

Collaborating with families and communities

This practice describes the meaningful and ongoing relationships your leadership team has with parents, families, and community leaders—especially those from nondominant communities—to centrally engage them in the educational process and school improvement for equity. An exemplary rating in this practice means your leadership team fosters ongoing, two-way communication to gain and build deep understanding of the diversity of beliefs, values, practices, and cultural and social capital in the school community. The school is a part of the community and builds community capacity to be meaningfully and strategically engaged in enacting a collective equity vision.

Little or No Equitable Practice	Emerging Equitable Practice	Proficient Equitable Practice	Exemplary Equitable Practice
<ul style="list-style-type: none"> Leadership focuses within the school/system and shields teachers and students from unnecessary interference from families and community organizations. Families are informed of important school policies and student expectations. Community partners are informed of how students and families will best be served based on the leadership's own knowledge. Leadership identifies ways to overcome perceived deficiencies of nondominant families and communities that impede teaching and learning in the school. 	<ul style="list-style-type: none"> Leadership has an “open-door” policy for families and is receptive to partnering with community organizations to address the needs of students. Leadership uses appropriate communication to share ways families and community partners can support the school’s agenda at home or outside the classroom (e.g., supporting homework completion, fundraising, donating supplies, or providing social services). Leadership talks about the need to build understanding of the diversity of values, practices, and social and cultural capital in the school community. Leadership provides opportunities for diverse parents to improve their parenting skills and better support learning at home. 	<ul style="list-style-type: none"> Leadership engages teachers and staff in proactively partnering with and learning from families and community organizations, especially from nondominant communities. Leadership uses transparent, culturally appropriate communication to reach out to families and community members and engage them in student learning at school. Leadership has evidence of policies and practices that result in greater awareness and valuing of the diverse values, practices, and resources in the school community. Leadership engages teachers and staff in integrating community resources and expertise, especially from nondominant communities, to improve and enrich teaching, curriculum, and learning. 	<ul style="list-style-type: none"> Leadership collaborates with teachers, staff, students, families, and community members, especially from nondominant communities, in shaping the educational process and school improvement for equity. Leadership develops and maintains meaningful and ongoing relationships with families and communities through regular, two-way, culturally responsive communication. Leadership has evidence of teacher, staff, student, family, and community capacity to embed “funds of knowledge” and other resources in instruction. Leadership positions the school as part of the community and builds capacity to meaningfully enact a collective equity vision. Leadership has evidence of ongoing processes to assess and update collaborative work as the community changes. Leadership has evidence that students, teachers, staff, families, and community members hold collective responsibility for the educational success of each student regardless of background.