

National Standards for Family-School Partnerships Assessment Guide

Introduction: Measuring Success

PTA's National Standards for Family-School Partnerships offer a framework for how families, schools, and communities should work together to support student success. To facilitate the implementation in local schools of programs, practices, and policies that are guided by the Standards, PTA has developed an assessment guide, otherwise known as a *rubric*.

The National Standards Assessment Guide provides specific goals for each Standard, as well as indicators for measuring whether those goals are being met. There are also examples for each indicator to show what good practice looks like at different levels of development:

- ❖ Level 1: **Emerging**—Limited level of development and implementation
- ❖ Level 2: **Progressing**—Functioning level of development and implementation
- ❖ Level 3: **Excelling**—Highly functioning level of development and implementation

Each level of practice should build on the last; good practices at the emerging and progressing levels are expected to continue at the next level.

Who Should Be Using the Assessment Guide

Anyone who has a stake in improving schools and making sure children succeed should find this assessment guide to be a useful tool: PTA leaders, other parent leaders, school administrators, school board members, policy makers at all levels, teacher-training institutions, education advocates, community organizations, and more.

This guide focuses on implementation at the local school level, because, ultimately, change must happen within each school building and each school community. That's where the learning happens. Nevertheless, many of the actions recommended will require district policies, resources, professional development, and support if they are to be achieved and sustained.

Share this assessment guide with your school action team, principal, school board members, community partners, and others as you build family-school partnerships for student success.

Introduction, continued

10 Ways to Use the Assessment Guide

The National Standards Assessment Guide can be used in a number of ways to help develop and improve programs, practices, and policies that affect family and community engagement in schools.

Here are 10 ideas on how to use the guide:

- ❖ To assess current family involvement practices at the school
- ❖ To develop ideas for involvement practices and activities
- ❖ To inform the development of a school improvement plan
- ❖ To monitor progress in reaching school improvement goals
- ❖ To design professional development for staff
- ❖ To discuss the Standards at PTA and faculty meetings
- ❖ To conduct a school walk-through looking for evidence of implementation for each Standard
- ❖ To create a survey for parents and staff
- ❖ To guide the development of school-based parent involvement policies and compacts
- ❖ To design research and evaluation studies and instruments



National Standards for Family-School Partnerships Assessment Guide

Throughout this implementation guide, the levels of practice build on each other, assuming that good practices at the emerging and progressing levels will continue at the next level.

Standard 1—Welcoming All Families into the School Community

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Goal 1: Creating a Welcoming Climate: When families walk into the building, do they feel the school is inviting and is a place where they “belong”?

Indicators	Quality of Implementation			Your Current Level
	Level 3 Excelling <small>Highly functioning level of development and implementation</small>	Level 2 Progressing <small>Functioning level of development and implementation</small>	Level 1 Emerging <small>Limited level of development and implementation</small>	
Developing personal relationships	Family volunteers from different neighborhoods and backgrounds are trained to serve as mentors to help other families become more engaged in the school. <i>For example, mentors call new families to invite them to attend PTA/parent group programs, offering to pick them up or meet them at the entrance of the school.</i>	PTA/parent group members volunteer to work in the school office to provide information and support to families and students. <i>For example, a help desk is established and staffed by family volunteers and school employees.</i>	Families are greeted promptly in their home language by friendly front office staff that give them correct information and helps them connect with appropriate faculty members. <i>For example, a staff member or family volunteer, using the family's home language, gives a new immigrant family information about the school and a tour of the building.</i>	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet

Page 1 of 4