Ensures all school operations comply with federal, state, and board policies	Ensures school operations comply with federal, state, and board policies, and negotiated agreements	Collaborates with district office to create and implement systems to ensure all school operations comply with federal, state, and board policies
Rarely fulfills reporting requirements	Fulfills reporting requirements within a reasonable timeframe	Consistently fulfills reporting requirements within an established timeframe	Proactively fulfills all reporting requirements
Does not maintain confidentiality or releases private school and/or district records unnecessarily	Maintains confidentiality and privacy of school and/or district records, including student and staff information	Ensures all school professionals maintain the highest level of confidentiality and privacy of school and/or district records, including student and staff information	Develops school professionals' ability to maintain the highest level of confidentiality and privacy of school and/or district records, including student and staff information
Rarely reviews school safety procedures and fails to make changes to procedures to ensure a safe learning environment	Manages a safe learning environment	Reviews and refines school safety procedures to ensure a safe and secure learning environment	Continually assesses and refines school procedures to ensure a safe and secure learning environment

D. HIRES AND RETAINS EFFECTIVE STAFF

Does not make an effort to retain or recognize effective teachers	Attempts to retain effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest	Retains effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest	Consistently retains highly-effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest
Implements selection criteria that differs by applicant	Drafts a basic criteria for selecting and hiring staff	Develops clear selection criteria and hiring processes	Engages all educators in developing and implementing clear, specific selection criteria and hiring processes
Rarely involves others in the hiring or selection process	Rarely uses available data to identify or recognize effective teachers	Reviews student work, teacher observation and evaluation data to identify and recognize effective teachers	Reviews all student work, teacher observation and evaluation data to identify and recognize effective and high potential teachers
Demonstrates a lack of awareness of how collective bargaining agreements create opportunities for hiring and retaining high performing educators	Demonstrates inconsistent awareness of how collective bargaining agreements can create opportunities for hiring and retaining high performing educators	Demonstrates inconsistent awareness of how collective bargaining agreements can create opportunities for hiring and retaining high performing educators	Leverages an understanding of established collective bargaining agreements to create opportunities to hire and retain highly effective educators

E. DEVELOPS A HIGHLY-EFFECTIVE LEADERSHIP TEAM

Allows ineffective or misaligned educators to serve on the leadership team	Defines the role of the leadership team and selects some members based on skill	Establishes a leadership team made up of high-performing teachers with a range of skill sets	Establishes an effective leadership team with a relentless focus on student learning
Rarely provides support to the leadership team	Develops a plan and attempts to support the leadership team	Works with leadership team members to lead teacher teams and conduct teacher observations	Selects top-performing teachers and ensures the team has a variety of skill sets Develops the team's ability to oversee complex projects, lead teacher teams, and conduct teacher observations

SAMPLE OBSERVABLE AND DOCUMENTED INDICATORS OF QUALITY PROFESSIONAL PRACTICE FOR PEOPLE, SYSTEMS, AND OPERATIONS

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MANAGES RESOURCES IN ALIGNMENT WITH THE SCHOOL PLAN

- Ongoing budget meetings seek input from stakeholders and share updates
- Partnerships with community businesses to supplement resources
- Alignment of resources (human & fiscal) to support student achievement-oriented school improvement goals
- Facilitation and/or co-facilitation of professional learning activities focused on contractual agreements
- Budgets reflect resource allocations in alignment with student achievement-oriented school improvement goals
- School expenditure reports reflect use of resources in alignment with the vision and school plan

ORGANIZES SCHOOL TIME TO SUPPORT ALL STUDENT LEARNING AND STAFF DEVELOPMENT PRIORITIES

- Organization of school time to support student achievement-oriented school improvement goals
- Personal schedule prioritizes teaching and learning
- Yearly calendar of opportunities for staff to develop capacity

ENSURES SCHOOL OPERATIONS ALIGN WITH MANDATED POLICIES

- Facilitation and/or co-facilitation of professional learning activities focused on board policies
- Clear procedures are in place for maintaining confidentiality of information
- School safety plan strategies and activities are understood by all teachers and students

HIRES AND RETAINS EFFECTIVE STAFF

- Recognizes the accomplishments of students and staff in Professional Learning Community meetings, community meetings, faculty meetings, etc.
- Each staff position has clear performance expectations aligned with school mission and school-wide expectations for instruction and culture
- Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning
- High percentage of teachers rated effective stay in the school

DEVELOPS A HIGHLY-EFFECTIVE LEADERSHIP TEAM

- Leadership team focuses on frequent discussions of student learning to target key instructional needs
- Leadership team consistently models and enforces school-wide philosophy, core values, responsibility and efficacy
- Multiple staff members serve as instructional leaders in the school
- Leadership team is comprised of fully aligned and highly skilled staff

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES			
1 INEFFECTIVE	2 NEEDS IMPROVEMENT	3 EFFECTIVE	4 HIGHLY EFFECTIVE
A. BUILDS PROFESSIONAL RELATIONSHIPS AND CONSTRUCTIVELY MANAGES CHANGE			
Struggles to build positive relationships with adults and/or students	Attempts to build professional relationships with adults and students	Builds positive professional relationships with adults and students	Builds and maintains positive, trusting professional relationships with adults and students
Rarely responds to educators' opinions or concerns about the change process	Provides minimal time or support for educators to process or adapt to change process	Supports staff through change process by encouraging questions and dialogue on a regular basis	Proactively leads and supports educators through the change process by creating opportunities for them to express both supportive and contrary opinions/perceptions
B. ENGAGES IN SELF-REFLECTION AND ON-GOING PROFESSIONAL DEVELOPMENT			
Does not seek and is unwilling to accept feedback	Demonstrates a non-defensive attitude when receiving feedback on own professional practice	Seeks feedback on own professional practice	Responds to the needs of educators and develops their ability to seek feedback on their own professional practice
Does not adapt leadership practice based on feedback	Makes minor adjustments to practice based on feedback	Self-reflects and adjusts own practice based on feedback	Develops educators' ability to self-reflect and adjust their practice based on that feedback
Resists engaging in professional learning opportunities aligned with the needs of the school	Engages in some professional learning opportunities aligned with the needs of the school	Engages often in professional learning opportunities aligned with the needs of the school	Engages in multiple professional learning opportunities aligned with the needs of the school
C. DEMONSTRATES A PERSISTENT FOCUS ON PROACTIVE PROBLEM SOLVING AND ADVOCACY			
Easily loses focus when problem-solving and reacts with visible frustration when faced with challenges	Attempts to react when faced with immediate challenges, but struggles to follow-through on problem-solving strategies	Leads staff in problem-solving processes to address challenges	Develops educators' ability to proactively problem-solve to address challenges
Rarely resolves issues within a reasonable timeframe	Resolves issues as they arise	Quickly resolves issues as they arise	Quickly and decisively resolves issues
Does not advocate on for the diverse needs of all students	Attempts to advocate for students but does not focus on all students' needs	Advocates on behalf of the diverse needs of all students	Develops educators' ability to advocate on behalf of the diverse needs of all students in all decision-making related to social and academic goals
D. ENGAGES FAMILIES AND THE COMMUNITY IN STUDENT LEARNING			
Rarely welcomes families and community members into the school	Sets expectations for educators on the process for welcoming families and community members into the school	Welcomes all families and community members into the school	Creates a school-wide culture in which all families and community members are welcomed into the school
Rarely engages families and community members in ways to support student learning	Communicates key information about student learning to families and the community and identifies some ways they can support children's learning	Shares explicit information about student learning expectations with families and the community and identifies specific ways they can participate in their children's learning.	Develops educators' ability to implement multiple structures to meaningfully engage families and the community in achieving student achievement-oriented school improvement goals and priorities
Shares inaccurate and/or incomplete information about progress towards meeting school improvement goals	Shares limited and/or incomplete information about progress towards meeting school improvement goals with stakeholders	Conducts and supports communication with stakeholders to share progress towards meeting student achievement-oriented goals	Implements effective communication strategies with stakeholders to share progress towards meeting student achievement-oriented goals

SAMPLE OBSERVABLE AND DOCUMENTED INDICATORS OF QUALITY PROFESSIONAL PRACTICE FOR PROFESSIONAL RESPONSIBILITIES

☐ = OBSERVABLE

☐ = DOCUMENTED

BUILDS PROFESSIONAL RELATIONSHIPS AND CONSTRUCTIVELY MANAGES CHANGE

- ☐ Supports for staff through the change process
- ☐ Interactions with staff and community members build positive rapport
- ☐ Systems that promote collegiality among staff

ENGAGES IN SELF-REFLECTION AND ON-GOING PROFESSIONAL DEVELOPMENT

- ☐ Participation in professional learning opportunities aligned with the needs of the school
- ☐ Conferences with evaluator to identify way to improve professional practice
- ☐ Participation on district and/or state committees to deepen leadership skills
- ☐ Participation in district administrative Professional Learning Communities
- ☐ Professional growth plan includes goals for growth and aligned strategies
- ☐ Administrative survey results and action plan to: 1.) continue and fine-tune effective practices; and/or, 2.) improve areas of concern

DEMONSTRATES A PERSISTENT FOCUS ON PROACTIVE PROBLEM SOLVING

- ☐ Interaction with staff to proactively solve problems
- ☐ Seeks input from staff to resolve issues
- ☐ All students have access to rigorous course content
- ☐ Student achievement expectations reflect the belief that all students can achieve at high levels
- ☐ Administrative and school climate survey results and action plan to: 1.) continue and fine-tune effective practices; and/or, 2.) improve areas of concern

ENGAGES FAMILIES AND THE COMMUNITY IN STUDENT LEARNING

- ☐ Active participation in collaborative community meetings to review student work and plan for instructional interventions
- ☐ Active participation at school and community events with families, students, and staff
- ☐ Family engagement in learning during school hours and at school-sponsored events (volunteers, parent trainings, etc.)
- ☐ Families actively participate in school improvement meetings
- ☐ Family survey data reflects positively on how the school engages families and the community in student learning