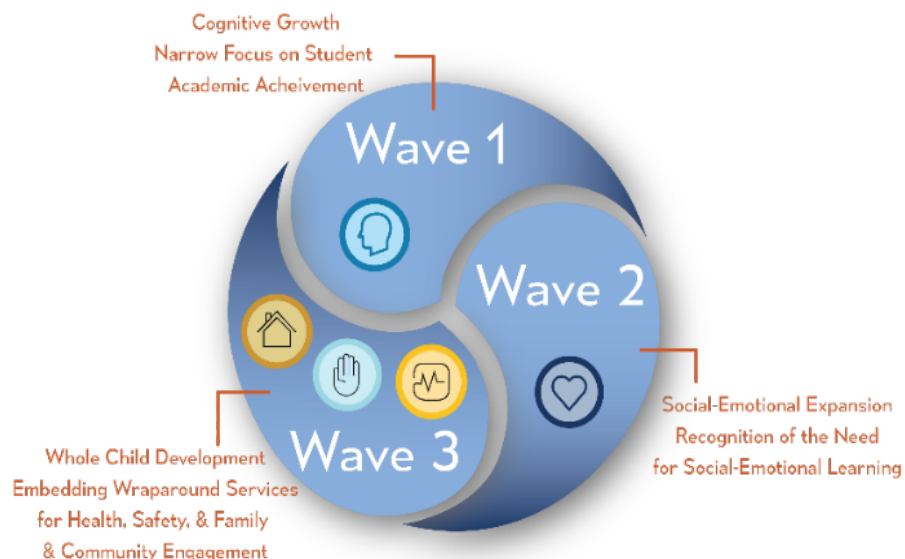


Readiness Inventory for Educating the Whole Child within the 5H Holistic Framework¹

Dan Rea, Ed.D, and Cordelia Zinskie, Ed.D., College of Education, Georgia Southern University

A Holistic Framework for school improvement recognizes the academic and social/emotional needs of students along with the need of community support beyond the boundaries of the schoolhouse—an outgrowth of the recent history of school reform.

The Three Waves of Educational School Reform



Wave 1 of the school reform movement started with the recognition of the need for schools to address the academic achievement of individual and disaggregated groups of students, resulting in reforms such as No Child Left Behind (NCLB).

Wave 2 followed on the heels of NCLB, when schools began to recognize the necessity to address the social/emotional needs of students (i.e., SEL reform) to promote sustained student engagement and improved behavior.

Wave 3, Whole Child Reform, sees school leaders understanding the kaleidoscope of factors impacting student achievement—much lying outside the classroom—and begins looking for opportunities to partner with parents and communities to mitigate out-of-school barriers to in-school learning.

Are you ready for Whole Child Reform? The readiness inventory will assess your readiness in three areas required for implementing a Holistic Framework:

- **Beliefs and Mindset:** “I believe...”
- **Knowledge and Content:** “I can name...”
- **Skills and Strategies:** “I know how to...”

As you complete the inventory, keep in mind the following three definitions:

- **Whole child** refers to the physical, emotional, social, and mental developmental needs/capacities of each child.
- **Whole school** refers to a school that collaborates with families and community agencies/services to help meet the developmental needs of the whole child.
- **Non-cognitive influences** refer to environmental influences, outside of the formal cognitive school curriculum (e.g., reading, writing, math, science, etc.), on the development of each child such as personal health conditions, safety conditions, family support, peer pressure, social media exposure, etc.

1. Rea, D. W., & Zinskie, C. D. (2017). Educating students in poverty: Building equity and capacity with a holistic framework and community school model. *National Youth-At-Risk Journal*, 2(2). 1–25. <https://doi.org/10.20429/nyarj.2017.020201>

Directions: Based on your personal perspective and/or knowledge, mark in the blank space preceding each statement one of the following:

“4” for “Strongly Agree,” “3” for “Agree,” “2” for “Neutral,” “1” for “Disagree,” or “0” for “Strongly Disagree.”

Score	Beliefs/Mindset Readiness Indicators: “I believe...”			
4 - Strongly Agree	3 - Agree	2 - Neutral	1 - Disagree	0 - Strongly Disagree
	teachers should concentrate on teaching academic skills and not attempt to meet the developmental needs of the whole child.			
	public schools can achieve their goal of “all students at or exceeding proficiency” without attending to “non-cognitive influences.”			
	attention to “non-cognitive influences” is merely an excuse to let bad schools and teachers off the hook for improving student achievement.			
	the best way for educators to close achievement gaps is to focus all their efforts on academic standards, testing achievement, and applying no-excuse accountability.			
	teaching social and emotional skills are time consuming and distract teachers from focusing on academic achievement.			
	addressing the personal needs and problems of students is not the responsibility of schools.			
	the reasons that students give for not learning are just excuses to get out of schoolwork.			
	collaborative partnerships with community agencies/services concerned about children and their families are nice but not necessary for school success.			
	schools helping students to meet basic needs such as food, clothing, or housing divert from their primary mission of improving academic learning.			
	if students are not ready to learn in school, it is the fault of their parents.			
	Subtotal Score (add all responses) for Beliefs/Mindset Readiness			
	Average Score (divide subtotal by 10) for Beliefs/Mindset Readiness			

Directions: Based on your personal perspective and/or knowledge, mark in the blank space preceding each statement one of the following:

“4” for “Strongly Agree,” “3” for “Agree,” “2” for “Neutral,” “1” for “Disagree,” or “0” for “Strongly Disagree.”

Score	Knowledge/Content Readiness Indicators: “I can name...”			
4 - Strongly Agree	3 - Agree	2 - Neutral	1 - Disagree	0 - Strongly Disagree
	four developmental needs/capacities of the whole child.			
	five holistic factors that protect and promote the development of the whole child.			
	three to five ways that ESSA supports a whole child approach.			
	three to five best school practices that promote student cognitive development.			
	three to five best school practices that promote student physical health.			
	three to five best school practices that promote student mental health.			
	three to five best school practices that promote student safety/security.			
	three to five best school practices that promote student social-emotional learning.			
	three to five best school practices that promote parent engagement in student education.			
	three to five best school practices that promote community engagement in student education.			
	Subtotal Score (add all responses) for Knowledge/Content Readiness			
	Average Score (divide subtotal by 10) for Knowledge/Content Readiness			

Directions: Based on your personal perspective and/or knowledge, mark in the blank space preceding each statement one of the following:

“4” for “Strongly Agree,” “3” for “Agree,” “2” for “Neutral,” “1” for “Disagree,” or “0” for “Strongly Disagree.”

Score	Skills/Strategies Readiness Indicators: “I know how to...”			
4 - Strongly Agree	3 - Agree	2 - Neutral	1 - Disagree	0 - Strongly Disagree
	assess and plan best practices for whole child reform in schools.			
	facilitate the gathering of student voice for the purpose of whole child/school improvement.			
	implement three to five best practices for student academic achievement.			
	implement three to five best practices of student social-emotional learning.			
	implement three to five best practices for student safety and security.			
	implement three to five best practices for student physical and/or mental health.			
	assess the needs and assets of families to support the learning and achievement of their children.			
	assess the needs and assets of the community to support school improvement.			
	engage community agencies/services as partners in school improvement.			
	locate funding sources to support whole child reform in schools.			
	Subtotal Score (add all responses) for Skills/Strategies Readiness			
	Average Score (divide subtotal by 10) for Skills/Strategies Readiness			

Interpretations of the Readiness Inventory Scores

Beliefs/Mindset Indicators: In the inventory, beliefs about Whole Child Reform are listed as “negative” statements to raise awareness and expose restrictive beliefs that are likely to interfere with and undermine the implementation of this reform. In order to gain buy-in from school staff, the limitations of these restrictive beliefs need to be openly discussed and questions about the value and effectiveness of Whole Child Reform need to be adequately answered. Also, these statements are stated in the negative because they are commonly expressed this way by traditional first-wave educators who believe educational reform should focus solely on improving academic skills. Traditional educators will more likely buy in when they realize that third-wave reform builds on and expands (not eliminates) first-wave reform to improve the achievement of all students. Effective implementation of third-wave reform requires a holistic mindset that understands both the value and effectiveness of educating the whole child. The “average score” is interpreted by three readiness levels as follows:

- High Readiness:** **0 to 1 average score**
This score indicates relatively strong disagreement with restrictive beliefs that likely interfere with Whole Child Reform. It implies a high-belief readiness and holistic mindset to learn about and implement this reform.
- Transitional Readiness:** **between 1 and 3 average score (excluding 1 and 3)**
This score indicates some mixed agreement and/or indecision with restrictive beliefs that likely interfere with Whole Child Reform. It implies that the educator has some unanswered questions about this reform and needs to learn some more about its value and effectiveness before he or she is fully ready to implement it.
- Low Readiness:** **3 to 4 average score**
This score indicates strong agreement with beliefs that likely interfere with Whole Child Reform. It implies that the educator has several unanswered questions about this reform and needs to learn much more about its value and effectiveness before he or she is fully ready to implement it.

Knowledge/Content and Skills/Strategies Indicators: In the inventory, “knowledge/content” and “skills/strategies” are listed as “positive” statements to indicate necessary prerequisites for implementing Whole Child Reform. The “average scores” are interpreted by three readiness levels as follows:

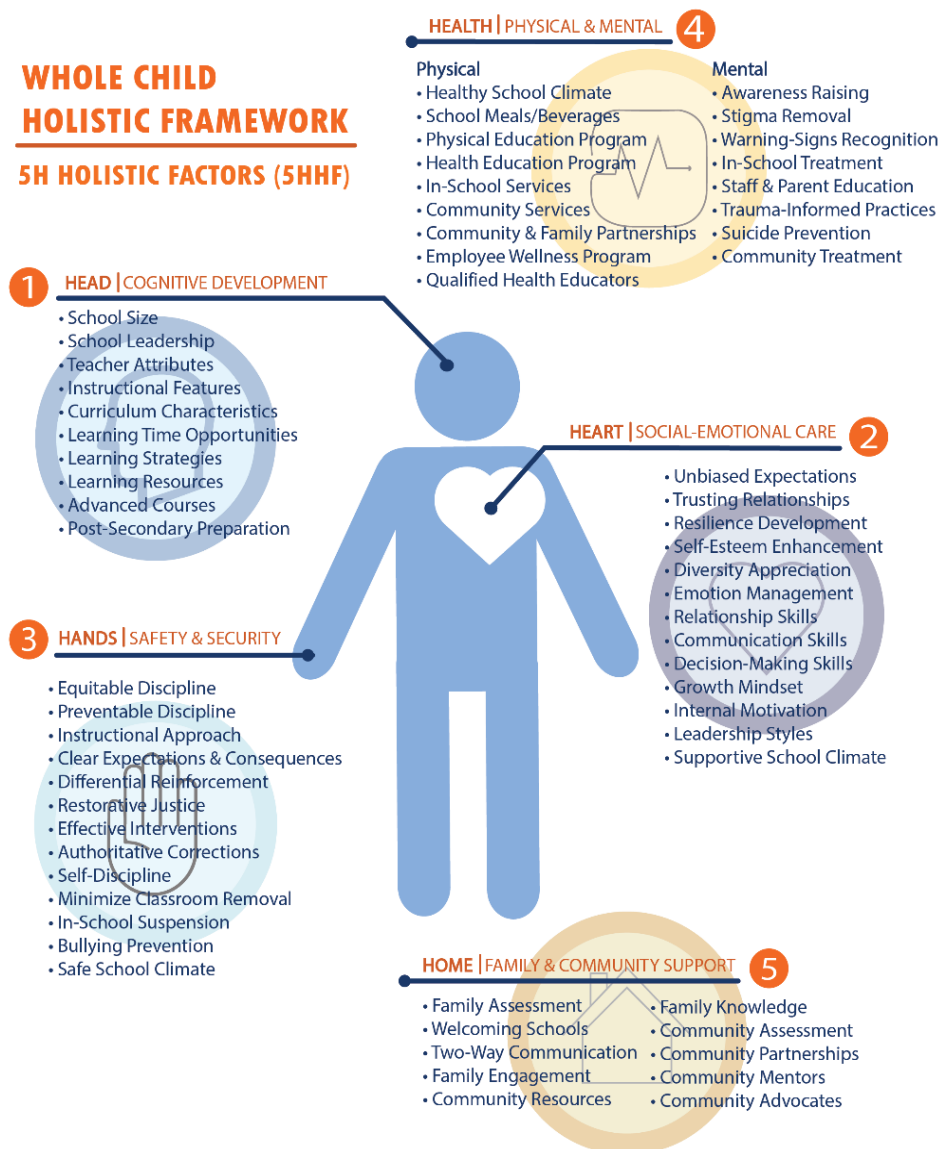
- High Readiness:** **3 to 4 average score**
This score indicates relatively strong agreement with having the prerequisite knowledge and/or skills required for implementing Whole Child Reform. It implies a high readiness to continue learning about and implementing the best practices of this reform.
- Transitional Readiness:** **between 1 and 3 average score (excluding 1 and 3)**
This score indicates some mixed agreement and/or indecision with having the prerequisite knowledge and/or skills required for Whole Child Reform. It implies that the educator needs additional preparation to learn some more about the knowledge and/or skills before they are fully ready to implement this reform.
- Low Readiness:** **0 to 1 average score**
This score indicates strong disagreement with having the prerequisite knowledge and/or skills required for Whole Child Reform. It implies that the educator needs additional preparation to learn much more about the knowledge and/or skills before he or she is fully ready to implement this reform.

IMPLEMENTATION RUBRIC FOR THE 5H HOLISTIC FRAMEWORK¹

Dan Rea, Ed.D., and Cordelia Zinskie, Ed.D., College of Education, Georgia Southern University

WHOLE CHILD HOLISTIC FRAMEWORK

5H HOLISTIC FACTORS (5HHF)



The 5H Holistic Framework (5HHF) consists of five comprehensive factors for protecting and promoting the education of the whole child:

- I. Head (cognitive ability),**
- II. Heart (social-emotional care),**
- III. Hands (safety/security),**
- IV. Health (physical/mental health), and**
- V. Home (family/community engagement).**

The Implementation Rubric for the 5HHF may be used by school staff (principals, assistant principals, teachers, counselors, social workers, and parent liaisons) to assess their school's implementation of evidenced-based best practices for the five holistic factors.

Directions:

Using the attached 5HHF Rubric, school staff can reflect upon and measure their readiness level for launching whole child educational reform. This rubric can then be utilized to determine strengths and areas of needed growth for the purpose of strategic planning and program development and later assessed again to determine progress.

For each factor, use the rubric to assess the implementation level by marking in the blank space, preceding each best practice description, one of the following: "0" for "Not Evident," "1" for "Emergent," "2" for "Operational," or "3" for "Exemplary." These scale levels are based on the rubric criteria of "evident" and "consistent." Evident refers to the extent to which the best practice is implemented (i.e., slightly or not, somewhat, moderately, or highly), and consistent refers to the regularity of implementation over time (i.e., at least twice a week). If the best practice is "not applicable," record NA.

1. Rea, D. W., & Zinskie, C. D. (2017). Educating students in poverty: Building equity and capacity with a holistic framework and community school model. *National Youth-At-Risk Journal*, 2(2), 1–25. <https://doi.org/10.20429/nyarj.2017.020201>

Based on your personal perspective/knowledge, mark in the blank space one of the following:

3 for 'Exemplary'

School implementation of the best practice is highly evident and consistent.

2 for 'Operational'

School implementation of the best practice is moderately evident and consistent.

1 for 'Emerging'

School implementation of the best practice is somewhat evident but not consistent.

0 for 'Not Evident'

School implementation of the best practice is slightly or not evident.

I. Head Factor: Cognitive Development <i>Protects and promotes students' intellectual talents and capacities.</i>	Best Practices	Best Practice Descriptions for Head Factor	Scores
	1. School Size	Schools, school units, and classrooms are relatively small in student-to-teacher ratios.	
	2. School Leadership	School leadership is based on a clear shared mission, collaborative professional learning communities, and the instructional leadership of a dedicated principal	
	3. Teacher Attributes	Teachers are qualified (e.g., certified and in-field), experienced, and provide high expectations and support of students.	
	4. Instructional Features	Instruction is culturally responsive, student centered, developmentally appropriate, further developed by one-on-one tutoring, enhanced by using timely informative feedback, improved by using student assessment as a feedback tool, and deepened by quality professional development (e.g., focused on content knowledge and instructional practices; aligned with school improvement efforts, and supported by coaching).	
	5. Curriculum Characteristics	The curriculum is well-rounded, rigorous and relevant, and vertically aligned (e.g., across grade and school levels, especially elementary to middle school, middle school to high school, and high school to postsecondary education).	
	6. Learning Time Opportunities	Students have early and extended learning time opportunities (e.g., early childhood, preschool, afterschool, weekend, and summer school programs).	
	7. Learning Strategies	Student learning is personalized, differentiated, competency/mastery-based, active (e.g., movement and arts-based), authentic (e.g., real-world problems and projects), higher ordered (e.g., creative and critical thinking), self-regulated, and based on varied groupings (e.g., individualized, cooperative, and competitive).	
	8. Learning Resources	Students have adequate supplies and resources for enhanced learning (e.g., books, computers, software, internet connection, media center, and well-maintained school facilities).	

Based on your personal perspective/knowledge, mark in the blank space one of the following:

3 for ‘Exemplary’

School implementation of the best practice is highly evident and consistent.

2 for ‘Operational’

School implementation of the best practice is moderately evident and consistent.

1 for ‘Emerging’

School implementation of the best practice is somewhat evident but not consistent.

0 for ‘Not Evident’

School implementation of the best practice is slightly or not evident.

I. Head Factor: Cognitive Development <i>Protects and promotes students’ intellectual talents and capacities.</i>	Best Practices	Best Practice Descriptions for Head Factor	Scores
	9. Advanced Courses	All students have equitable access to talented and gifted classes, advanced placement, honors, and dual-enrollment courses.	
	10. Postsecondary Preparation	Students are prepared for postsecondary education and employment with an effective readiness program (e.g., Upward Bound, Talent Search, GEAR UP, AVID, etc.).	
	Tally for Head Factor “Subtotal Score”		
	Divide Subtotal by 10 for Head Factor “Average Score”		

ESSA Implications for Head Factor

Contrary to the best practices of the “Head” protective factor, NCLB focused rigidly and uniformly on teacher-directed, seat-time learning and high-stakes, end-of-the-year assessments. These practices tended to encourage teaching to the test and a narrowing of the curriculum, which often resulted in superficial student learning (Au, 2007; David, 2011).

ESSA shifts the focus to a personalized, competency-based approach to learning and assessment, which is flexible and student-centered (Alliance for Excellent Education, 2016; Murphy, Redding, & Twyman, 2016; Pane, Steiner, Baird, & Hamilton, 2015; Stevens, n.d.). This student-centered approach is enhanced by blended learning, which uses both technology-based and face-to-face instruction. It can help close the achievement gap for students in poverty by customizing their learning and allowing them some control over the pace, time, place, and path of the learning process. Also, it expands assessment options to include computer-adaptive, portfolios, projects, and extended performance-task assessments to encourage students to think critically and solve complex real-world problems and to allow multiple points of assessment as opposed to a single end-of-year assessment.

NCLB also focused narrowly and unrealistically on academic achievement, especially reading and mathematics achievement, and hence, made little progress in closing the achievement gap for students in poverty. However, consistent with the protective factor of the “Head,” ESSA broadens academic achievement to emphasize a well-rounded education (Jones & Workman, 2016). A well-rounded education has important implications for improving the school success of all students, especially students whose diverse interests and learning needs may not be met by core academic subjects solely. However, these students may thrive and benefit from well-rounded educational courses and programs that include career and technical education, computer science, music, art, health, and physical education.

Based on your personal perspective/knowledge, mark in the blank space one of the following:

3 for 'Exemplary'

School implementation of the best practice is highly evident and consistent.

2 for 'Operational'

School implementation of the best practice is moderately evident and consistent.

1 for 'Emerging'

School implementation of the best practice is somewhat evident but not consistent.

0 for 'Not Evident'

School implementation of the best practice is slightly or not evident.

II. Heart Factor: Social-Emotional Care <i>Protects and promotes students' social and emotional capacities and the school climate.</i>	Best Practices	Best Practice Descriptions for Heart Factor	Scores
	1. Unbiased expectations	Exhibit unbiased expectations of students.	
	2. Trusting relationships	Establish caring and trusting relationships with students.	
	3. Resilience development	Build student resilience with challenging expectations, caring support, and opportunities for success.	
	4. Self-esteem Development	Foster student self-esteem/self-concept with acceptance of individual differences and recognition of diverse interests, talents, and accomplishments	
	5. Diversity appreciation	Model and teach appreciation and understanding of diversity (e.g., personality, race, ethnicity, culture, religion, gender, sexual orientation, language, ability/talent, class, immigration status, etc.).	
	6. Emotion management	Model and promote self-awareness (e.g., know your strengths and limitations) and self-management of emotions (e.g., effectively manage stress and control impulses).	
	7. Relationship skills	Model and foster social awareness (e.g., understand others' perspectives and empathize with them) and relationship skills (e.g., cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, seek and offer help when needed).	
	8. Communication skills	Model and teach effective communication skills (e.g., listening carefully, reading nonverbal cues, seeking clarification).	
	9. Decision-making skills	Teach responsible decision-making skills such as identifying alternative choices, evaluating possible consequences of choices, and selection of choice(s) based on healthy and responsible outcomes.	
	10. Growth mindset	Promote a growth view of student ability (i.e., ability is enhanced by hard work, effective learning strategies, and help from others when needed) as opposed to a fixed view (i.e., ability is a fixed trait set in stone).	

Based on your personal perspective/knowledge, mark in the blank space one of the following:

3 for 'Exemplary'

2 for 'Operational'

1 for 'Emerging'

0 for 'Not Evident'

School implementation of the best practice is highly evident and consistent.

School implementation of the best practice is moderately evident and consistent.

School implementation of the best practice is somewhat evident but not consistent.

School implementation of the best practice is slightly or not evident.

II. Heart Factor: Social-Emotional Care <i>Protects and promotes students' social and emotional capacities and the school climate.</i>	Best Practices	Best Practice Descriptions for Heart Factor	Scores
	11. Internal motivation	Enhance students' internal motivation (e.g., need/desire for choice, autonomy, mastery, challenge, curiosity).	
	12. Leadership styles	Use authoritative or democratic leadership styles as opposed to authoritarian, permissive, or indifferent/neglectful leadership styles.	
	13. Supportive school climate	Foster an inclusive school climate in which all students feel accepted and supported.	
	Tally for Heart Factor "Subtotal Score"		
	Divide Subtotal by 13 for Heart Factor "Average Score"		

ESSA Implications for Heart Factor

ESSA proposes non-cognitive indicators that include aspects of the second protective factor such as accounting for social and emotional skills and a caring school climate (Darling-Hammond et al., 2016; Martin, 2017; Schneider, Jacobsen, White, & Gehlback, 2017; West, 2016). Under ESSA, school districts will now have the flexibility and opportunity to take advantage of promoting a caring school climate and students' social and emotional learning capacities. When the intellectual capacities of the "Head" are combined with the social and emotional capacities of the "Heart," students in poverty are more likely to become motivated and engaged in meaningful learning.

Based on your personal perspective/knowledge, mark in the blank space one of the following:

3 for 'Exemplary'

School implementation of the best practice is highly evident and consistent.

2 for 'Operational'

School implementation of the best practice is moderately evident and consistent.

1 for 'Emerging'

School implementation of the best practice is somewhat evident but not consistent.

0 for 'Not Evident'

School implementation of the best practice is slightly or not evident.

III. Hands Factor: Safety/Security <i>Protects and promotes student safety, security, and violence prevention.</i>	Best Practices	Best Practice Descriptions for Hands Factor	Scores
	1. Equitable discipline	Set equitable and culturally responsive behavior management policies to eliminate disproportionalities (racial/ethnic, gender, learning disabilities, etc.) in school discipline.	
	2. Preventive discipline	Implement preventive discipline such as nurturing relationships with students and promoting positive behavior with planned tiered supports (i.e., universal prevention for all students, targeted early intervention for moderately challenging students, and intensive coordinated support for highly challenging students).	
	3. Instructional approach	Adopt an instructional (as opposed to a punitive) approach to school discipline.	
	4. Clear expectations and consequences	Establish clear, reasonable, and consistent expectations and consequences, especially during the first two weeks of school.	
	5. Differential reinforcement	Model and reinforce appropriate behavior and ignore minor misbehavior (i.e., catch students being good and praise/reward the good behavior).	
	6. Restorative justice	Apply restorative justice in which involved parties (i.e., victims, offenders, and other stakeholders) decide how to fairly repair harm after an infraction.	
	7. Effective interventions	Use timely and on-target interventions for correctly identifying instigator(s) and quickly defusing/redirection misbehaviors.	
	8. Authoritative corrections	Employ authoritative approaches to correcting misbehavior, which provide a reason/explanation for the correction of misbehavior.	

Based on your personal perspective/knowledge, mark in the blank space one of the following:

3 for ‘Exemplary’

School implementation of the best practice is highly evident and consistent.

2 for ‘Operational’

School implementation of the best practice is moderately evident and consistent.

1 for ‘Emerging’

School implementation of the best practice is somewhat evident but not consistent.

0 for ‘Not Evident’

School implementation of the best practice is slightly or not evident.

III. Hands Factor: Safety/Security <i>Protects and promotes student safety, security, and violence prevention</i>	Best Practices	Best Practice Descriptions for Hands Factor	Scores
	9. Self-discipline	Model and teach self-regulation of behavior and conflict resolution skills.	
	10. Minimize classroom removal	Use removal from the classroom as a last resort and return to class as soon as possible	
	11. In-school suspension	Establish in-school suspension (ISS) with academic instruction. Minimize out-of-school suspension (OSS), especially disproportionate suspension of racial minorities.	
	12. Bullying prevention	Institute bullying prevention.	
	13. Safe school climate	Foster an orderly school climate in which all students feel safe and secure.	
	Tally for Hands Factor “Subtotal Score”		
	Divide Subtotal by 13 for Hands Factor “Average Score”		

ESSA Implications for Hands Factor

ESSA’s non-cognitive indicators also account for aspects of the third protective factor such as creating a safe school climate and preventing bullying (Darling-Hammond et al., 2016; Dignity in Schools, n.d.; National Association of School Psychologists, n.d.). In accordance with ESSA, school districts will now have the flexibility and opportunity to take advantage of promoting the capacity of schools to provide safe spaces for student learning. When the social and emotional capacities of the “Heart” are combined with the protective safety of the “Hands,” students in poverty are more likely to want to attend and learn in schools where they feel safe and accepted.

Based on your personal perspective/knowledge, mark in the blank space one of the following:

3 for ‘Exemplary’

School implementation of the best practice is highly evident and consistent.

2 for ‘Operational’

School implementation of the best practice is moderately evident and consistent.

1 for ‘Emerging’

School implementation of the best practice is somewhat evident but not consistent.

0 for ‘Not Evident’

School implementation of the best practice is slightly or not evident.

IV. Health Factor: Physical/Mental <i>Protects and promotes students’ physical and mental health</i>	Best Practices	Best Practice Descriptions for Physical Health Subfactor	Scores
	1. Healthy school climate	Support healthy eating and physical activity and avoid weight-based teasing and stigmatizing healthy activities.	
	2. School meals/beverages	Provide nutritional and appealing school meals available to all students and ensure beverages and foods outside of school meals are also healthy and appealing.	
	3. Physical education program	Implement a comprehensive daily physical education program for K–12 students.	
	4. Health education program	Implement a health education program for K–12 students to promote lifelong healthy eating and physical activity.	
	5. In-school services	Provide students with in-school health services to address healthy eating, physical activity, and related chronic disease prevention (e.g., diabetes, asthma, obesity, anorexia, and bulimia).	
	6. Community services	Ensure students and families have access to community medical health services.	
	7. Community and family partnerships	Educate and engage families and community members in healthy eating and physical activity practices and programs.	

Based on your personal perspective/knowledge, mark in the blank space one of the following:

3 for ‘Exemplary’

School implementation of the best practice is highly evident and consistent.

2 for ‘Operational’

School implementation of the best practice is moderately evident and consistent.

1 for ‘Emerging’

School implementation of the best practice is somewhat evident but not consistent.

0 for ‘Not Evident’

School implementation of the best practice is slightly or not evident.

IV. Health Factor: Physical/Mental <i>Protects and promotes students’ physical and mental health</i>	Best Practices	Best Practice Descriptions for Physical Health Subfactor	Scores
	8. Employee wellness program	Provide a school employee wellness program for all school staff.	
	9. Qualified health educators	Require the hiring of certified and in-field physical education teachers, health education teachers, and nutrition services staff.	
	Tally for Physical Health “Subtotal Score”		
	Divide Subtotal by 9 for Physical Health “Average Score”		
	Best Practices	Best Practice Descriptions for Mental Health Subfactor	Scores
	1. Awareness raising	Raise student awareness about the importance of mental health.	
	2. Stigma removal	Remove the stigma of mental health issues.	
	3. Warning-signs recognition	Recognize possible warning signs of mental health problems (e.g., mood changes, changes in grades or attendance, and increased disciplinary problems).	
	4. In-school treatment	Provide school-based counseling, prevention, and crisis intervention for mental health needs (e.g., stress, trauma, emotional problems, addictions, and depression).	

Based on your personal perspective/knowledge, mark in the blank space one of the following:

3 for ‘Exemplary’

School implementation of the best practice is highly evident and consistent.

2 for ‘Operational’

School implementation of the best practice is moderately evident and consistent.

1 for ‘Emerging’

School implementation of the best practice is somewhat evident but not consistent.

0 for ‘Not Evident’

School implementation of the best practice is slightly or not evident.

IV. Health Factor: Physical/Mental <i>Protects and promotes students’ physical and mental health</i>	Best Practices	Best Practice Descriptions for Mental Health Subfactor	Scores
	5. Staff and parent education	Educate school staff and parents about mental health concerns of students	
	6. Trauma-informed practices	Implement trauma-informed school practices (e.g., trauma recognition, open communication, sensitivity to feelings, nonjudgmental support, respect for differences, crisis guidance, etc.).	
	7. Suicide prevention	Establish suicide prevention programs.	
	8. Community treatment	Ensure students and families have access to community mental health services.	
	Tally for Mental Health “Subtotal Score”		
	Divide Subtotal by 8 for Mental Health “Average Score”		
	Add Physical and Mental Subtotals for Health Factor “Overall Score”		
	Divide Overall Score by 17 for the Health Factor “Average Score”		

ESSA Implications for Health Factor

Consistent with the “Health” protective factor, ESSA provides school improvement funding to support healthy school environments (Healthy Schools Campaign, 2016; Mann & Mays, 2016). Some eligible activities include supporting schools in integrating health practices into their programs, implementing mental health awareness training programs for school staff, and expanding access to school-based mental health community partnerships. Health education and physical education are also included in ESSA’s new emphasis on a well-rounded education. Furthermore, schools may use chronic absenteeism, which is often related to student health problems, as a non-cognitive indicator of school quality. Given that students in poverty are disproportionately affected by health problems, the improvement of school health programs and practices will likely improve their attendance and success.

Based on your personal perspective/knowledge, mark in the blank space one of the following:

3 for ‘Exemplary’

School implementation of the best practice is highly evident and consistent.

2 for ‘Operational’

School implementation of the best practice is moderately evident and consistent.

1 for ‘Emerging’

School implementation of the best practice is somewhat evident but not consistent.

0 for ‘Not Evident’

School implementation of the best practice is slightly or not evident.

V. Home Factor: Family and Community Engagement <i>Protects and promotes family and community engagement to support students and schools.</i>	Best Practices	Best Practice Descriptions for Family Subfactor	Scores
	1. Family Assessment	Assess needs and strengths of school families.	
	2. Welcoming schools	Create welcoming schools for family members.	
	3. Two-way communication	Foster two-way communication between schools and homes.	
	4. Family engagement	Involve families in school planning, governance, and volunteer opportunities.	
	5. Community resources	Connect families to community resources to aid their children’s education.	
	6. Family knowledge	Enhance and build on the knowledge and skills of families to support their children’s education.	
	Tally for the Family “Subtotal Score”		
	Divide Subtotal by 6 for Family “Average Score”		

Based on your personal perspective/knowledge, mark in the blank space one of the following:

3 for ‘Exemplary’

School implementation of the best practice is highly evident and consistent.

2 for ‘Operational’

School implementation of the best practice is moderately evident and consistent.

1 for ‘Emerging’

School implementation of the best practice is somewhat evident but not consistent.

0 for ‘Not Evident’

School implementation of the best practice is slightly or not evident.

V. Home Factor: Family and Community Engagement <i>Protects & promotes family & community engagement to support students & schools.</i>	Best Practices	Best Practice Descriptions for Community Subfactor	Scores
	1. Community assessment	Assess needs and assets of the community.	
	2. Welcoming schools	Create welcoming schools for community members.	
	3. Two-way communication	Facilitate two-way communication between schools and communities.	
	4. Community partnerships	Offer opportunities for community service to and partnership with schools; mobilizing cross-sector community resources (e.g., dental, medical, social work, mental health services).	
	5. Community mentors	Enlist the help of community mentors for students.	
	6. Community advocates	Encourage community supporters to become school leaders and advocates.	
	Tally for the Community “Subtotal Score”		
	Divide Subtotal by 6 for Community “Average Score”		
	Add Family and Community Subtotals for Home Factor “Overall Score”		
	Divide Overall Score by 12 for the Home Factor “Average Score”		

ESSA Implications for Home Factor

Consistent with the protective factor of the “Home,” ESSA calls for families to be engaged in helping school staff develop school district education plans (Henderson, 2015). These plans describe how a school district will deliver education services to students and how parents will be engaged in school activities such as parent advisory boards. Also, parents must be engaged in the creation of “state report cards” that provide information about the performance of all schools in the state, such as attendance, student achievement levels, and graduation rates. Report cards need to be written in parent-friendly language, so families can understand them and take action to support their child’s education. Title I school districts also need to include a written family engagement policy in their education plan that welcomes all families and strengthens the partnership between families, the school, and the community to improve student outcomes. The written policy requires each school to have an annual meeting with families to explain student learning objectives, assessments, academic standards, and proficiency levels. The policy also requires: reasonable parent access to school staff, opportunities to volunteer in their child’s class and/or observe classroom activities, and regular two-way meaningful communication between the family and school staff. Furthermore, funding is available to schools that consult and collaborate with community organizations or businesses with a record of effective family engagement in the community.

ESSA emphasizes not only family engagement but also community engagement for school improvement and student success (Adelman & Taylor, 2016). ESSA goes beyond NCLB to allow federal funding for community engagement approaches such as the Integrated Student Supports (ISS). According to Moore et al. (2014), ISS is an evidence-based approach to community engagement that provides wraparound community services to support the success and healthy development of low-income students and their families (e.g., dental, medical, mental health services, etc.). ESSA also provides funding for the Promise Neighborhoods initiative, which is a resource for the implementation of a continuum of coordinated community services to help restore distressed neighborhoods (e.g., social, health, nutrition, and mental health services). Furthermore, ESSA provides funding for community schools serving low-income students and communities.

Scoring Grid		Score
Head Factor “Average Score”		
Heart Factor “Average Score”		
Hands Factor “Average Score”		
Health Factor “Average Score”		
Physical Health Subtotal “Average Score”		
Mental Health Subtotal “Average Score”		
Home Factor “Average Score”		
Family Subtotal “Average Score”		
Community Subtotal “Average Score”		
Tally for the Five Factors: Five-Averages “Total Score”		
Divide Total by 5 for the 5HHF “Grand Average Score”		

Uses and Interpretations of the Implementation Rubric Scores

Multiple Uses: The rubric may be used in schools by individuals, small groups, and large groups to assess the implementation of best practices—within and across factors—for self-improvement. It is not designed for comparing or rank ordering school staff or schools nor for high-stakes evaluation.

Individual: The rubric may be used individually to diagnose strengths and areas of needed growth. For example, a teacher may self-assess best practices within the Heart Factor and determine that she or he needs to work on “internal motivation,” which is initially scored at an emerging level. To implement the best practice of internal motivation, the teacher may decide to allow students more choice in how they complete their classroom assignments. After two weeks of consistently implementing this best practice, the teacher can self-assess it again to determine progress and reflect on how to sustain consistency, increase the effectiveness of the implementation (i.e., students are motivated to learn as indicated by the quality of completed assignments), and overcome obstacles/resistance to implementation.

Small Group: The rubric may be used in small groups to assess strengths and areas of needed growth. For example, a professional learning community (PLC) based on a shared grade level or commonly taught subject may assess best practices within the Head Factor and collectively decide that they need to work on “learning strategies,” initially scored across the small group at an emerging level. To implement the best practice of learning strategies, the teachers may decide to implement more real-world problems and projects. After two to three weeks of consistently implementing this best practice, the teachers can collectively assess it again to determine progress and discuss how to sustain consistency, increase the effectiveness of the implementation (i.e., student learning is enhanced based on formative tests), and overcome obstacles/resistance to implementation.

Large Group: The rubric may be used by a large number of the school staff to assess the school’s overall readiness for implementing the best practices of the 5HHF. This initial assessment can further be used to determine shared strengths and mutual areas of needed growth for the purpose of strategic planning and program development and later assessed again to measure progress. When the rubric is used jointly by the school staff, they can collectively formulate a Whole School Improvement Plan that is both actionable and measureable. Large-group use of the rubric promotes buy-in and empowers the school staff to work together with a common plan to implement best practices for the promotion of student engagement and the mitigation of “out-of-school” barriers to “in-school” student achievement.

Interpretations: The rubric “average scores” within and across factors are interpreted by four levels.

Exemplary: 2.5 to 3 average score

Implementation of the best practice(s) is highly evident and consistent. This score indicates an area of high strength, which needs to be sustained, recognized, and shared by school staff.

Operational: 1.5 to less than 2.5 average score

Implementation of the best practice(s) is moderately evident and consistent. This score indicates an area of moderate strength, which requires strategic planning and possibly program development to further increase the evidence and sustain the consistency of implementation.

Emerging: .5 to less than 1.5 average score

Implementation of the best practice(s) is somewhat evident but not consistent. This score indicates an area of unsteady growth, which requires strategic planning and possibly program development to systematically increase the evidence and consistency of implementation.

Not Evident: 0 to less than .5 average score

Implementation of the best practice(s) is slightly or not evident. This score indicates an area of highly needed growth, which requires strategic planning and possibly program development to substantially increase the evidence and consistency of implementation.