

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 5, Indicator 5.1: <i>Families and communities are active partners in the educational process and work with staff to promote programs and services for all students.</i>			
5.1 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Few parents and families receive regular, accessible, and adequate information on how to be active academic partners.	Some parents and families receive regular, accessible, and adequate information on how to be active academic partners.	Parents and families receive regular, accessible, and adequate information on how to be active academic partners.	All parents and families receive regular, accessible, and adequate information on how to be active academic partners.
Few parents and community members are included in school planning committees or activities.	Some parents and community members are included in school planning committees or activities.	Parents and community members are included in school planning committees or activities.	All parents and community members are included in school planning committees or activities.
Few parents and families feel welcome in the school and are actively recruited to be involved in the school community.	Some parents and families feel welcome in the school and are actively recruited to be involved in the school community.	Parents and families feel welcome in the school and are actively recruited to be involved in the school community.	All parents and families feel welcome in the school and are actively recruited to be involved in the school community.
Few students are involved with service learning projects to connect them with the community.	Some students are involved with at least one service learning project to connect them with the community.	Students are involved with at least one service learning project to connect them with the community.	All students are involved with at least one service learning project to connect them with the community.

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Element 5, Indicator 5.2: <i>All students have access to academic and behavioral supports including tutoring, co- and extracurricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS], and competitive and noncompetitive teams).</i>			
5.2 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Few students have access to academic and behavioral support systems that are evaluated and modified as necessary.	Some students have reasonable access to academic and behavioral support systems that are evaluated and modified as necessary.	Students have reasonable access to academic and behavioral support systems that are evaluated and modified as necessary.	All students have reasonable access to academic and behavioral support systems that are evaluated and modified as necessary.
Few school counselors collaborate with staff members and families to implement a schoolwide guidance program that provides support services to meet the intellectual, social, career, and developmental needs of students.	Some school counselors collaborate with staff members and families to implement a schoolwide guidance program that provides support services to meet the intellectual, social, career, and developmental needs of students.	School counselors collaborate with staff members and families to implement a schoolwide guidance program that provides support services to meet the intellectual, social, career, and developmental needs of students.	School counselors partner with school staff, families and the community to develop a network of support (e.g., a school-wide student assistance program that includes peer counseling and adult advocate components).
The school has few guidelines and school leadership has implemented few procedures that ensure students have equal access to a common academic core.	The school has some guidelines and school leadership has implemented some procedures that ensure students have equal access to a common academic core.	The school has guidelines and school leadership has implemented procedures that ensure students have equal access to a common academic core.	The school has guidelines and school leadership has implemented procedures that ensure all students have equal access to a common academic core.

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Element 5, Indicator 5.3: School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement.			
5.3 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership and teachers implement few strategies (e.g., family literacy, math night, science night) to increase effective parental involvement.	School leadership and teachers implement some strategies (e.g., family literacy, math night, science night) to increase effective parental involvement.	School leadership and teachers implement strategies (e.g., family literacy, math night, science night) to increase effective parental involvement.	School leadership and teachers implement many strategies (e.g., family literacy, math night, science night) to increase effective parental involvement.
School leadership and teachers use a few communication strategies (e.g., phone calls, newsletters, phone blasts) to increase effective parental involvement.	School leadership and teachers use some communication strategies (e.g., phone calls, newsletters, phone blasts) to increase effective parental involvement.	School leadership and teachers use communication strategies (e.g., phone calls, newsletters, phone blasts) to increase effective parental involvement.	School leadership and teachers implement many communication strategies (e.g., phone calls, newsletters, phone blasts) to increase effective parental involvement.

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Element 5, Indicator 5.4: School leadership and staff provide students with academic and nonacademic guidance programs, including peer and professional counseling and mentoring, as needed.			
5.4 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership and staff provide students requiring additional assistance beyond initial classroom instruction with few opportunities to receive assistance.	School leadership and staff provide students requiring additional assistance beyond initial classroom instruction with some opportunities to receive assistance.	School leadership and staff provide students requiring additional assistance beyond initial classroom instruction with a variety of opportunities to receive assistance.	School leadership and staff members collaborate with outside agencies to identify and implement innovative approaches to provide students with assistance beyond the classroom.
Few school leadership and staff use instructional time in extended day programs to support student achievement.	School leadership and staff use instructional time in extended day programs to support student achievement, but the activities are either not appropriately implemented or have limited effectiveness.	School leadership and staff effectively use instructional time in extended day programs to support student achievement.	School leadership and staff seamlessly integrate instructional time from classroom and extended day programs to maximize the impact on student achievement.
School leaders and staff provide few opportunities for extended day/year instructors to collaborate with classroom teachers.	School leaders and staff provide some opportunities for extended day/year instructors to collaborate with classroom teachers, but collaboration is infrequent and/or informal.	School leaders and staff frequently and formally provide a variety of opportunities for extended day/year instructors to collaborate with classroom teachers.	School leaders and staff frequently and formally provide collaboration opportunities for extended day/year instructors and classroom teachers to analyze student data and design curriculum to meet student needs.
School leaders and staff rarely collect student performance data from extended day/year programs.	School leaders and staff collect student performance data from extended day/year programs, but there is no formal process for data analysis and/or the results do not impact instruction.	School leaders and staff regularly collect and analyze student performance data from extended day/year programs and use it to improve instruction.	School leaders and staff regularly collect and analyze student performance data from extended day/year programs. Based on the data, extended day/year teacher and the regular teacher discuss instructional modifications with the student and parents.
School leaders and staff provide few cocurricular programs (art club, science club, foreign language club) to support individual student interests and strengths.	School leaders and staff provide some cocurricular programs (art club, science club, foreign language club) to support individual student interests and strengths.	School leaders and staff provide a variety of cocurricular programs (art club, science club, foreign language club) to support individual student interests and strengths.	School leaders and staff collaborate with community organizations to provide a variety of cocurricular programs to all students inside and outside the school setting.

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Support programs and services operate in isolation to deliver guidance to students (e.g., extended day programs and school guidance programs).	Support programs and services use limited collaboration to eliminate gaps and overlaps in delivery of guidance supporting student achievement.	Support programs and services use regular collaboration and coordination to eliminate gaps and unnecessary overlaps in delivery of guidance supporting student achievement.	School leaders and staff collaborate to ensure a seamless network of support programs and services across the district to provide a total service delivery system supporting student achievement.
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Element 5, Indicator 5.5: <i>All school staff provide timely and accurate academic, behavioral, and attendance information to parents.</i>			
5.5 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The school staff does not provide timely and accurate updates of student academic, behavioral, and attendance information.	The school staff provides infrequent updates of student academic, behavioral, and attendance information.	The school staff provides frequent, timely, and accurate updates of student academic, behavioral, and attendance information.	The school staff provides real-time accurate student academic, behavioral, and attendance information through Web-based systems.
The school staff maintains student records containing only classroom grades.	The school staff maintains adequate but minimal student records.	The school staff maintains cumulative student records that provide a profile of each student's academic, behavioral, and attendance information.	School staff and students are proactively involved in the development and maintenance of an academic portfolio that enhances and extends the cumulative student records.
Technology resources do not provide support for sustaining an accurate student record system.	Technology resources provide limited support for sustaining an accurate student record system at the school, classroom, and/or individual student levels.	Technology resources provide sufficient support for sustaining an accurate student record system at the school, classroom, and individual student levels.	Extensive state-of-the-art technology resources facilitate and enhance the student record system at the school, classroom, and individual student levels.

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Element 5, Indicator 5.6: School leadership and staff actively pursue relationships to support students and families as they transition from grade to grade, building to building, and beyond high school.			
5.6 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership and staff rarely pursue relationships to support students and families as they transition from grade to grade, building to building, and beyond high school.	School leadership and staff pursue relationships to support students and families as they transition from grade to grade, building to building, and beyond high school; but these attempts are limited.	School leadership and staff actively develop relationships to support students and families as they transition from grade to grade, building to building, and beyond high school.	School leadership and staff build networks with teaching colleagues and college instructors to support students and families as they transition from grade to grade, building to building, and beyond high school.
School leadership and staff rarely pursue community relationships to support students and families (e.g., mentor, language resources).	School leadership and staff actively pursue community relationships to support students and families (e.g., mentor, language resources), but the attempts are limited.	School leadership and staff actively develop community relationships to support students and families (e.g., mentor, language resources).	School leadership and staff build networks with community resources to support students and families (e.g., mentor, language resources).

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Element 5, Indicator 5.7: School leadership ensures that appropriate stakeholders (e.g., school staff, students, parents, family members, guardians, community organizations and members, business partners, postsecondary education institutions, and workforce) are involved in critical planning and decision-making activities.			
5.7 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership does not include appropriate stakeholders in critical planning or decision-making activities.	School leadership limits stakeholders' involvement in critical planning and decision-making activities.	School leadership ensures appropriate stakeholders are involved in critical planning and decision-making activities.	School leadership recruits stakeholders for leadership roles in critical planning and decision-making activities as appropriate.

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Element 5, Indicator 5.8: School leadership and all staff incorporate multiple communication strategies that are culturally and linguistically appropriate and support two-way communications with families and other stakeholders.			
5.8 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership and staff rarely communicate information (e.g., newspaper articles, neighborhood papers, marquee) to the larger community.	School leadership and staff communicate with the larger community, but communication (e.g., newspaper articles, neighborhood papers, marquee) is through a single source and/or is infrequent.	School leadership and staff frequently communicate with the larger community through multiple sources (e.g., newspaper articles, neighborhood papers, marquee).	School leadership and staff frequently communicate with the larger community through multiple sources and invite community leaders for two-way exchange with students, parents and staff.
School leadership and staff rarely use technological resources (e.g., voice mail, phone dialer, email, Web site, Web pages, cable access channels) to enhance communication with stakeholders.	School leadership and staff use some technological resources (e.g., voice mail, phone dialer, email, Web site, Web pages, cable access channels) to enhance communication with stakeholders.	School leadership and staff use a variety of technological resources (e.g., voice mail, phone dialer, email, Web site, Web pages, cable access channels) to enhance communication with stakeholders.	School leadership and staff collaborate with the district to seek technological resources from the community to ensure state-of-the-art communication capabilities to enhance communication to all stakeholders.
School leadership and staff rarely use the language spoken in the home to communicate with families and other stakeholders.	School leadership and staff sometimes use the language spoken in the home to communicate with families and other stakeholders.	School leadership and staff consistently use the language spoken in the home to communicate with families and other stakeholders.	School leadership and staff integrate cultural and linguistic communication within and beyond the school environment to communicate with families and all other stakeholders.