

Book-bag Rubric

	Exemplary 5	Acceptable 4-3.5	Unacceptable 3-0
Book-bag – Game Game is age appropriate for a kindergarten or second grade student. The activity supports one NCTM Standard. Directions should be included. All materials needed for the activity should be provided.	Game is creative and well designed. It is age appropriate for a kindergarten or second grade student. The activity clearly supports one NCTM Standard. The directions are clear. All of the materials for the game are included and are of high quality.	Game is acceptable for a kindergarten or second grade student. The activity is related to one NCTM Standard. The directions are sufficient. All of the materials for the game are included and of acceptable quality.	Game is not appropriate for a kindergarten or second grade student. The activity is not clearly related to one NCTM Standard. The directions are unclear. The materials are not provided or are not appropriate for the game.
Book-bag – Instructions and Journals			
Chosen piece of literature.	The chosen piece of literature is of high quality and appropriate to the NCTM Standard and grade level.	The chosen piece of literature is acceptable for the grade level and related to the NCTM Standard.	The chosen piece of literature is of poor quality or unacceptable for the grade level. It does not clearly relate to a NCTM Standard.
Student journal with a sign-in page and instructions. Student journal should incorporate writing.	The student journal is of high quality and has clear directions for use; and includes a sign-in page. The student journal incorporates student writing in an appropriate manner.	The student journal has clear directions for use and includes a sign-in page. The student journal incorporates student writing.	The student journal is has unclear directions and/or does not include a sign-in page. The student journal does not appropriately incorporate student writing.
Family journal with a welcome letter that includes research re: family involvement, instructions, and an explanation of how the activity supports one NCTM Standard.	The family journal is of high quality includes clearly written welcome letter, which incorporates research about the importance of family involvement; and states the directions. A clear explanation of how the activity supports one NCTM Standard is included.	The family journal is acceptable and has a welcome letter that addresses research about family involvement; and clear directions. An explanation of how the activity supports one NCTM Standard is included.	The family journal is poor and/or does not have a welcome letter, or does not adequately provide research about family involvement, or clear directions. The explanation of how the activity supports one NCTM Standard is not included or is poorly written.
Bag or other appropriate container to house all of the materials. Bag content list	The bag or container is creative and of high quality. A bag content list is included.	The bag or container is creative and of high quality. A list is included.	The bag or container is of poor quality or is inappropriate for use. A content list is not included.
Research Content/Bibliography NAEYC Std 2	Exemplary 10	Acceptable 9-7	Unacceptable 6-0
The research paper should explore the	The research is well written demonstrating	The research paper is well written and	The research paper does not adequately explore

what std?
no writing materials provided

You should explain what a growing pattern is.

Pages need to support drawing & writing & should be #'d.

Family letter doesn't address info re: family involvement or - NCTM std.

importance of family involvement in teaching and learning. The paper should explore the complexities of family characteristics and provide information regarding opportunities to partner with families in their child's development and learning (2a).	thorough research and understanding of family theory and family engagement in education. A thorough explanation of appropriate opportunities for family engagement is provided.	demonstrates research and an understanding of family theory and engagement in education. An explanation of appropriate opportunities for family engagement is provided.	family theory and engagement in education. The paper does not or provides a poor explanation of appropriate opportunities for family engagement.
	Exemplary 5	Acceptable 4-3.5	Unacceptable 3-0
The family letter should be appropriate for the family characteristics of the school community (2a).	The family letter is clearly written and takes into consideration the family characteristics of the school community.	The family letter demonstrates an awareness of the family characteristics of the school community and attempts to take this into consideration.	The family letter is poorly written, demonstrating a poor or inadequate awareness of the family characteristics of the school community.
	Exemplary 5	Acceptable 4-3.5	Unacceptable 3-0
The letter should invite families to partner in their child's mathematical development by inviting them to participate in the provided experience as well as respond in the family journal (2b, c).	The letter is welcoming and invites families to share their thoughts about their child's mathematical development and/or experiences with the provided activity in the family journal.	The letter is welcoming and invites families to respond in the family journal.	The letter is not very welcoming and does not invite families to respond in the family journal.
Research Paper – Mechanics	Exemplary 5	Acceptable 4-3.5	Unacceptable 3-0
The research paper and family letter should be well written in terms of clarity and mechanics. A bibliography should be included with 3-5 sources (no more than one internet sources). The reference page should use correct APA format.	The family letter is well written. It is clear and uses appropriate sources to support the ideas. The paper has less than three mechanical errors. A reference page is provided that uses a variety of sources (no more than 1 internet sources). The reference page contains 4-5 sources and uses correct APA format.	The family letter is clearly written. The ideas are supported by sources. The paper has no more than 5 mechanical errors. A reference page is provided with at least 3 sources (no more than 1 internet sources) and uses correct APA format.	The family letter is poorly written. The ideas are not clearly supported by sources. The paper has more than 5 mechanical errors. A reference page is not included or does not use at least 3 sources (or has more than 1 internet sources). The reference page does not use correct APA format.

You did not address the specific characteristics of the school & families.

Candidate Name [redacted] Semester Fall 2010

Grade 36.5 Unacceptable Revision 42.5 Acceptable

Instructor Your paper does not address the specific characteristics of the families in the school. Your family letter does not address the research or the NCTM std.

Revised fall 2010

Please revise student journal, family letter, & paper.

It is extremely important to involve families in the teaching and learning of young children. Families are the most important people in a child's life. Developing communication between families and school will have a direct link

to the children's success. As the classroom teacher you must come up with strategies and ideas to develop this collaboration.

Significant opportunities for family involvement don't "just happen". This takes planning, time and preparation. Planning helps you develop goals for family involvement and recognize the need for time. Planning also helps you develop strategies that can accommodate the needs of family members. Family involvement is a big task (Copple and Bredekam, 2009). Working collectively with other teachers, or with the school itself is important. In working with diverse families you must move beyond traditional ways of communication and develop ways that can accommodate these families too.

If families are to work with schools as partners in the education of their children, schools must provide them with the opportunities and support they need to become involved. Developing effective partnerships with families requires that all school staff (administrators, teachers, and support staff) create an environment that welcomes families and encourages them to raise questions and voice their concerns as well as to participate in decision making (Fitzgerald, 2005). Developing partnerships also requires that school staff provide families with the information and training they need to become involved and that they reach out to families to participate in their children's learning.

Successful school-family partnerships require the sustained mutual collaboration, support, and participation of school staff and families at home and at school in activities that can directly affect the success of children's

learning (Online, HFRP.org.) If families are to work with schools as full partners in the education of their children, schools must provide them with the opportunities and support they need for success.

Sometimes obtaining communication with families can be difficult. You may be faced with different obstacles along the way. It is important to plan strategies ahead of time that can be effective and useful for both the families and the school.

Always try to begin the family and school partnership by identifying with families the strengths, interests, and needs of families, students, and school staff, and design strategies that respond to identified strengths, interests, and needs.

By creating workshops and a variety of outreach activities such as newsletters, handbooks, and home visits, parents and school staff across these programs are learning how to trust each other and work together to help children succeed in school (Online, HFRP.org). Without the proper information and skills to communicate with each other, misperceptions and confusion can develop between parents and the school.

Creating school-wide family partnerships are most successful. By creating a welcoming environment for parents, showing support for their children's success, and adding personal touches, can make the school seem more inviting. Schools that are most successful are open-minded and understand that changes may be made to help parents feel wanted and accepted.

Working with families from diverse backgrounds can be difficult. Language, cultural and lifestyle differences can divide school staff and the families. Finding local bilingual services for communicating both orally and in writing with families could help bridge the gap. This would help promote an understanding and would help build trust and communication between home and school (Copple and Bredekam, 2009).

Realize that effective family involvement takes many forms that may not necessarily require the family's presence at a workshop, meeting, or school. The emphasis should be on the families helping children learn, and this can happen in schools, homes, or elsewhere in a community.

Creating a partnership and finding support in the local community is important. Efforts made to provide schools and families with the tools they need to support their children's learning can go a long way. Making connections with local businesses, services and different resources, can help both the family and the children (Online, HFRP.org).

Strong family involvement is an important feature of many schools that succeed in raising student achievement (Fitzgerald, 2005). Effective strategies for partnerships differ from community to community, and the most appropriate strategies for a particular community will depend on local interests, needs, and resources. There are a few key components to always keep in mind.

Family theory has been used to understand problems of students at school. One major concept is that each family member influences each other.

Family behavior as a whole is more important than individual behaviors. The theory can also explain why some family members behave the way in which they do. The theory suggests that individuals cannot be understood in isolation from one another, families are systems of interconnected and interdependent individuals, none of whom can be understood in isolation from the system.

Family involvement has a direct connection to children's outcomes. At home, it is important to develop parent-child relationships and participate in child-centered activities. At school communication and participation is key. With these steps in place children have many positive outcomes. These include social competence, cognitive development, communication skills, literacy development, vocabulary growth, expressive language, comprehension skills, and positive engagement with peers, adults and learning (Online, HFRP.org).

Successful schools have a great partnership with families and the community. By taking the time, coming up with strategies, and putting them into effect, school can open the lines of communication. Obtaining this partnership will set the children up for success throughout their future.

Henry Barnard School in Providence Rhode Island, strives for family involvement. Their school has seven guiding principles. One states that they promote continuity between the life of the child at home and in school. Through working in the school over a few weeks it was easy to spot this principle being put into action. Families are all warmly welcomed into the school each and every day. They have many different means of communication throughout

the day with the school. Between phone calls, emails, letters, and stop in visits, families are always being encouraged to be involved. Many of the classrooms' curriculums involve activities that promote this involvement. Teachers are connecting with families throughout the day through emails, phone calls, newsletters, assignments, and many other activities. Promoting this involvement school-wide will help raise student achievements and build a partnership between home and school.