



MiFamily Partnership Assessment

School Staff Version

Version 1.0
March 2025



Table of Contents

Contributions.....	3
Suggested Citation.....	3
Contributors	3
Directions.....	3
Introductory Items	4
MiFamily Principle 1: Relationships Are the Cornerstone of Family Engagement.....	4
MiFamily Principle 2: Families are Engaged and Supported Partners in their Child's Education	7
MiFamily Principle 3: Family Engagement Efforts are Purposeful, Intentional, and Clearly Identify Learner Outcomes	10
MiFamily Principle 4: Family Engagement Efforts are Tailored to Address all Families so all Learners are Successful	12
MiFamily Principle 5: Positive Learning Environments Contribute to Family Engagement and Learning.....	14
Concluding Items	15
Analysis	16
Resources.....	16

MiFamily Partnership Assessment: School Staff Version

The MiFamily Partnership Assessment is a pair of practical tools for schools that want to build and maintain partnerships with families. The primary purpose of the assessment is to help school staff and families understand their strengths together and find ways to improve their partnership practices. **This document includes the assessment items for School Staff.** The assessment items for Families and the Administration Guide are both available on the [MiFamily Partnership Assessment](#) webpage.

Contributions

Suggested Citation

Kelty, N., Patton, S., Harms, A., & LeVesseur, C. (2025). MiFamily Partnership Assessment: School Staff Version 1.0. Michigan Department of Education, Michigan's Multi-Tiered System of Supports Technical Assistance Center.

Contributors

These individuals contributed to item development or feedback during the content validation:

- Amy Basket, MiMTSS Technical Assistance Center
- Amy Colton, RMC Research, INC
- Barbara Boone, The Ohio State University, Center on Education and Training for Employment
- Michelle McQueen, MiMTSS Technical Assistance Center
- Sarah Sayko, The National Center on Improving Literacy
- Stephanie Nicholls, Michigan Alliance for Families

Directions

Families and school staff can collaboratively promote strong school-family partnerships. Your feedback is important as our school works to partner with families in the best ways possible.

Rate each item in the assessment using the following scale:

- **Yes** (2): I know the behavior occurred frequently and consistently over the past 12 months
- **Sometimes** (1): I know the behavior occurred over the past 12 months, but not frequently or consistently
- **No** (0): I did not observe the behavior this year
- **Unsure** (0): I am not sure that the behavior occurred this year

Introductory Items

Date:

School/Program Name:

Your Role (select one):

__Teacher __Administrator __Other (provide: ____) __Prefer Not to Answer

How satisfied are you overall with your school's partnership with families to support student learning?

☐ Very Satisfied

☐ Unsatisfied

☐ Unsure

☐ Satisfied

☐ Very Unsatisfied

☐ Prefer not to say

MiFamily Principle 1: Relationships Are the Cornerstone of Family Engagement

Building and nurturing strong, positive relationships between all stakeholders, particularly between educators and families, is essential for successful partnerships. These relationships serve as the cornerstone upon which effective collaboration, communication, and support systems are built, ultimately benefiting the development and success of children and strengthening the overall community fabric.

Table 1. Principle 1 Items

Item	Examples: What this can look like	Always	Sometimes	No	Unsure
1.1 Our school sends regular communication to families.	Communications are sent to families at least once per week.	2	1	0	0
1.2 Our school sends information to families in a variety of formats.	Examples include social media posts, newsletters, phone calls, and text messages	2	1	0	0

Item	Examples: What this can look like	Always	Sometimes	No	Unsure
1.3 My communication with families is respectful.	Communication efforts are positive and acknowledge families' strengths; I show interest in getting to know families; the school assumes families have positive intentions.	2	1	0	0
1.4 When I reach out to families, it is sometimes to share positive information about their child (not always concerns).	Communication with families is a balance of positive, strength-based information and open communication about areas for growth.	2	1	0	0
1.5 I know how to connect with individual families using their preferred way of communicating.	I know families' preferences for phone, email, text, or printed communication, and I am able to use their preferred methods.	2	1	0	0
1.6 Families have the option to communicate with the school using their home language.	I know what each family's home language is; I provide written communication in each family's home language; I speak with families in their home language (directly or with an interpreter).	2	1	0	0
1.7 I respond to communications from families in a timely manner.	I respond to families within 48 hours.	2	1	0	0

Item	Examples: What this can look like	Always	Sometimes	No	Unsure
1.8 Families respond to my requests in a timely manner.	Clear expectations are communicated for the return of forms, surveys, and signing up for events. Families demonstrate understanding of expectations by adhering to requested timelines. Families complete forms and surveys, return messages from school, and sign up for conferences.	2	1	0	0
1.9 I believe families feel comfortable sharing thoughts and opinions with at least one school staff member.	Several family members or caregivers have approached me (or I know they have approached another staff) to share ideas and opinions in the past 12 months.	2	1	0	0
1.10 Our school provides opportunities for families to get to know other families.	The school plans meetings and activities for families to get to know each other; families can sign up to be included in a school directory; the school organizes events for family connections.	2	1	0	0

Of the ten items in the Principle 1 section, which item do you think should be a top priority for improvement?

1 2 3 4 5 6 7 8 9 10

What else would you like to share about school-family relationships?

MiFamily Principle 2: Families are Engaged and Supported Partners in their Child's Education

Families play an active and essential role in their child's educational journey. Programs and schools provide the necessary support to fulfill this role through activities such as individualizing efforts, planning effectively with families, and proactively communicating.

Table 2. Principle 2 Items

Items	Examples: What this can look like	Yes	Sometimes	No	Unsure
2.1 I work with students and their families to set high expectations for each student.	I help families understand what their child is learning and what skills they should develop each school year. I ask families about their children's strengths and areas for growth. I set goals with each child and their family together.	2	1	0	0
2.2 I help families learn how to support their child's learning at home.	Home learning opportunities are provided to families; Home learning opportunities include interactive activities that demonstrate how to support learning through everyday activities.	2	1	0	0
2.3 I plan conferences and meetings collaboratively with families.	I provide opportunities for families to submit questions or recommendations prior to conferences and meetings; I provide a guide to upcoming interactions, such as what to expect at conferences or individualized education program meetings.	2	1	0	0

Items	Examples: What this can look like	Yes	Sometimes	No	Unsure
2.4 I share data with families about their child's progress and help families understand what the data mean.	There are regular opportunities for data-sharing meetings between students, families, and the school; there are workshops for families to help them understand educational assessments.	2	1	0	0
2.5 When I am concerned about a student's progress, I invite families to learn more and be part of planning the next steps.	I contact families as soon as I am concerned about a student's progress. I invite them to be part of planning the next steps while there is time and opportunity for to make improvements. I do not wait to tell families later about a major change that has already been made for their child.	2	1	0	0
2.6 I schedule meetings at times that are convenient for families.	Meetings are offered at a variety of locations in a variety of formats; flexible meeting times are offered; I initiate follow-up communications with families.	2	1	0	0
2.7 I strive to respect and support the decisions that families make about their children.	I talk positively about each child and family; I make an effort to learn about each family's wants, goals, and needs; plans are created collaboratively.	2	1	0	0

Items	Examples: What this can look like	Yes	Sometimes	No	Unsure
2.8 Our school prepares families for transitions at key points for children (e.g., preschool to kindergarten, between schools, or programming).	Our school connects families with other family mentors; there are information sessions for families explaining expectations, teaching approaches, and how learning skills change as children transition to a new grade, a new program, or the next school.	2	1	0	0
2.9 I invite families to volunteer in ways that support learning.	There are multiple chances for families to be connected to their child's learning, see instruction, and contribute to learning activities (activities beyond chaperoning, fun school events, making copies, etc.).	2	1	0	0
2.10 When families have requested support from me, I have connected families to resources in the community.	I know how to provide advice for where families can access services in the community (e.g., food, housing, employment, mental health care, medical care), or I can connect families with another person who can provide this information.	2	1	0	0

Of the ten items in the Principle 2 section, which item do you think should be a top priority for improvement?

1 2 3 4 5 6 7 8 9 10

What else would you like to share about families as partners?

MiFamily Principle 3: Family Engagement Efforts are Purposeful, Intentional, and Clearly Identify Learner Outcomes

Effective family partnership initiatives are characterized by thoughtful planning, purpose-driven actions, and a focus on tangible learner outcomes, all of which are essential for fostering collaborative partnerships between families and educational institutions to support student learning and development.

Table 3. Principle 3 Items

Item	Examples: What this can look like	Always	Sometimes	No	Unsure
3.1 I agree with the school's vision/mission statement.	The school's vision/mission statement reflects the priorities of our school.	2	1	0	0
3.2 Our school asks families to complete a school improvement survey in the last 12 months.	Families were asked about school goals, priorities, schedules, and activities in the last 12 months.	2	1	0	0
3.3 Our school shares the results from the school improvement survey with families.	The school organizes activities to discuss survey results with families, seek additional feedback, and plan improvement activities together.	2	1	0	0
3.4 Our school considers family feedback to make decisions that support all children.	Our school makes changes based on feedback from families and provides an explanation of why certain ideas were prioritized.	2	1	0	0

Item	Examples: What this can look like	Always	Sometimes	No	Unsure
3.5 I know multiple families who are aware of the school's priorities and are aware of how those priorities were identified.	Families have access to school goals or a strategic plan, including data about why the goal/priority was selected, and what progress is being made. Our school has presented this information to families and responded to comments or questions from families about the information.	2	1	0	0

Of the five items in the Principle 3 section, which item do you think should be a top priority for improvement?

1 2 3 4 5

What else would you like to share about family involvement in intentional planning?

MiFamily Principle 4: Family Engagement Efforts are Tailored to Address all Families so all Learners are Successful

Inclusivity and customization are emphasized in the approach to designing and implementing family partnership efforts within educational contexts.

Table 4. Principle 4 Items

Item	Examples: What this can look like	Always	Sometimes	No	Unsure
4.1 I ask families to share information about their child, family, and culture.	I offer many ways for families to share information about their child and family throughout the school year (e.g., questionnaires, conferences/meetings, informal, home visits).	2	1	0	0
4.2 I use the information families share about their children, family, and culture to make connections.	I ask follow-up questions; our school plans events with families to honor multiple cultures; the school positively incorporates family voice and culture.	2	1	0	0
4.3 I have the necessary resources to provide flyers, emails, curriculum, and assessment information in each family's home language.	All communications intended for families are translated and available in each family's home language.	2	1	0	0
4.4 The families I see attending school activities represent the diversity of all families enrolled in the school.	Activity attendance represents the school community across grade levels, socio-economic status, race/ethnicity, family/caregiver gender, etc.	2	1	0	0

Item	Examples: What this can look like	Always	Sometimes	No	Unsure
4.5 School staff and families use a whole-school approach to celebrate the school's diversity.	Regular events and learning opportunities reflect the school's diversity; Events and learning activities for families are co-planned between school staff and families	2	1	0	0
4.6 Our school works to remove barriers so that all staff are able to partner with families.	The school makes available interpreter services, transportation, childcare during parent events, home visits, and other supports.	2	1	0	0

Of the six items in the Principle 4 section, which item do you think should be a top priority for improvement?

1 2 3 4 5 6

What else would you like to share about tailored efforts to partner with families?

MiFamily Principle 5: Positive Learning Environments Contribute to Family Engagement and Learning

Creating supportive, nurturing, and encouraging settings for learning plays a crucial role in fostering strong partnerships with families. By prioritizing the creation of positive learning environments, educational institutions can foster stronger partnerships with families and promote the overall success and well-being of students.

Table 5. Principle 5 Items

Item	Examples: What this can look like	Always	Sometimes	No	Unsure
5.1 Our school provides a welcoming environment for all families.	Grounds and school interior are clean and well-kept; school personnel are visible at drop-off and pickup and interact with families; Security and visiting policies prioritize safety while still making families feel welcome in the building.	2	1	0	0
5.2 The school building and school communications positively include children's work and family involvement.	Student work is on display throughout the school; Printed and electronic communications portray diverse children and families in positive ways.	2	1	0	0
5.3 I treat each child with kindness and respect.	I talk positively about each child with their family. I believe that when children talk about school, they would be able to mention many examples of staff kindness and respect.	2	1	0	0
5.4 I believe several children would name me as an adult at school who makes them feel welcome and important.	Most of the children I work with directly would name me as someone who makes them feel welcome and important.	2	1	0	0

Item	Examples: What this can look like	Always	Sometimes	No	Unsure
5.5 I have high expectations for all children.	I believe all students can be successful at our school.	2	1	0	0

Of the five items in the Principle 5 section, which item do you think should be a top priority for improvement?

1 2 3 4 5

What else would you like to share about positive learning environments?

Concluding Items

How satisfied are you overall with your school's partnership with families to support student learning?

☐ Very Satisfied

☐ Unsatisfied

☐ Unsure

☐ Satisfied

☐ Very Unsatisfied

☐ Prefer not to say

Use this space to share any additional questions, experiences, or comments:

Analysis

Families and school staff review the results together to identify commonly identified areas of strength and commonly identified areas for improvement. They create an action plan together to sustain strengths and make improvements. The plan includes responsibilities for school staff and identified families. See the MiFamily Partnership Administration Guide for additional details on steps to take after collecting data and how to use the results in partnership with families.

Table 6. Data Summary Template

Principle	What is currently happening?	What is working well?	What needs more work and should be prioritized? (See prioritized items.)
Relationships			
Engaged and supported partners			
Purposeful, Intentional, and Clearly Identify Learner Outcomes			
Family engagement efforts are tailored			
Positive learning environments			

Resources

Tools to Support Family Partnerships:

[Michigan's Family \(MiFamily\) Engagement Framework](https://www.michigan.gov/mileap/education-partnerships/family-partnerships)

(<https://www.michigan.gov/mileap/education-partnerships/family-partnerships>)

[Parental Involvement in Your Child's Education](https://www.aecf.org/blog/parental-involvement-is-key-to-student-success-research-shows)

(<https://www.aecf.org/blog/parental-involvement-is-key-to-student-success-research-shows>)

[National Parent Teacher Association](https://www.pta.org/)

(<https://www.pta.org/>)

[Partnering with Your Child's School \(PACER Center\)](#)

[Partnering with your Child's Teacher](#)

(<https://www.pacer.org/learning-center/family-engagement/partnering-with-school.asp>)

[11 Ways Parents Can Get Involved in Schools](#)

(<https://parentandteen.com/school-involvement/>)

[20 Ways You Can Help Your Child Succeed in School](#)

(<https://www.colorincolorado.org/article/twenty-ways-you-can-help-your-children-succeed-school>)

[MiFamily Partnership Assessment](#)

(<https://mimtsstac.org/mifamily-partnership-assessment>)

Michigan's MTSS Technical Assistance Center is funded by the
Michigan Department of Education and the U.S. Department of Education,
Office of Special Education Programs.