



## Reflecting on the Standards: Questions for School Administrators

### Standard 1: Welcome All Families

- ✓ As a school leader, how am I modeling taking an asset-based stance with families?
- ✓ How am I ensuring that all staff see engaging with families as part of their responsibilities?
- ✓ How is staff strategically building relationships with families and drawing from families' funds of knowledge about their child?
- ✓ What are our school-wide goals and metrics for building relationships with families? How are these goals shared with staff and families, and how is progress monitored?
- ✓ How is school leadership and staff learning about and responding to the experience of families and students who have been historically marginalized?
- ✓ How do our school's family engagement practices honor families' culture, values and identities?
- ✓ How is school leadership and staff creating opportunities for all families to contribute to the school community?
- ✓ What do families see and experience when they approach our school building from the outside? What message does this send to families?
- ✓ What do families see and experience when they enter the school building? What message does this send to families?
- ✓ What are the barriers to families' full participation in the school community?
- ✓ What action is the school community taking to remove these barriers?

### Standard 2: Communicate Effectively

- ✓ What tools, resources and strategies are my staff equipped with to communicate with families in families' preferred language?
- ✓ How are teachers learning about families' communication needs and preferences and adjusting communication practices to respond to these needs and preferences?
- ✓ How is school leadership ensuring that appropriate translation and interpretation tools and services are available to teachers for effective communication with all families?
- ✓ How is school leadership aligning communication plans to ensure consistency in messaging and equitable access to information for all families?



- ✓ Are engagement plans for times of crisis and/or disruption comprehensive, co-constructed and communicated clearly and equitably to all constituents?
- ✓ What steps are teachers taking to individualize communication to families and align communication practices with family expectations?
- ✓ What are our school-wide goals and metrics for communication with families? How are these goals shared with staff and families, and how is progress monitored?
- ✓ How is school leadership gathering feedback from teachers and families about the impact of communication and adjusting leader support based on this feedback?

### Standard 3: Support Student Success

- ✓ What are our school-wide goals for collaborative goal setting with families? How are these goals shared with staff and families, and how is progress monitored?
- ✓ How has school leadership equipped and prepared teachers to collaborate with families to set goals for student learning and socio-emotional well-being?
- ✓ How is school leadership ensuring that:
  - Teachers are learning from families. Interactions between teachers and families are reciprocal
  - Teachers are collaborating with families to set goals for their child's learning and socio-emotional well-being
  - Families are receiving **timely, actionable information** about their child's learning and progress
  - Families understand what their child is learning and what their child should know and be able to do at the end of each academic unit, and at the end of the school year
  - Families are receiving resources or strategies that they can use at home to help their child with learning or with a developmental goal
  - Families have opportunities to practice and implement the resources and strategies at home to support student learning
- ✓ How is leadership supporting teachers to differentiate opportunities for all families to contribute to classroom learning?
- ✓ What supports are in place to equip families to be partners in their child's education?
- ✓ How is school leadership and teachers ensuring that students and families know about and can access activities outside of school that promote social, emotional and academic learning and growth?
- ✓ What supports are in place to ensure that families and students have exposure to potential pathways for future opportunities?



- ✓ What supports are in place to ensure that families and students have an early understanding of academic profile requirements students will need to meet to access future opportunities?

#### **Standard 4: Speak Up for Every Child**

- ✓ What are our school-wide practices for problem solving and conflict resolution? How are we building educator and family capabilities and confidence to engage in effective problem solving and conflict resolution?
- ✓ What practices are in place to ensure families have equitable access to information they need to effectively advocate for their child and for all children?
- ✓ How are school leadership and teachers building the capabilities and confidence for families to effectively advocate for their child and for all children?
- ✓ What specific actions is school leadership taking to reduce disparities in outcomes for historically marginalized students and families?
- ✓ What practices are in place to ensure that all families have equitable access to relationships and networks within the school and district?
- ✓ How is school leadership building the capabilities and confidence of teachers to receive and respond to family advocacy?
- ✓ How is school leadership and staff learning about the barriers that need to be removed to ensure families are positioned to be advocates for their child, and for all children?
- ✓ How is school leadership ensuring that members from underrepresented groups take the lead in informing, designing, and implementing school improvement efforts
- ✓ How is school leadership collecting, analyzing, disaggregating and communicating data on school progress and practices in ways that are aligned to family needs and preferences for communication?
- ✓ How are we discussing and thinking about bias in family engagement practice? What efforts are we taking to confront and eliminate bias?

#### **Standard 5: Share Power**

- What school practices contribute to power imbalance between families and school?
- What are our school decision-making processes? How do we communicate these processes to the community? How do these processes need to evolve to ensure shared power with families?
- How is the school strategically gathering and utilizing family input in transparent and accessible ways?



- ✓ How are we ensuring that members of underrepresented communities and historically marginalized students and families are part of decision-making processes in the school?
- ✓ How is the school community facilitating connections, relationships and network building between families and the broader community?
- ✓ How is the school community encouraging and celebrating civic engagement by students, families and staff?
- ✓ What leadership practices are in place to learn about families' interests and priorities for a family/parent organization?
- ✓ How is school leadership prioritizing and recruiting historically marginalized families to have lead roles in the family/parent organization?
- ✓ How is school leadership sharing power with the family/parent organizations so the organization can have a lead voice in designing and implementing school improvement efforts?
- ✓ How is school leadership creating an inclusive environment for families, students and staff where diverse viewpoints and perspectives are respected and encouraged?

### **Standard 6: Collaborate with Community**

- ✓ Who/what are the partners in our community whose work is aligned with school priorities for student academic success and socio-emotional well-being?
- ✓ What action is school leadership taking to build relationships with, and learn more about these community organizations?
- ✓ How is school leadership positioning staff and families with the authority and autonomy to build and sustain community partnerships?
- ✓ How is school leadership collecting data on the impact of school partnerships on school goals and priorities for student learning and socio-emotional well-being?
- ✓ How are roles and responsibilities clearly defined within partnerships between the school and community organizations?
- ✓ How is leadership ensuring that staff develop the capabilities and confidence to build relationships with families and community organizations, particularly across lines of difference?
- ✓ How are leadership and school staff immersing themselves in the broader community and reducing barriers between the community and school?
- ✓ How is school leadership learning from and aligning school improvement actions with "informal" or "formal" community leaders?