

Guidelines for Interpreting and Scoring Benchmarks

9.1 School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents to enhance the educational experiences for the school community.

I. What does this benchmark indicate for school performance?

Benchmark 9.1 is about parent/guardian involvement with the school as partners with school leaders, faculty and other parents for purposes of enhancing educational experiences for the school community. Parents and guardians are welcomed and seen as resources for school personnel to help in analysis of what works for students and founts of creative and innovative concepts, processes and activities. Evidence indicates a respect for the role of parents/guardians in the enhancing experiences for students and for the entire school community. An atmosphere of parents as stakeholders and as collaborators with the school administration, teachers and other parents/guardians/families is evident. Examples of programs, experiences, and activities for parents/guardians beyond the required parent/teacher conferences may be evidenced by flyers, newsletters, photographs or videos of parent/guardian gatherings, minutes of meetings, and evaluations and/or reflections of parents/guardians after these experiences. Parents/guardians are regarded as partners with the school in the development of students.

II. As a review team member, what evidence do I look for?

Here are a few fundamental guiding questions for teachers or principals to ask (or to ask principals and teachers) in order to be able to point to examples of the extent to which parents are involved in the school:

- What kinds of programs, activities, and opportunities are offered to parents/guardians?
- Do these programs, activities, and opportunities enhance the educational experience of the school community? If yes, how? If no, why?
- What percentage of parents/guardians participated in programs, activities, and opportunities offered?
- Does the school have feedback from parents/guardians about their experiences? Does the school analyze feedback to better plan future programs, activities, and opportunities?
- Were opportunities offered mission driven? ...service oriented? ...impact the broader community? ...recognized for excellence?

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III. What are the key differences between the levels of the rubric?

At level **3-Fully Meets Benchmark**,

programs for parents/guardians are school-wide and go beyond the required parent/teacher conference, and give parents/guardians opportunities to meet and collaborate with school leaders and faculty and other parents/guardians. Opportunities for all stakeholders to meet and cooperate are readily available, and many parents/guardians participate.

At level **4-Exceeds Benchmark**,

a clear majority of parents/families participate in the life of the school. Programs, activities, and opportunities for parents/guardians are high quality, integrated with the mission of the school, service oriented, and/or recognized by the broader community as beneficial. Parents have a voice in designing, implementing and evaluating the programs.

At level **2-Partially Meets Benchmark**,

some activities, programs, or opportunities for parents/guardians are offered. They are limited, infrequent, and often appear to be ad hoc.

At level **1-Does Not Meet Benchmark**,

the school does not offer programs, activities, or opportunities beyond parent/teacher conference to promote parent/guardian involvement in the schools. There is no spirit of partnership or cooperation with parents/guardians.

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IV. What are some key suggestions for improvement?

To move from level 1 to level 2,

- Offer some programs for parents/guardians beyond the required parent/teacher conference.

To move from level 2 to level 3,

- Consistently offer programs, activities, and opportunities for parents/guardians to stimulate their interest in and opportunity for enhancing the school community.
- Respect all school leaders, faculty, and other parents as contributors and collaborators in the enterprise of the school, student development and learning. Intentionally build a culture to welcome parents/families.

To move from level 3 to 4,

- Review and when necessary improve the quality of programs, etc. for parents/guardians as mission driven or service oriented or as impacting the broader community and recognized by the broader community.
- Establish a pervasive culture of respect for parents/guardians as contributors to the work and disposition of the school and the impact of the school on the broader community.
- Provide professional development for faculty and staff about productive ways to partner with parents/guardians.
- Give parents a voice in their child's educational experiences.

V. What are key terms for common understanding? (Refer to NSBECS Glossary for the key terms listed below.)

School community