

How Do We Involve Families?

A Self-Assessment for Partnership Action Teams

Here's a good way for Partnership Action Teams (a collaborative team representing administration, teachers, families, community members) to start the discussion about how your school involves families and the community. This short self-assessment can be completed by team members in two to three minutes!

What areas received a high score? What areas received a low score? What can be done to improve opportunities and involve more families? Do any Action Team priorities become apparent due to survey responses? What helpful plan and practices can the Action Team implement?

Please rate your school or district in the following areas.

School or district name: _____

1. Recognizes that all parents, regardless of income, educational level, or cultural background, want their children to do well in school and are involved in their children's learning (Essential Conditions).

1
rarely

2
sometimes

3
regularly

4
always

Examples/Evidence:

2. Creates policies and programs that support families' efforts to guide their children's learning (Policy and Program Goals -->Capacity Outcome).

1
rarely

2
sometimes

3
regularly

4
always

Examples/Evidence:

3. Works with parents to build their understanding of and connection to community and school resources they need (Policy and Program Goals).

1
rarely

2
sometimes

3
regularly

4
always

Examples/Evidence:

4. Develops the capacity of school staff to work with families in co-creating pathways and opportunities for students (Policy and Program Goals).

1
rarely

2
sometimes

3
regularly

4
always

Examples/Evidence:

5. Links family and community involvement efforts to student learning (Capacity Outcome).

1	2	3	4
rarely	sometimes	regularly	always

Examples/Evidence:

6. Focuses efforts to engage families on developing trusting and respectful relationships (Essential Conditions).

1	2	3	4
rarely	sometimes	regularly	always

Examples/Evidence:

7. Embraces a philosophy of partnership (co-creation) with families and builds families' leadership skills (Policy and Program Goals).

1	2	3	4
rarely	sometimes	regularly	always

Examples/Evidence:

8. Builds strong connections between schools and community organizations (policy and Program Goals).

1	2	3	4
rarely	sometimes	regularly	always

Examples/Evidence:

9. Effectively involves, as co-creating partners, the families of children who need intervention (Capacity Outcome).

1	2	3	4
rarely	sometimes	regularly	always

Examples/Evidence:

Excerpted and adapted from *A New Wave of Evidence: Family and Community Engagement Self-Assessment*. Developed by the Southwest Educational Development Laboratory, National Center for Family & Community Connections with Schools, 211 E. 7th St., Austin, TX 78701; www.sedl.org/connections.