

# Creating Inclusive and Welcoming Schools for all Families Using the Global Rubrics

KDN Learning Exchange  
May 22, 2025

**B** | Center for  
Universal Education  
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# Family Engagement in Education Network (FEEN)

Research

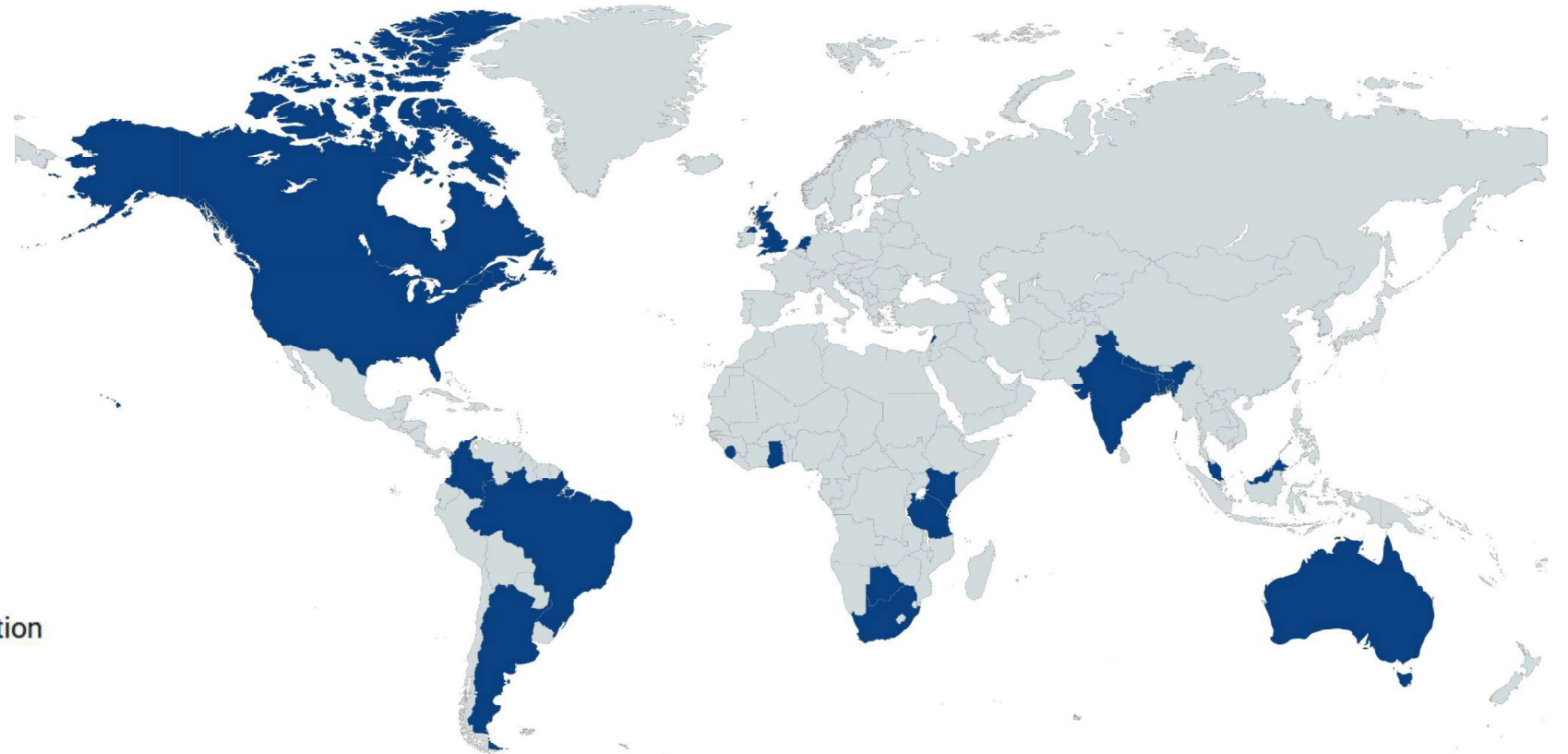
Tools

Peer Learning

Collective Action

The FEEN convenes **62 organizations and institutions** from **19 countries**.

- 26** Civil Society Organizations
- 19** Governments
- 6** Networks
- 7** Research and Higher Education Institution
- 4** Donors and Foundations



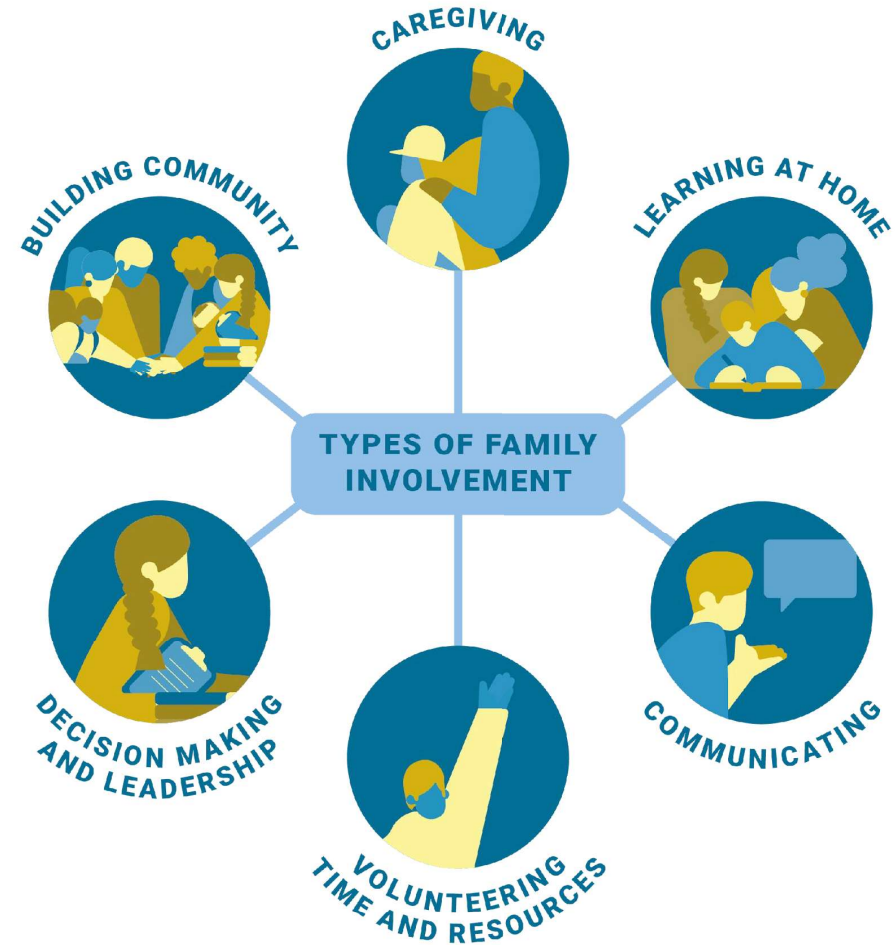
# Family, School, and Community Engagement

One word that best describes what family, school, and community engagement means to you.



# Family Engagement in Education Network (FEEN)

The **many ways** that families, educators, and community groups work together to **promote student learning and development** and to **support schools to thrive**. Family, school, and community engagement varies depending on the context, but the intention is to support greater collaborations and partnerships that ensure teaching and learning is **equitable, inclusive, high-quality, and relevant**.



Source: Center for Universal Education, 2024  
Based on Epstein et al., 2019

1

# Learn

the four essential elements of equitable and inclusive school culture and how the Rubrics were developed.

2

# Reflect

on the current FSCE practices in your context based on the four essential elements.

3

# Apply

strategies for using the Rubrics in your context.



# The Global Family, School, and Community Engagement Rubrics Tool



## The Process and Tools

# Global Rubrics

## Global Family Engagement in Education Network



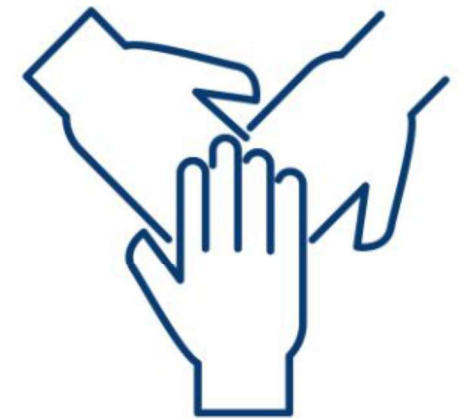
Reflect on and assess current FSCP practices and policies.



Map and envision where practices and policies can be more inclusive and equitable.



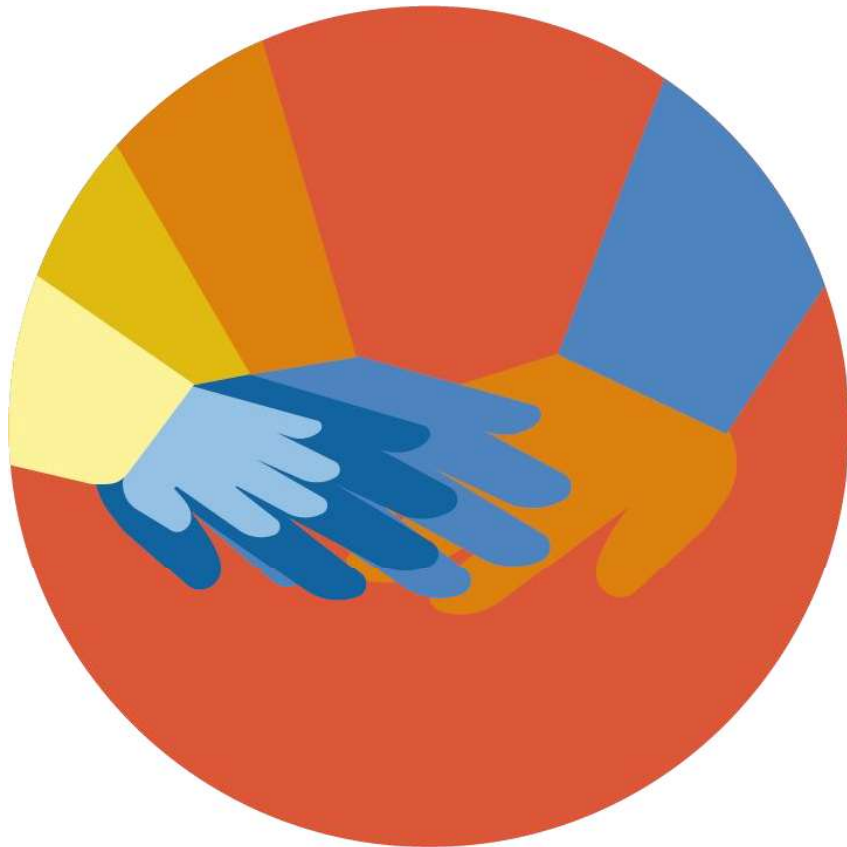
Identify existing and needed support mechanisms, practice, and policies for improving FSCP



Hold school and family leaders accountable in strengthening FSCP

# Global Rubrics

## Global Family Engagement in Education Network



**Audience: Schools Teams working on FSCP together**  
including:

- school leaders,
- teachers,
- staff,
- parent teacher association/organizations,
- community and family groups, etc

# Global Rubrics

## Global Family Engagement in Education Network

### Four Essential Elements



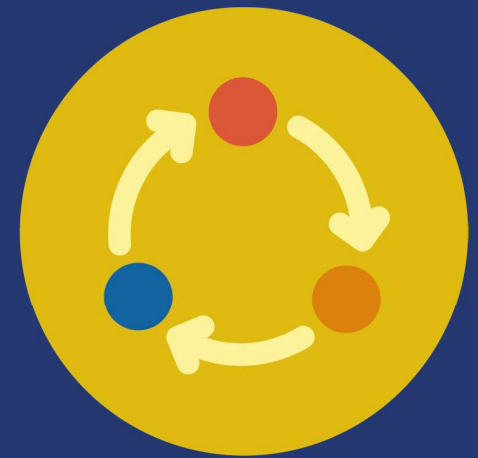
**EE1. CREATE AN INCLUSIVE CULTURE**



**EE2. BUILD TRUSTING RELATIONSHIPS**



**EE3. LEVERAGE FAMILIES AS ASSETS**



**EE4. SUSTAIN MEANINGFUL FSCE PRACTICES**

# Global Rubrics

## Global Family Engagement in Education Network

4 Essential Elements x 3 Rubrics Each  
12 Rubrics in Total

### Essential Element 1. CREATE AN INCLUSIVE CULTURE

The school has created an inclusive culture honoring the lived experiences of families.

1. How are the school's practices inclusive of all families?
2. How is the school learning about families' lived experiences?
3. Who is leading and supporting the creation of a welcoming culture?

### Essential Element 2. BUILD TRUSTING RELATIONSHIPS

The school invests in building trusting relationships so that families and educators are partners in supporting students and improving schools.

4. What do trusting relationships look like in the school community?
5. How is the school ensuring effective use of two-way communication with families to sustain positive relationships?
6. How does the school leverage relationships with families to achieve program/school/district goals?

### Essential Element 3. LEVERAGE FAMILIES AS ASSETS

The school uses families as assets for developing responsive curricula, programs, and/or professional development opportunities for the school community.

7. How does the school ensure that the teaching, curricula, and instruction are relevant and responsive to diverse family backgrounds and experiences?
8. How is the school involving families in planning and implementing school programs, practices, and policies?
9. How is the school using FSCE as an improvement strategy?

### Essential Element 4. SUSTAIN MEANINGFUL FSCE PRACTICES

The school has the necessary resources and commitment to integrate and elevate FSCE practices.

10. How does the school identify and designate human and financial resources to ensure that FSCE is central to the school community?
11. How does the school measure progress toward and set goals for FSCE practices?
12. How does the school ensure FSCE is a continual commitment and is responsive to a dynamic environment?

# Global Rubrics

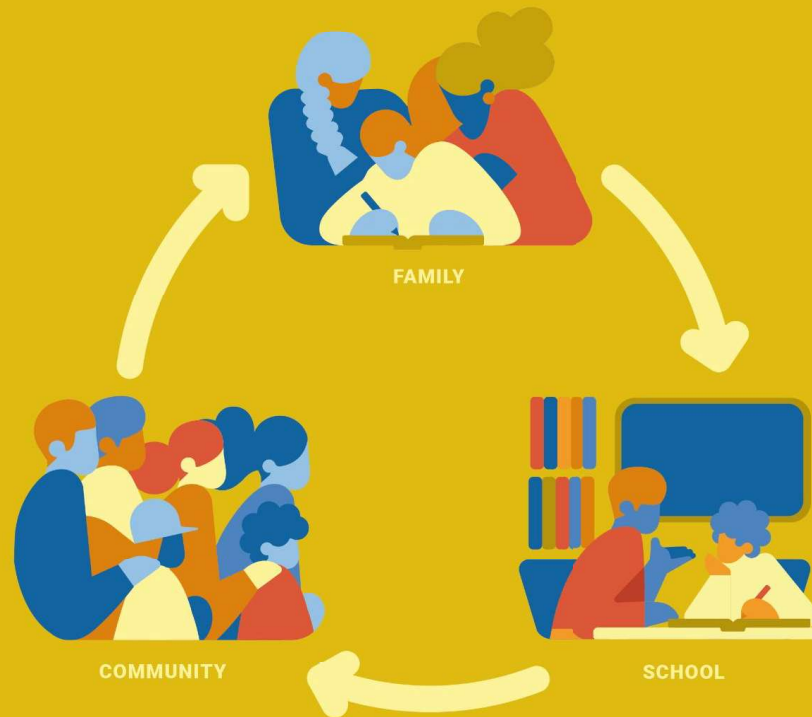
## Global Family Engagement in Education Network



Indicator of Practice	Illustrative Example	Rating
<b>Essential Element 2</b>		
<b>Question 5. How is the school ensuring effective use of two-way communication with families to sustain positive relationships?</b>		
Communication between educators and families, and educators and students, is <b>one-way, with one group telling the other what they think they need to hear</b> without listening to the other's perspectives.	The school leaders, educators, and staff tell families and students what they think they need to hear (via general announcements, progress reports, notifications, etc.) but do not have mechanisms for listening to families' and students' needs and perspectives. Educators do not openly communicate with families about their child's progress and needs outside of school-mandated events (e.g., parent-teacher conferences). There are no mechanisms for students to communicate their perspectives.	<b>Not Yet</b> ★
Communication between educators and families, and educators and students, is <b>largely one-way</b> , where one group is telling the other what they think they need to hear <b>with few opportunities to listen to each other's perspectives</b> .	The school leaders, educators, and staff tell families and students what they think they need to hear (via general announcements, progress reports, notifications, etc.) with occasional opportunities for feedback through highly structured formats (e.g., surveys). Educators communicate with families about their child's progress and needs at school-organized events (e.g., parent-teacher conferences), but rarely have time to listen to families' and students' needs and perspectives. Opportunities to listen to students' perspectives are limited (e.g., suggestion boxes without dialogue).	<b>Early/Developing</b> ★★
Communication between educators and families, and educators and students, is <b>largely two-way</b> , but the <b>feedback loops for voicing perspectives, needs, and ideas are limited</b> .	The school leaders, educators, and staff periodically gather families' and students' perspectives and feedback through highly structured formats (e.g., surveys), but there are few deep opportunities for listening and discussion. Educators occasionally communicate with families about their child's developmental and/or academic progress and ask for families' and students' perspectives. Students can provide input into the school and classroom through class representatives and other means.	<b>Proficient</b> ★★★
Communication between educators and families, and educators and students, is <b>two-way, with meaningful opportunities for voicing and listening to perspectives</b> .	The school leaders, educators, and staff regularly gather families' and students' perspectives, with deep opportunities for discussing and listening to each other's perspectives (e.g., regularly scheduled listening sessions with school leaders). Diverse families, including those representing marginalized groups, are empowered to participate in regular conversations with school leaders and educators and to share their ideas and perspectives. All events have meaningful feedback loops (in multiple languages as needed); family feedback and input are solicited from those who cannot attend school events. Feedback is used to improve school practice and plan for future actions. There are formal channels for listening to students' perspectives.	<b>Excelling</b> ★★★★

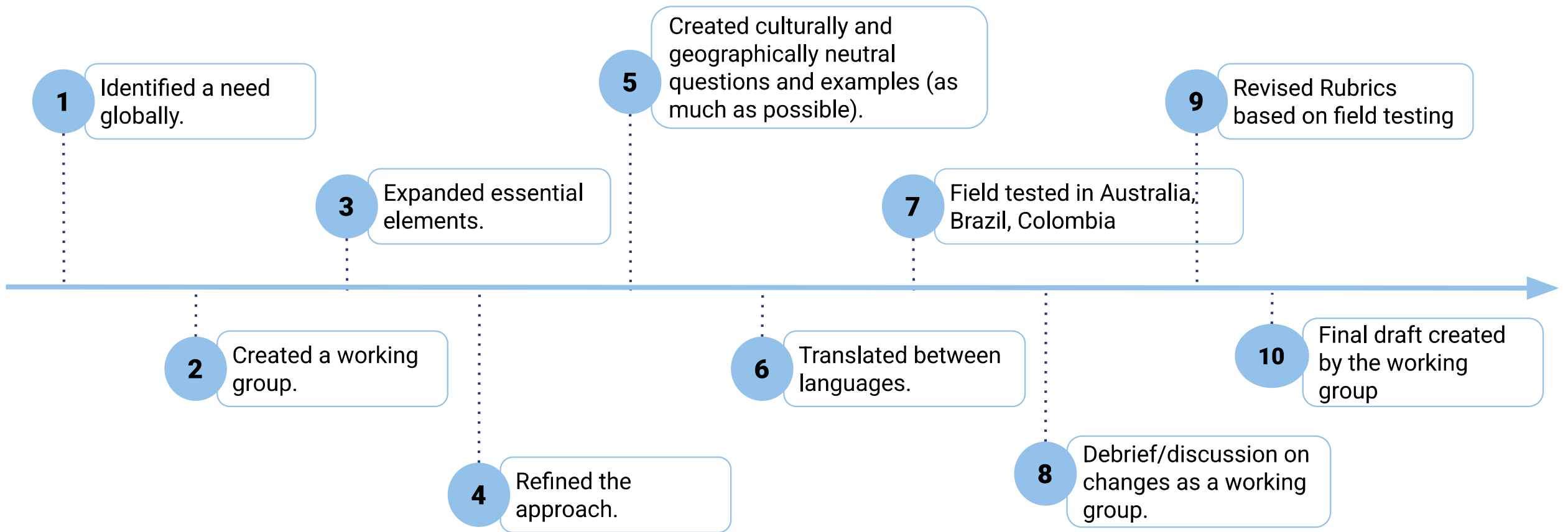
Essential Elements	Range (low to high)	Most frequent	Average	Collective rating
<b>EE1. Create an Inclusive Culture</b>				
1. How are the school's practices inclusive of all families?				
2. How is the school learning about families' lived experiences?				
3. Who is leading and supporting the creation of a welcoming culture?				
<b>EE2. Building Trusting Relationships</b>				
4. What do trusting relationships look like in the school community?				
5. How is the school ensuring effective use of two-way communication with families to sustain positive relationships?				
6. How does the school leverage relationships with families to achieve program/school/district goals?				
<b>EE3. Leverage Families as Assets</b>				
7. How does the school ensure that the teaching, curricula, and instruction are relevant and responsive to diverse family backgrounds and experiences?				
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<b>EE2. BUILDING TRUSTING RELATIONSHIPS</b>
The school invests in building trusting relationships so that families and teachers/staff/leaders are partners in supporting student and school improvement.
<b>Rubrics:</b>
<ol style="list-style-type: none"> <li>4. What do trusting relationships look like in the school community?</li> <li>5. How is the school ensuring effective use of two-way communication with families to sustain positive relationships?</li> <li>6. How does the school leverage relationships with families to achieve program/school/district goals?</li> </ol>
<b>Directions:</b> As a school team, discuss and take notes on the following points, ensuring all team members share their perspectives and differences are discussed. Confirm 2 to 3 final strategies.
<b>Describe two actions your school took in the past year to build trusting relationships between families and educators (and students if applicable).</b>
<b>Describe two ways in the past year that your school leaders or educators have communicated with families at your school (and describe if these are one-way or two-way communication approaches).</b>
<b>Describe two actions your school has taken to address barriers and opportunities towards building trusting relationships.</b>
<b>Give other examples or reasons to support your final collective rating.</b>
<b>Name 2-3 strategies (practices or policies) for building trusting relationships in your school.</b>
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>



# The Field Testing of the Global Family, School, and Community Engagement Rubrics Tools (Colombia)

# The Collaborative Development Process of Global Rubrics (Jun 2022 - Jan 2024)



# Field Testing in Colombia



**Meeting as a school team**  
(families and educators)  
to go through selected  
Essential Elements



**Rating the three**  
questions/rubrics for the  
element



**Consolidating ratings and**  
coming up with a  
**collective rating.**



**Discussing and identifying**  
**strategies** to strengthen  
practices

# What Schools have Found using the Rubrics

- Schools can do more to **welcome and include families of all cultures, and backgrounds** and build on funds of knowledge and identity. The Rubrics provide examples and reflection on how to build welcoming, belonging and inclusion.
- Schools often use one-way communication to tell families what educators want them to hear, verses **really listening to families needs, experiences, and ideas**. The Rubrics helps create a culture of reflecting and listening.
- Schools and districts **rarely have sufficient resources** (human, time, and financial) to realize and monitor FSCP goals and practices. The Rubrics helps school team **identify relevant and effective practices and policies**.



1

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the four essential elements of equitable and inclusive school culture and how the Rubrics were developed.

2

## Reflect

on the current FSCP practices in your context based on the four essential elements.

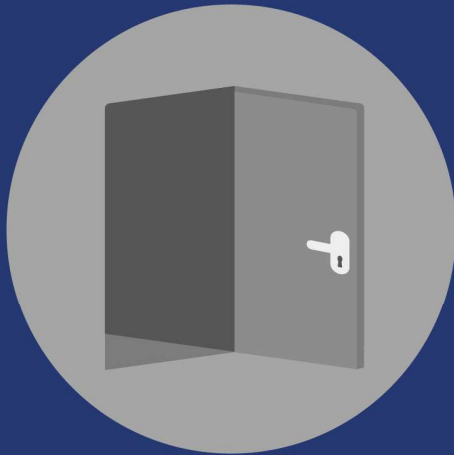
3

## Apply

strategies for using Rubrics in your context.

Look at Rubric 5:

# How is the school ensuring effective use of two-way communication with families to sustain positive relationships?



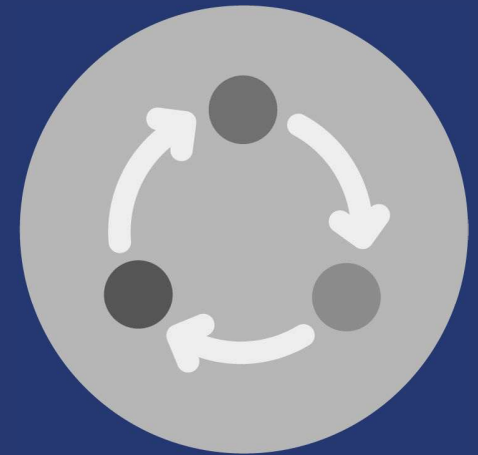
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# Using the Rubrics

## RATING (Individual)

After reading each of the Rubric's questions, indicators of practice, and examples, give people time to come up with a rating of their own.



## CONSOLIDATING (Group)

When the team leader finishes consolidating individual ratings, the school team will collaboratively develop a collective rating for each



## DISCUSSING (Group)

Together, the team will discuss the collective rating, and prioritize strategies to build greater FSCE practices.



# Global Rubrics

## Global Family Engagement in Education Network



Indicator of Practice	Illustrative Example	Rating
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Indicator of Practice	Illustrative Example	Ratings
<b>Essential Element 2. Building Trusting Relationships.</b> <b>Question 5. How is the school ensuring effective use of two-way communication with families to sustain positive relationships?</b>		
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Communication between educators and families, and educators and students, is <b>largely one-way</b> , where one group is telling the other what they think they need to hear with <b>few opportunities to listen to each other's perspectives</b> .	Schools communicate using general announcements, progress reports, etc., with <u>occasional opportunities for feedback from families</u> (e.g., surveys). Educators communicate academic progress at school-mandated events (e.g. parent-teacher meetings) but <u>rarely have time to listen to families' and students' perspectives</u> .	Early/ Developing ★★
Communication between educators and families, and educators and students, is <b>largely two-way</b> , but the <b>feedback loops for voicing perspectives, needs, and ideas are limited</b> .	Schools gather families' and students' <u>perspective and feedback through structured formats</u> (e.g., surveys) with few opportunities for discussion of feedback. Educators <u>occasionally ask for families' and students' perspectives on academic progress</u> .	Proficient ★★★
Communication between educators and families, and educators and students, is <b>two-way, with meaningful opportunities for voicing and listening to perspectives</b> .	Schools, diverse families, and students <u>listen to and discuss each others' perspectives</u> (e.g., regularly scheduled listening sessions with school leaders). All events have <u>meaningful feedback loops</u> . Feedback is used to <u>improve school practice and plan for future actions</u> .	Excelling ★★★★



# Reflections: Group Debrief

5 min: Individual Rating

## **In Breakout Rooms:**

10 min: Group Discussion

1. What were your ratings and reflections?
2. What is similar or different across your group?
3. What are some emerging ways to improve two-way communication?

## **In Plenary:** [10 min]

1. What were some key takeaways from your discussion?

## FAMILY INVOLVEMENT



A school striving for family involvement leads with its mouth



One-way communication telling families how they can contribute



Goal is to provide services

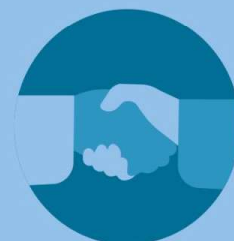
## FAMILY ENGAGEMENT



A school striving for family engagement guides with its ears



Two-way communication listening to families and what they think, dream and worry about



Goal is to gain partners

1

## Learn

the four essential elements of equitable and inclusive school culture and how the Rubrics were developed.

2

## Reflect

on the current FSCE practices in your context based on the four essential elements.

3

## Apply

strategies for using Rubrics in your context.

# Integrating Rubrics into your Work

How would you integrate this into your current practice (e.g. staff meetings, professional development dates, school improvement teams, accountability committees)?



# Q&A

**Thank you!**



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Herramienta sobre las Rúbricas  
Globales para el Compromiso  
entre Familia, Escuela y  
Comunidad



**El proceso y las herramientas**

# El Propósito de las Rúbricas Globales

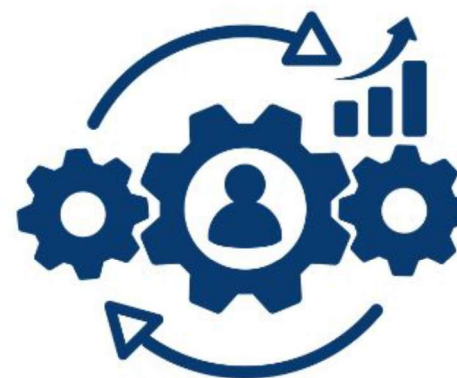
Red Global de Participación de las familias en educación



**Analizar y evaluar** las prácticas y políticas actuales de compromiso familia, escuela y comunidad



**Identificar y proyectar** dónde las prácticas y políticas pueden ser más **inclusivas** y **equitativas**.



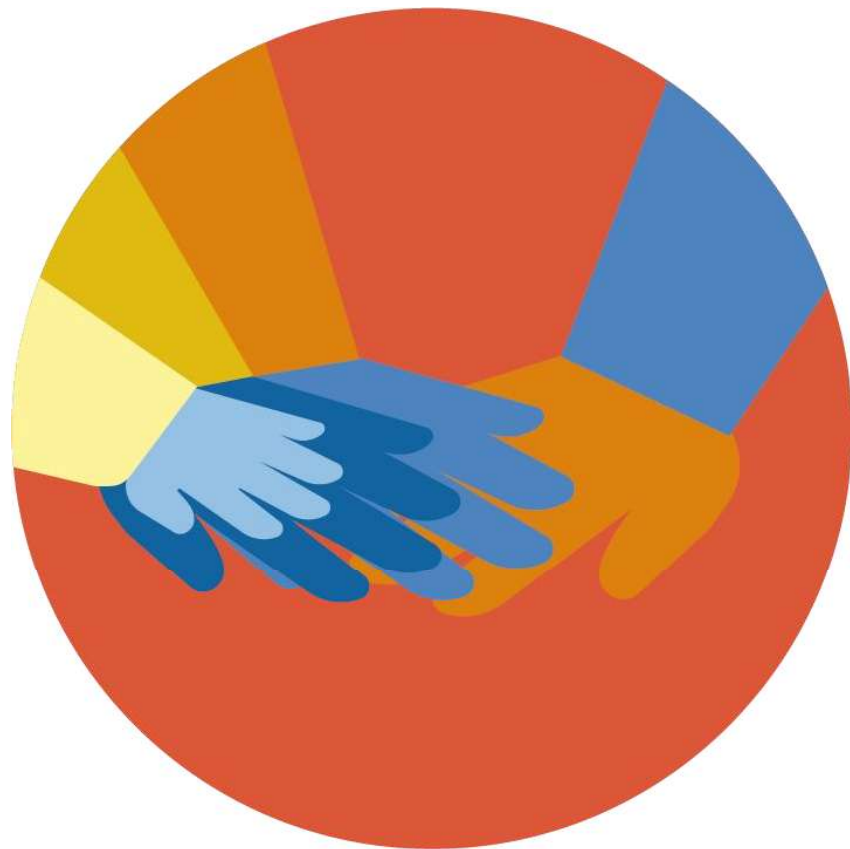
Identificar los **mecanismos de apoyo, prácticas y políticas** existentes y necesarios para mejorar el compromiso entre familia, escuela y comunidad



Exigir que los líderes escolares y familias **asuman su rol** en fortalecer el compromiso familia, escuela y comunidad

# Cómo Usar las Rúbricas Globales

Red Global de Participación de las familias en educación



**Quiénes participan:** **equipos escolares (~8-10 personas) que trabajan conjuntamente en el compromiso familia escuela** incluyendo:

- Representantes de padres, madres y cuidadores
- Docentes
- Líderes escolares
- Personal escolar
- (Opcional) representantes estudiantiles
- (Opcional) representantes de la comunidad
- **Coordinador por:** 2 personas neutrales y de confianza

**Cuándo:** Estructurar este trabajo en reuniones ya existentes

**Duración:** 60-90 minutos por cada elemento

# Rúbricas Globales

Red Global de Participación de las familias en educación

Cuatro elementos esenciales



**Crear un ambiente  
inclusivo**



**Construir  
relaciones de  
confianza**



**Reconocer y  
aprovechar el valor  
de las familias**



**Sostener prácticas  
de compromiso  
familia, escuela y  
comunidad**

# Rúbricas Globales

## Red Global de Participación de las familias en educación

4 elementos esenciales x 3 rúbricas cada uno

12 rúbricas en total

Tabla 1: Resumen de los cuatro elementos esenciales y las 12 rúbricas

### Elemento esencial 1. CREAR UNA CULTURA INCLUSIVA

La escuela ha creado una cultura inclusiva que respeta las experiencias vividas de las familias.

1. ¿De qué manera las prácticas escolares incluyen a todas las familias?
2. ¿Cómo aprende la escuela sobre las experiencias vividas de las familias?
3. ¿Quién lidera y apoya la creación de una cultura acogedora?

### Elemento esencial 2. CONSTRUIR RELACIONES DE CONFIANZA

La escuela invierte en construir relaciones de confianza para que las familias y los educadores formen alianzas con el objetivo de apoyar la mejora de los estudiantes y la escuela.

4. ¿Cómo son las relaciones de confianza en la comunidad educativa (programa, escuela, distrito, etc.)?
5. ¿Cómo garantiza la escuela el uso eficaz de la comunicación bidireccional con las familias para mantener relaciones positivas?
6. ¿Cómo se aprovechan las relaciones con las familias para lograr los objetivos del programa/el distrito/la escuela?

### Elemento esencial 3. APROVECHAR A LAS FAMILIAS COMO ACTIVOS

La escuela utiliza a las familias como activos para desarrollar planes de estudio, programas u oportunidades de desarrollo profesional que se adecuen a la comunidad escolar.

7. ¿Cómo garantiza la escuela que la enseñanza, el plan de estudios y la instrucción sean relevantes y adecuados a las experiencias y los antecedentes familiares diversos?
8. ¿Cómo involucra la escuela a las familias en la planificación e implementación de programas y prácticas escolares?
9. ¿Cómo está utilizando la escuela el compromiso familia, escuela y comunidad como una estrategia de mejora?

### Elemento esencial 4. MANTENER PRÁCTICAS SIGNIFICATIVAS DE COMPROMISO FAMILIA, ESCUELA Y COMUNIDAD

La escuela tiene el compromiso y utiliza los recursos necesarios para integrar y elevar las prácticas de compromiso familia, escuela y comunidad.

10. ¿Cómo se identifican y asignan recursos humanos y financieros para garantizar que el compromiso familia, escuela y comunidad sea fundamental para la comunidad educativa?
11. ¿Cómo mide la escuela el progreso y establece objetivos de compromiso familia, escuela y comunidad?
12. ¿Cómo garantizará la escuela que el compromiso familia, escuela y comunidad sea un compromiso continuo y se adapte a un entorno dinámico?

# Usar las rúbricas

## CALIFICACIÓN (Individual)

Después de leer cada una de las preguntas de la rúbrica, los indicadores de práctica y los ejemplos, da tiempo a las personas para que asignen una calificación (del 1 al 4) por su cuenta.



## CONSOLIDACIÓN DE CALIFICACIONES (Grupo)

Cuando la persona líder del equipo haya terminado de consolidar las calificaciones individuales, el equipo escolar desarrollará de forma colaborativa una calificación colectiva para cada rúbrica.



## DISCUSIÓN DE CALIFICACIONES (Grupo)

El equipo discutirá en conjunto la calificación colectiva y priorizará estrategias para fortalecer las prácticas de compromiso entre familia, escuela y comunidad (FSCE).

