



Parents' Heart and Head Report Card

For use when going on a school visit or observing at your child's current school. Please use as a supplemental tool. Also, check out the resources in *Is This School About Heart and Head?* for assessments of academic rigor.

<p><u>Areas to Evaluate</u> For some statements you will be able to evaluate by observing. For others you will need to ask a teacher.</p>	<p>Excellent Strong evidence</p>	<p>Average It's there but not strong</p>	<p>Needs Improvement No evidence</p>
<p><u>District and School Mission/Vision</u> The mission statement is posted in the school or in the school brochure.</p> <p>It clearly states that the school plans to address the social and emotional as well as the academic development of a child.</p> <p>Here's an excellent example: "Our mission at Bluffsview School is to provide a purposeful and supportive environment which promotes collaboration, creativity, intellectual and interpersonal behaviors, and academic growth for our next generation learners." – Bluffsview Elementary School, Worthington Public Schools, Worthington, Ohio</p>			
<p><u>School Climate</u> There is a sense of warmth, community and connectedness when I am walking around the building and witnessing interactions between students, teachers, and administrators.</p> <p>There is a sense of warmth, community and connectedness when I am sitting in a classroom observing.</p>			
<p><u>Student Ownership</u> There is evidence of many and varied kinds of student work exhibited throughout the building and in the classroom.</p> <p>Students are offered choices in their academic learning.</p>			

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<p><u>Cooperative Learning</u> The students have the opportunity to work together in cooperative groups in the classroom (If the desks are positioned in traditional rows facing front, ask a teacher about whether these opportunities exist and how often. Best responses will be daily and ideally, multiple times per day.)</p> <p>Teaching staff have a weekly (excellent) –monthly (average) time allotted for collaboration.</p> <p>High quality professional development is a regular (monthly or quarterly) offering for staff.</p>			
<p><u>Sense of Belonging</u> There are daily opportunities for students to connect with one another and for the teacher to directly connect with students for the purpose of relationship building.</p> <p>There are opportunities for the whole student body to connect to the principal and to each other in student assemblies, field days, or other whole school events.</p>			
<p><u>Discipline</u> Students are involved in setting the classroom rules. Rules are posted on the walls in each classroom and framed positively (listed are behaviors expected, not what behaviors should not occur. For example, “Respect other student’s property.” is a good rule. “No stealing.” is not as strong.)</p> <p>Teachers spend some time teaching students about what positive, expected behaviors look like in practice. The school has very few discipline referrals to the office. Several per quarter or even per year are excellent. Daily referrals are evidence that teachers are not handling disciplinary issues in the classroom well.</p> <p>Consequences for risky or poor behavior choices are logical and related to the choice. “You break it. You fix it.” philosophy. Yelling and punitive consequences like “Face the corner.” or “Go to the office.” show a lack of strong discipline strategies. Also, a hands-off approach (“Let them work it out on their own.”) shows a lack of discipline strategies.</p>			

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<p><u>Clear, High Expectations</u> My child understands his/her teacher's expectations for academic and behavioral performance.</p> <p>The teacher's expectations positively challenge my child and there are supports if it becomes too challenging.</p> <p>The school articulates in literature or through its teaching philosophy that social and emotional skills such as problem solving, critical and creative thinking skills, and communication are a part of their core curriculum.</p>			
<p><u>Parent Partnerships</u> Parents are invited to school events and have been encouraged on multiple occasions to get involved.</p> <p>Communications about meetings involving parents including parent-teacher conferences are well communicated and come to me regularly.</p>			
<p><u>Intervention Supports</u> Parents know where to go, whom to ask, and what to do at school if my child is struggling with an academic subject and needs additional support.</p> <p>Parents know where to go, whom to ask, and what to do if my child is being bullied at school.</p> <p>Parents know with whom to communicate and how to seek support at school if my child is experiencing significant emotional stress home or in the community (i.e. death, divorce).</p>			