

**Family Engagement Rubric
for the 2024 California Standards for the Teaching Profession**



By California Family Engagement Network

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Special Thanks and Acknowledgements

This document was prepared by the California Family Engagement Network's (CA-FEN) Pre-Service Committee which advocates for the integration of family engagement best practices into pre-service training for future educators and other child - and youth - serving professionals. Too often, family engagement is an afterthought in traditional preparation programs. We are changing that by demonstrating how future teachers can effectively partner with and empower the families of their students. The goal is to shift mindsets and practices early so the next generation of professionals enters the field embracing families as true partners for ensuring children's success in school and life.

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Family Engagement Rubric for the 2024 California Standards for the Teaching Profession

About Rubric

This rubric was developed centering the importance and essential role of families in students' success. The rubric identifies and expands upon elements of the California Standards for the Teaching Profession (CSTP) that relate to the family-teacher relationship. This rubric is grounded in family engagement research and frameworks that highlight the importance of trusting family-teacher partnerships. Sources used to develop this rubric include but are not limited to:

- Family Engagement Core Competencies: A Body of Knowledge, Skills, and Dispositions for Family-Facing Professionals
 - National Association for Family, School, and Community Engagement (NAFSCE) (2022). Family Engagement Core Competencies: A Body of Knowledge, Skills, and Dispositions for Family-Facing Professionals. NAFSCE. <https://nafsce.org/page/CoreCompetencies>
- Family Engagement Toolkit: Continuous Improvement through an Equity Lens
 - California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement Through an Equity Lens. Sacramento, CA: Author. <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
- The Dual Capacity-Building Framework for Family-School Partnerships
 - Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: www.dualcapacity.org
- State of the States: Family, School, and Community Engagement Within State Educator Licensure Requirements
 - National Association for Family, School, and Community Engagement (NAFSCE) (2020). State of the States: Family, School, and Community Engagement Within State Educator Licensure Requirements. NAFSCE. <https://nafsce.org/page/stateofthestates>

In the rubric below, the elements and rubric measures outlined in the **red box** are those found in the 2009 version of the CSTPs. Those below them, in the **yellow boxes**, are the 2024 proposed CSTP. The rubric measures presented in these yellow boxes include proposed measures, centering family engagement. In the "example indicator" sections following each element rubric, the **text bolded and in red** signifies our edits and recommendations to the proposed element example indicators.

Glossary of Terms

Concepts

- **Building trusting relationships:** Involves creating a foundation of mutual respect, empathy, reliability, and open two-way communication between families and educators. Trusting relationships are essential for fostering a supportive and collaborative environment that benefits students, families, and schools. Once trust is established, it is easier for educators and parents to work together and partner for the benefit of students' educational experiences, socio-emotional well-being, and academic outcomes.
- **Culturally relevant and sustaining practices:** Educational methods and approaches that recognize, affirm, and utilize students' and families' cultural backgrounds and experiences as assets in the learning process. These practices aim to ensure that all students, especially those from historically marginalized communities, see their cultures reflected and valued in their education. Additionally, these practices go beyond merely recognizing students' and families' cultures to actively sustaining and fostering them. This means supporting the ongoing development and affirmation of students' and families' cultural identities within curriculum lessons, and the classroom and school environment.
- **Family engagement:** A collaborative effort where schools, families, and communities work together authentically, meaningfully, and effectively to enhance the educational experience, success, and socio-emotional well-being of students. Authentic family engagement means recognizing and valuing families' insights, cultures, and contributions; building trust through open, honest, two-way communication; and prioritizing engagement that is linked to student learning. Meaningful family engagement ensures that families are not just participants but active collaborators in the educational process. It includes proactively involving families in decision-making, planning, and problem-solving, and providing opportunities for them to contribute in ways that are relevant and significant to their children's education and socio-emotional well-being.

- **Funds of knowledge:** The diverse and valuable knowledge, skills, and experiences that students and their families bring to the educational setting, which are acquired through their cultural, social, and life experiences. Recognizing and utilizing these funds of knowledge in teaching and learning processes can create more inclusive, relevant, and effective educational experiences.
- **Reciprocal partnerships:** Mutually beneficial and collaborative relationships between families and schools (e.g., teachers, counselors, administrators) where both parties actively contribute, share responsibility, and learn from each other to support the development, socio-emotional well-being, and academic success of students. Key elements of reciprocal partnerships include: mutual respect and trust, two-way communication, co-construction of knowledge, empowerment and capacity building of both families and schools, commitment to equity and inclusion, and shared responsibility for outcomes.
- **Socio-emotional well-being:** The holistic health of students encompasses their ability to manage emotions, develop self- and others- awareness, build positive relationships, and navigate social environments effectively using a sense of agency that supports resilience and perseverance. This well-being is influenced by the collaborative efforts of families, educators, and communities working together to support students' emotional and social development.

Element 1B: Knowledge of Students

1B: Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.

Element	Level 1: Emerging	Level 2: Exploring	Level 3: Applying	Level 4: Integrating	Level 5: Innovating
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.	<i>Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students.</i> <i>Some students connect learning activities to their own lives.</i>	<i>Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning.</i> <i>Students participate in single lessons or sequence of lessons related to their interests and experiences.</i>	<i>Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning.</i> <i>Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.</i>	<i>Integrates broad knowledge of students' cultural backgrounds, prior knowledge, life experiences, and interests to inform instruction.</i> <i>Students are actively engaged in curriculum which relates their prior knowledge, experiences, and interests within and across learning activities.</i>	<i>Uses extensive information regarding students and their communities systematically and flexibly throughout instruction.</i> <i>Students can articulate the relevance and impact of lessons on their lives and society.</i>
1B. Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.	Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students and families.	Uses pre-existing, school-gathered information about students' and families' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning.	Uses school resources and family contacts to expand understanding of students' and families' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning.	Integrates broad knowledge of students' and families' cultural backgrounds, prior knowledge, life experiences, and interests to connect to student learning.	Uses deep knowledge of students' and families' cultural backgrounds, prior knowledge, life experiences, and interests systematically and flexibly throughout instruction.
	Assumes to know what families' want for their	Hosts 1-2 opportunities through the academic year	Creates multiple opportunities throughout the	Utilizes diverse methods to connect with families to	Actively invites and co-constructs with families

	child's learning and student needs.	to learn what families want for their child's learning and what supports children need.	academic year to learn what families want for their child's learning and what children need, both in schools and in the community.	discuss what families want for their child's learning and the children's needs, both in schools and in the community. Integrates some of families' desires for children's learning into curriculum.	culturally sustaining, authentic, dynamic, and relevant learning experiences that can take place in schools or programs, at home, or in the community.
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Element 1B Example Indicators

Teachers

- B–1: Affirm each student's **and family's** cultural, linguistic, and racial identities by actively seeking knowledge and approaches, **including from families and community members**, for creating culturally and linguistically responsive and sustaining learning opportunities.
- 1B–2: Create learning opportunities that draw on students' **and family's** interests, prior experiences, culture, **traditions**, and linguistic assets to support active engagement for each learner.
- 1B–3: Integrate student **and family** voice in planning and sustaining classroom structures and practices by including student **and family** participation and encouraging students **and families** to provide feedback.
- 1B–4: Provide learning experiences for language acquisition, using evidence-based approaches that leverage students' **and families'** linguistic assets, **family and community traditions**, and address the diverse needs of all students.
- 1B–5: Respond to and implement support for students' social–emotional well-being and mental health needs **in collaboration with students' families**, including those of students who have experienced trauma, homelessness or other situations.

Element 1C: Student Backgrounds and Family Engagement

1C: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.

Element	Level 1: Emerging	Level 2: Exploring	Level 3: Applying	Level 4: Integrating	Level 5: Innovating
1.3 Connecting subject matter to meaningful, real-life contexts*	<i>Uses real-life connections during instruction as identified in the curriculum.</i> <i>Some students relate subject matter to real-life.</i>	<i>Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding.</i> <i>Students make use of real-life connections provided in single lessons or sequence of lessons to support understanding of subject matter.</i>	<i>Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.</i> <i>Students utilize real-life connections regularly to develop understandings of subject matter.</i>	<i>Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter.</i> <i>Students actively engage in making and using real life connections to subject matter to extend their understanding.</i>	<i>Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.</i> <i>Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.</i>
1C: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each	Considers communicating with families regarding student needs and well-being. Assumes families speak English.	Engages with families regarding student needs and well-being at the beginning of the year and when problems arise;	Regularly engages with families regarding student needs and well-being in writing or in person (i.e., home visits); communication	Consistently engages with families to establish and maintain relationships that are meaningful and supportive of student needs	Proactively and deeply engages with all families, forming strong partnerships to support student needs and well-being;

student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.		communication is clear, informative, and mostly one-way. Knows where to seek language support, if translation/interpretation is needed.	is clear, provides positive student information and when concerns arise, and occasionally two-way. Requests language support, when translation/interpretation is needed.	and well-being; communication clear, informative, and two-way. Many families feel comfortable initiating contact with the teacher. Language is not a barrier, families and staff know how to access language support.	communication is clear, informative, two-way, and collaborative. Families feel comfortable initiating contact with the teacher. Language is not a barrier, families and staff know how to access language support.
	Considers seeking family input to incorporate it into the learning process.	Occasionally seeks family input but rarely incorporates it meaningfully into the learning process.	Regularly seeks and incorporates families' funds of knowledge into the learning process, showing some integration with learning material.	Consistently seeks, values, and incorporates families' funds of knowledge into the learning process, demonstrating meaningful integration with learning material.	Actively seeks, values, and deeply incorporates families' funds of knowledge, co-creating a rich and collaborative learning environment that integrates diverse family insights into learning material.
	Communicates expectations for family engagement in writing only. Families seldom initiate contact with the teacher. Families do not feel welcome.	Communicates expectations for family engagement in writing and at school events, with limited clarity and time for dialogue. Families initiate contact or call back when the teacher leaves a message.	Communicates expectations for family engagement in student success with some clarity and invites input or dialogue with families. Families feel comfortable initiating contact with the teacher when needed.	Clearly communicates expectations for family engagement in student success and invites dialogue with families. If better ideas are provided by families, input is incorporated. Families feel comfortable communicating with the teacher. Most families feel welcomed to visit the classroom and support the teacher when requested.	Proactively communicates clear expectations for family engagement and partnership in student success, ensuring understanding and alignment. All families feel comfortable communicating with the teacher. Often there are families visiting and volunteering in the classroom and initiating projects to support the teacher or the class.
	Reflects on the importance of providing opportunities for families to develop parenting or advocacy skills.	Occasionally provides limited opportunities for families to develop parenting or advocacy skills.	Provides some opportunities for families to develop parenting or advocacy skills.	Consistently provides meaningful opportunities for families to develop parenting and advocacy skills.	Proactively designs and implements comprehensive programs and initiatives to develop parenting and advocacy skills in families, ensuring empowerment and capacity-building.
	Reflects on how to support student health and socio-emotional well-being.	Shows some effort to support student health and socio-emotional well-being.	Regularly supports and advocates for student health and socio-emotional well-being in collaboration with families.	Actively and consistently understands, supports and advocates for student health and socio-emotional well-being, working closely with families.	Proactively, based on meaningful, trusting relationships with students, champions and advocates for students' health and socio-emotional well-being, forming strong alliances with

					families to ensure comprehensive and holistic support.
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Element 1C Example Indicators

Teachers

- 1C–1: Determine the most effective strategies for communicating with families, guardians, and caregivers, including those from under-resourced communities and those who communicate in languages other than English, to explicitly and systematically increase positive connections. **Utilize different modes of communication technologies that meet the needs of all families (e.g., text, surveys, websites, apps, Facebook pages, paper, phone calls, class meetings).**
- 1C–2: Apply evidence-based principles of effective family engagement in partnering with families, guardians, and caregivers to achieve equitable outcomes for every student
- 1C–3: Create reciprocal partnerships with families, guardians, and caregivers to better understand students' and families' lives and to work together to enhance student learning experiences.
- 1C–4: Engage in reciprocal communication about learning, academic, and social–emotional expectations with families, guardians, and caregivers and share systems of instruction and support.
- 1C–5: Maintain responsive, understandable, timely, and accessible communications with families, guardians, and caregivers about student progress and accomplishments.

Element 2D: Inclusive Environment

2D: Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students' identities are included in classroom interactions and future learning experiences.

Element	Level 1: Emerging	Level 2: Exploring	Level 3: Applying	Level 4: Integrating	Level 5: Innovating
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.	<i>Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks.</i> <i>Is aware of the importance of maintaining high expectations for students.</i> <i>Some students ask for teacher support to understand or complete learning tasks.</i>	<i>Focuses on the development of a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals.</i> <i>Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.</i> <i>Some individuals and groups of students work with the teacher to support accuracy and comprehension in their learning.</i>	<i>Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge.</i> <i>Holds high expectations for students. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps.</i> <i>Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem solving in learning.</i>	<i>Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing and thinking.</i> <i>Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement.</i> <i>Students actively use supports and challenges to complete critical reading, writing, higher order thinking, and problem solving across subject matter.</i>	<i>Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis and purposeful use of learning.</i> <i>Supports students to utilize an extensive repertoire of differentiated strategies to meet high expectations.</i> <i>Students take responsibility to fully utilize teacher and peer support, to achieve consistently high levels of factual and analytical learning.</i>

2D: Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students' identities are included in classroom interactions and future learning experiences.	Makes assumptions about students' and families' diverse identities.	Demonstrates some awareness of students' and families' diverse identities.	Demonstrates a good understanding of students' and families' diverse identities and backgrounds in the school.	Demonstrates a very good understanding of classroom students' and families' diverse identities and actively seeks to learn more.	Demonstrates a deep and nuanced understanding of students' and families' diverse identities and backgrounds.
	Demonstrates efforts to communicate with students' families regarding students' assets and diverse identities and experiences.	Communicates with students' families regarding students' assets and diverse identities and experiences.	Regularly communicates with students' families, in multiple ways, to learn about students' assets and diverse identities and experiences.	Regularly communicates and collaborates with students' families to integrate knowledge of students' diverse backgrounds into classroom interactions and learning experiences.	Consistently communicates and collaborates with students' families and thoughtfully incorporates students' diverse experiences into all aspects of classroom life and future learning experiences.
	Shows limited attempts to integrate knowledge about students' and families' backgrounds into classroom interactions.	Shows some effort to acknowledge and integrate students' and families' diverse experiences into classroom activities, especially in specific holidays or times of the year.	Intentionally integrates students' and families' diverse experiences into specific classroom activities and lessons throughout the school year.	Intentionally integrates and celebrates students' and families' diverse experiences into classroom activities, especially in subjects where students may not have confidence or may struggle. Invites families to take part in this process to achieve learning in key curriculum standards.	Actively centers students' and families' assets and diverse experiences into classroom activities. Develops and sustains opportunities for families to actively co-create or participate in classroom interactions and learning experiences.

Element 2D Example Indicators

Teachers

- 2D–1: Recognize and understand students' commonalities and differences in order to facilitate experiences that enable each student to fully participate and grow.
- 2D–2: **In collaboration with student's families**, anticipate student variability and provide appropriate guidance, instruction, resources, and supports to enhance each student's access to challenging learning experiences.
- 2D–3: Develop and sustain opportunities for students **and families** to reflect on, cultivate, and practice social–emotional skills in ways that are developmentally appropriate and culturally and linguistically responsive and sustaining, to optimize equitable academic learning experiences.
- 2D–4: Support students in learning and practicing ways to express thoughtful and respectful feedback and opinions about others' learning and well-being as well as their own.

Element 3B: Connecting Subject Matter to Real-World Contexts

3B: Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.

Element	Level 1: Emerging	Level 2: Exploring	Level 3: Applying	Level 4: Integrating	Level 5: Innovating
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3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.	Has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter. Teaches subject-specific vocabulary following curriculum guidelines.	Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language. Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.	Uses knowledge of student development and proficiencies to adapt instruction and meet students' diverse learning needs. Ensures understanding of subject matter including related academic language. Provides explicit teaching of essential vocabulary, idioms, keywords with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.	Integrates knowledge of individual student development to inform instructional decisions to ensure student understanding of subject matter including related academic language. Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities.	Draws upon comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language. Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using analysis strategies that provides equitable access and deep understanding of subject matter.
	Has basic understanding of students' and families' assets, experiences, and knowledge. Considers communicating with families about the real-world application of curriculum being taught in the classroom. Considers asking families for thoughts on the connection between students and	Expands understanding of students' and families' assets, experiences, and knowledge. Occasionally communicates with families about the real-world application of curriculum being taught in the classroom. Allows some opportunities for families to offer thoughts on the connection between students and families' lives and the curriculum at the beginning of the year.	Uses knowledge of students' and families' assets, experiences, and knowledge to adapt instruction and meet students' diverse learning needs. Regularly communicates with families about the real-world application of curriculum being taught in the classroom and provides tips on how they can support learning at home. Invites families to offer thoughts on the connection between students and families' lives and the curriculum in areas that students usually struggle	Integrates knowledge of students' and families' assets, experiences, and knowledge to inform instruction, meet students' diverse learning needs, and make learning relevant to students' lives. Consistently communicates and engages families in discussions about the real-world application of curriculum being taught in the classroom and provides resources (i.e. videos, training) showing how they can integrate learning in home activities. Consults with families about the connection between students and families' lives and the curriculum and actively encourages them to provide feedback and	Draws upon comprehensive knowledge of the community of students and families to make learning relevant to students' lives. Maintains ongoing discussions with families about the real-world application of curriculum being taught in the classroom and how they can integrate it to home activities. Co-designs the curriculum with families. Families play a role in carrying specific activities, which they receive training for, to help the students achieve targeted

	families' lives and the curriculum.		with engagement or performance.	receive capacity to help students achieve targeted individual or collective goals.	individual and collective goals.
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Element 3B Example Indicators

Teachers

- 3B–1: Prioritize students **and families'** assets, experiences, and knowledge to design meaningful pre-K–12 standards-based lessons that connect to practical and relevant applications.
- 3B–2: Complement subject matter content with examples, current events, the arts, and other resources that reflect culturally, racially, and linguistically diverse experiences, people, settings, and themes to which students **and families** can relate.
- 3B–3: Review subject matter content, including examining sources of explicit and implicit biases, and organize curriculum to promote understanding of and respect for different experiences, perspectives, and circumstances.
- 3B–4: Design relevant activities and experiences in which students **and families** take an active role in the direction and application of their learning.
- 3B–5: Incorporate digital literacy and citizenship into lessons, including technical skills, privacy safeguards, and the ethical use of social media, copyrighted materials, and artificial intelligence (AI).

Element 3E: Curriculum Materials and Resources

3E: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

Element	Level 1: Emerging	Level 2: Exploring	Level 3: Applying	Level 4: Integrating	Level 5: Innovating
3.5 Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students.	<i>Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students.</i> <i>Identifies technological resources needed.</i>	<i>Explores additional instructional materials, resources, and technologies to make subject matter accessible to students.</i> <i>Explores how to make technological resources available to all students.</i>	<i>Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.</i> <i>Guides students to use available print, electronic, and online subject matter resources based on individual needs.</i>	<i>Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students.</i> <i>Assists students with equitable access to materials, resources, and technologies. Seeks outside resources and support.</i>	<i>Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.</i> <i>Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support.</i>
3E: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–	Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students and families.	Explores additional instructional materials, resources, and technologies to make subject matter accessible and culturally	Communicates with families about the materials, resources, and learning options selected to meet students' developmental,	Frequently updates families about the materials, resources, and learning options selected to meet students' developmental, academic, and socio-emotional needs.	Collaborates with families to select students' materials, resources, and learning options and ensure they are aligned with students' developmental, academic, and socio-emotional needs.

emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.		responsive and sustaining to students and families.	academic, and socio-emotional needs.		
	Considers how families can apply support strategies for learning and socio-emotional well-being at home.	Informs families that they can apply support strategies for learning and socio-emotional well-being at home.	Ensures that families know how to apply support strategies for learning and socio-emotional well-being at home and connects them to resources (e.g., parent center, liaison) at school.	Ensures that families know how to apply support strategies for learning and socio-emotional well-being at home and requests feedback from families.	Ensures that families know how to apply support strategies for learning and socio-emotional well-being at home, requests feedback from families and refines the strategies with feedback.

Element 3E Example Indicators

Teachers

- 3E–1: Employ the full range of materials, resources, and technologies provided by the school and the district to support students **and families** in meeting individual and collective learning goals.
- 3E–2: Select and use materials and tools that are needed for effective in-person and remote learning experiences.
- 3E–3: Use specific materials, resources, and technologies to support differentiated student learning of the subject matter content and skills.
- 3E–4: Use learning materials and resources that reflect diverse cultures, races/ethnicities, and languages to support socially and emotionally relevant subject matter content and skills.
- 3E–5: Review materials and resources for bias and thoughtfully consider whether they are appropriate for learning experiences directed toward meeting intended content and equity outcomes.
- **Recommended: Inform families about the full range of materials, resources, and technologies available to support students in meeting individual and collective learning goals. Consult with families about the best culturally appropriate options for students.**

Element 5C: Communication of Assessment and Data

5C: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.

Element	Level 1: Emerging	Level 2: Exploring	Level 3: Applying	Level 4: Integrating	Level 5: Innovating
5.3 Reviewing data, both individually and with colleagues, to monitor student learning	<i>Reviews and monitors available assessment data as required by site and district processes.</i>	<i>Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.</i>	<i>Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.</i>	<i>Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends.</i>	<i>Facilitates collaborative work and fosters colleagues ability to identify and address underlying causes for achievement patterns and trends.</i>

5C: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.	Limited effort to engage with families regarding assessment results. Communication is rare and one-way. Information shared is basic and mostly focused on standards that need to be met, without explicitly sharing where the student currently stands.	Occasionally communicates with families about assessment results and other data. Communication is one-way. Information shared is basic and mostly focused on standards that need to be met, without explicitly sharing where the student currently stands.	Regularly communicates with families about assessment results and other data points (i.e., sample grade-level work, student's work, reading level, progress toward EL reclassification, diagnostic results). Communication is two-way and information is detailed and specific about individual students, scaffolded by skill or concept so families know the exact area of need.	Consistently communicates and engages families in discussions about assessment results and other data points. Communication is two-way and information is detailed and specific about individual students, scaffolded by skill or concept (family-friendly) so families know the exact area of need. Families are informed in advance of when assessments are given, the content that will be tested, and the rubric/standards used for grading.	Maintains ongoing, meaningful two-way communication with families about assessment results, scaffolded by skill or concept (family-friendly) so families know the exact area of need. Families are informed in advance of when assessments are given, the content that will be tested, and the rubric/standards used for grading.
	Considers informing families about students' strengths, areas of improvement, and how to support improvement goals and progress.	Informs families about students' strengths, areas of improvement, and how to support improvement goals and progress.	Engages families in two-way discussions about students' strengths, areas of improvement, and how to support improvement goals and progress.	Engages and collaborates with families to identify students' strengths and areas of improvement and develops and to discuss how to support improvement plans with goals, activities, and follow up and progress.	Partners with families to identify students' strengths, identify and address areas of improvement, and co-develop and implement plan and meet every six to eight weeks to monitor progress and adjust the plan or strategies to support improvement goals and progress.
	Assumes families have access to assessments and other data via online parent portal, know how to interpret them, and can deduce where students stand academically, based on their grade level.	Shares some information with families about how to access assessments and other data; there is some awareness that some families may not be able to access the information. Assumes families know how to interpret assessments and other data, and can deduce where students stand academically, based on their grade level.	Ensures that families know where to access assessments and other data. Provides resources or referrals when families need support using technology (i.e., online portal). Ensures that families have knowledge and understanding of progress monitoring in the classroom and assessment schedule.	Ensures that families know how to access technology and assessments and other data. If too many families need support understanding of progress monitoring, provides or coordinates with school to provide training to the families. Shares the classroom and assessment schedule.	Engages colleagues and administrators in the school to ensure that families know how to access technology and assessments and can interpret them to determine where students stand academically. Ensures that families know how to access assessments and understand progress monitoring in the classroom and assessment schedule.
	Presents one or two data points to families. Expects families to understand the education vocabulary and	Presents multiple data points from the previous and current year. Explains some of the technical terms and	Presents multiple data points from the previous and current year. Models how to read and interpret the data.	Presents multiple data points from the previous and current year. Together, they co-construct meaning from	Presents multiple data points from the previous and current year. Together, co-construct meaning on the

	data by being an active listener.	what the data means. Asks families yes/no questions.	Ensures families are clear on their child's standing in reading, math, English language development, etc. Invites families to ask questions and provide feedback on assessment processes.	the data and based on the evidence determine if a child's standing in reading, math, English language development, etc. is at grade level, above or below. Invites families to provide feedback on assessment processes	data and based on the evidence determine if a child's standing in reading, math, English language development, etc. is at grade level, above or below. Invites families to provide feedback on assessment processes. Also ensures that families can compare school, district, and state level data. Requests families' input and feedback on assessment processes.
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Element 5C Example Indicators

Teachers

- 5C–1: Involve students **and families** in developmentally appropriate self-assessment, goal setting, and monitoring of progress, and provide students with options to revise work and demonstrate growth.
- 5C–2: Engage students **and families**, in developmentally appropriate ways, in discussing the assessments they take—what the assessments are, why they are important, formats and directions, how data are used, and, specifically, the ways that the assessment results affect them individually.
- 5C–3: Facilitate conversations and reflections with students, families, and guardians regarding students' areas of strength and opportunities for growth.
- 5C–4: Collaborate with specialists to accurately interpret assessment results that apply to the broad range of students with exceptional needs, as well as to accelerated students, multilingual learners, and students who have targeted learning plans.
- 5C–5: Articulate goals and working agreements with peers for collecting and exchanging student data that comply with laws and policies related to recording and sharing student information, data access and privacy, and individual and group reporting

Element 5D: Assessment for Continuous Improvement

5D: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.

Element	Level 1: Emerging	Level 2: Exploring	Level 3: Applying	Level 4: Integrating	Level 5: Innovating
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	<i>Uses data from assessments provided by site and district to set learning goals for the class.</i> <i>Plans instruction using available curriculum guidelines.</i>	<i>Uses data from available assessments to establish content based learning goals for class and individual students in single lessons or sequence of lessons.</i> <i>Plans adjustments in instruction to address learning needs of individual students.</i>	<i>Uses a variety of assessment data to set student learning goals for content and academic language.</i> <i>Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.</i>	<i>Integrates a broad range of data to set learning goals for content and academic language across content standards.</i> <i>Plans differentiated instruction targeted to meet individual and group learning needs. Modifies lessons during</i>	<i>Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students.</i> <i>Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning</i>

				<i>instruction based on informal assessments.</i>	<i>needs of individuals and groups</i>
5D: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.	Limited effort to involve families in the evaluation and improvement of assessment methods. Communication with families regarding assessments is rare and one-way.	Occasionally involves families in discussions about assessment methods. Communication is sporadic and mainly one-way, with limited feedback from families.	Regularly seeks input from families about assessment methods. Communication is more frequent and two-way, with some feedback being incorporated into assessment practices.	Consistently collaborates with families to evaluate and improve assessment methods. Regular, two-way communication ensures that family feedback is actively used to adjust assessment practices.	Works closely with families in a continuous cycle of evaluating and improving assessment methods. Families are deeply involved in decision-making processes, with ongoing, meaningful communication and collaboration.
	Families' feedback is not solicited, and their perspectives are not considered in any stage of the process.	Families' feedback is seldom solicited and has limited influence in the identification of root causes and action plans.	Families' feedback is sometimes solicited and considered in the identification of root causes and action plans.	Families' feedback is often solicited and considered in the identification of root causes and action plans.	Families' feedback is systematically solicited, valued, and incorporated into the identification of root causes and action plans.
	Families representing underperforming subgroups are not involved in continuous improvement efforts.	Families representing underperforming subgroups of students are informed about continuous improvement efforts. Data review sessions are limited in scope.	Families representing underperforming subgroups of students are sometimes involved in continuous improvement efforts. Data review sessions are limited in scope.	Families representing underperforming subgroups of students are regularly involved in most stages of continuous improvement efforts. Data review sessions are generally inclusive and transparent, with regular but possibly infrequent meetings.	Families representing underperforming subgroups of students are consistently and actively engaged in all stages of continuous improvement efforts. Data review sessions are inclusive, transparent, and held regularly with these families.

Element 5D Example Indicators

Teachers

- 5D–1: Apply a variety of methods, including using digital tools, to collect feedback, organize and analyze multiple data sources, and maintain ongoing and comprehensive records of group and individual progress over time.
- 5D–2: Use performance and perception data, along with student, **family**, and professional expectations and standards, to guide, monitor, support, and improve curriculum, instruction, and student learning.
- 5D–3: Collaborate with colleagues and **students' families** to foster conditions in which assessment data are used to create a comprehensive and balanced assessment system at the classroom, school, and district levels.
- 5D–4: Work with peers to structure data analysis routines to reflect on and collaborate on ways to implement appropriate and effective use of assessments to achieve equitable outcomes.
- 5D–5: Work with school and district leaders and with families, guardians, and caregivers to gather information about patterns of **or root causes** for student performance, especially performance of historically under-resourced students, to inform priorities for equitable academic and social–emotional resource allocations.

Element 6D: Collaboration with Families, Guardians, and the Community

6D: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school **learning experiences** and **to align services and initiatives** that affect each student's growth and well-being.

Element	Level 1: Emerging	Level 2: Exploring	Level 3: Applying	Level 4: Integrating	Level 5: Innovating
6.4 Working with families to support student learning	<i>Is aware of the role of the family in student learning and the need for interactions with families.</i>	<i>Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom/ school events.</i>	<i>Supports families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools.</i>	<i>Provides opportunities and support for families to actively participate in the classroom and school. Communicates to families in ways which show understanding of and respect for cultural norms.</i>	<i>Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school/ district environment in which families take leadership to improve student learning.</i>
6D: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.	Is aware that families and community partners play a role in supporting learning experiences.	Acknowledges the importance of working with families and community partners to develop a common language, strategies, and communication around learning experiences.	Collaborates to some extent with families and community partners to develop a common language, strategies, and communication around learning experiences.	Effectively collaborates with families and community partners to develop and use a common language, strategies, and communication around learning experiences.	Consistently and effectively collaborates with families and community partners to develop and use a common language, strategies, and communication around learning experiences.
	Is aware that families and community partners play a role in the creation of strategies linked to student learning, growth and socio-emotional well-being. Is not knowledgeable of out-of-school providers supporting students.	Reflects on the role of family and community input in the creation of strategies linked to student learning, growth and socio-emotional well-being. Depends on out-of-school providers to initiate contact about students, if needed.	Invites family and community input to the creation of strategies linked to student learning, growth and socio-emotional well-being. Establishes communication with out-of-school providers and provides general input on what students need.	Actively invites family and community input to the creation of effective strategies linked to student learning, growth and socio-emotional well-being. Coordinates with community partners to align individual student goals with out-of-school providers.	Values family and community input as essential, collaborating to co-design well-aligned and effective strategies linked to student learning, growth and socio-emotional well-being. Coordinates with out-of-school providers and families so the interventions are well-coordinated for students.
	Is aware of the need to communicate with families and community partners to identify funds of knowledge.	Reflects on possible ways to communicate with families and community partners to identify funds of knowledge.	Communicates with families and community partners to identify funds of knowledge. Requests some feedback on their integration.	Regularly communicates and engages families and community partners to identify funds of knowledge. Requests and incorporates some feedback on their integration.	Regularly takes initiative to communicate effectively and engage families and community partners to identify funds of knowledge. Requests and implements feedback for continuous improvement on their integration.

Element 6D Example Indicators

Teachers

- 6D–1: Engage in experiences where they respectfully listen to and learn from families, guardians, and community partners about the diverse assets and needs in the communities represented by their students.
- 6D–2: Work with families, guardians, and community partners to identify local academic and social–emotional support services, including trauma, health, and mental health resources, that can be directed toward improving the well-being of students.
- 6D–3: Participate, with families, guardians, local education agencies, and community partners, in efforts to coordinate in-school and out-of-school care, learning, and enrichment opportunities.
- 6D–4: Support school relationships with universities and businesses to create extended learning opportunities and to get updated information about what students need to know and be able to do, upon graduation, for college and career success.
- 6D–5: Participate in the development of formal learning plans, student study teams, and support plans that provide insights from each teacher’s area of instructional expertise to help ensure that specialized instructional supports for students are authentic and meaningful.

Element 6E: Ethical Conduct and Professional Responsibilities

6E: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student’s learning and well-being.

Element	Level 1: Emerging	Level 2: Exploring	Level 3: Applying	Level 4: Integrating	Level 5: Innovating
6.5 Engaging local communities in support of the instructional program	<i>Develops awareness about local neighborhoods and communities surrounding the school.</i> <i>Uses available neighborhood and community resources in single lessons.</i>	<i>Seeks available neighborhood and community resources.</i> <i>Includes references or connections to communities in single lessons or sequence of lessons.</i>	<i>Uses a variety of neighborhood and community resources to support the curriculum.</i> <i>Includes knowledge of communities when designing and implementing instruction.</i>	<i>Utilizes a broad range of neighborhood and community resources to support the instructional program, students, families.</i> <i>Draws from understanding of community to improve and enrich the instructional program.</i>	<i>Collaborates with community members to increase instructional and learning opportunities for students.</i> <i>Engages students in leadership and service in the community. Incorporates community members into the school learning community.</i>
6E: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student’s learning and well-being.	Develops an awareness of the importance of communicating with families to successfully center student’s learning and well-being.	Uses limited opportunities to communicate with students’ families about student’s learning and well-being.	Periodically communicates with students’ families regarding students’ learning and well-being.	Has strong relationships with students’ families and is in constant communication regarding student’s learning and well-being.	Has reciprocal, trusting relationships with students’ families and is in constant communication regarding student’s learning and well-being.
	Develops an awareness of how families can be invited to different decision-making processes and opportunities.	Introduces potential opportunities for families to be part of decision-making processes.	Invites families to the different decision-making processes and opportunities available.	Creates structures, systems, and opportunities that intentionally invite families to be part of decision-making processes.	Cultivates and invests in families’ knowledge and skills to participate fully and equitably in decision-making processes.

Element 6E Example Indicators

Teachers

- 6E–1: Perform non-instructional (or adjunct) duties in accordance with school and district guidelines, policies, contracts, and other applicable expectations.
- 6E–2: Interact respectfully and supportively with students, colleagues, families, guardians, and community members inside and outside the classroom.
- 6E–3: Understand and comply with relevant laws and policies related to students' **and families'** rights and responsibilities; reporting mandates for students' learning, behavior, health, and safety; and confidentiality protections for students, staff, and families.
- 6E–4: Implement legal imperatives that address each student's learning requirements by making accommodations and modifications, especially for students with exceptional needs and those with targeted goals, **actively collaborating with students' families.**
- 6E–5: Follow guidelines for the legal, social, and ethical use of technology with students, **families,** and all members of the school community.

Element 6F: Activating Access and Equity

6F: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.

Element	Level 1: Emerging	Level 2: Exploring	Level 3: Applying	Level 4: Integrating	Level 5: Innovating
6.6 Managing professional responsibilities to maintain motivation and commitment to all students	<i>Develops an understanding of professional responsibilities.</i> <i>Seeks to meet required commitments to students.</i>	<i>Maintains professional responsibilities in timely ways and seeks support as needed.</i> <i>Demonstrates commitment by exploring ways to address individual student needs.</i>	<i>Anticipates professional responsibilities and manages time and effort required to meet expectations.</i> <i>Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.</i>	<i>Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging.</i> <i>Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning.</i>	<i>Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively.</i> <i>Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.</i>
6F: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.	Recognizes the existence of systemic challenges and barriers students and families face.	Develops a basic understanding of the systemic challenges and barriers students and families face.	Explores multiple ways to address the systemic challenges and barriers students and families face.	Intentionally invests in strategies to address the different systemic challenges and barriers students and families face.	Advocates for school-wide institutionalized strategies to address the different systemic challenges and barriers students and families face.
	Understands the possibility of personal explicit and implicit biases regarding students and their families and communities.	Acknowledges personal explicit and implicit biases regarding students and their families and communities.	Pursues ways to address personal explicit and implicit biases regarding students and their families and communities.	Models strategies to address personal explicit and implicit biases regarding students and their families and communities to colleagues and invites them to do the same.	Leads initiatives and collaborates with colleagues to develop and implement comprehensive strategies that address personal explicit and implicit biases regarding students, their families, and communities. Actively mentors others in

					understanding and mitigating biases, fostering a culture of continuous improvement and equity.
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Element 6F Example Indicators

Teachers

- 6F–1: Acknowledge their own explicit and implicit biases and learn practices to eliminate biases that disadvantage students on the basis of their identities and lived experiences or those of their families **and communities**.
- 6F–2: Identify and address systemic biases that derive from economic, social–emotional, racial, religious, linguistic, cultural, physical, cognitive, gender-based, or other sources of educational disadvantage or discrimination.
- 6F–3: Promote equitable outcomes for students, based on relevant and accurate evidence and available research.
- 6F–4: Develop a climate of trust, engagement, mutual respect, and honest communication, within the classroom, school, district, community, **and with students' families**, to consistently make fair and equitable decisions on behalf of each student.
- 6F–5: **Actively** advocate for equity and access in providing for students' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs so that every student can reach educational expectations and goals.
- **Recommended: Identify and understand the traumas, due to racial and social experiences, that students, families, and educators face, nurture safe and brave spaces for healing and learning.**