

## 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 5—Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

**Goal 1: Strengthening the Family’s Voice in Shared Decision Making: Are all families full partners in making decisions that affect their children at school and in the community?**

Indicators	Quality of Implementation			Your Current Level
	Level 3 <b>Excelling</b> Highly functioning level of development and implementation	Level 2 <b>Progressing</b> Functioning level of development and implementation	Level 1 <b>Emerging</b> Limited level of development and implementation	
<b>Having a voice in all decisions that affect children</b>	<p>The school has established policy to ensure that parents have an equal voice in all major decisions that affect children, such as principal selection and budget allocation.</p> <p><i>For example, 50% of the School Improvement Team is made up of parents. The PTA/parent group leader holds a permanent seat and makes recommendations for additional parent members.</i></p>	<p>The PTA/parent group and school host dialogues with families and school personnel about issues and policies to gain their ideas and insights.</p> <p><i>For example, proposed changes in the grading system are discussed at the school and in neighborhood settings during the day and evening, with interpreters as needed.</i></p>	<p>The school informs families about issues or proposed changes, and gives them an opportunity to respond.</p> <p><i>For example, the school informs families in advance about changes in the school schedule or building renovations, and offers contact information in case families have questions.</i></p>	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet

## Standard 5—Sharing Power, continued

Indicators	Quality of Implementation			Your Current Level
	Level 3: <b>Excelling</b>	Level 2: <b>Progressing</b>	Level 1: <b>Emerging</b>	
<b>Addressing equity issues</b>	<p>PTA/parent group leaders work with the school improvement team to adopt effective strategies to engage families in reducing achievement gaps between groups of students.</p> <p><i>For example, families, faculty, and community members join in open dialogue with the school improvement team about root causes of the achievement gap, and identify strategies to close that gap.</i></p>	<p>PTA/parent group leaders work with school staff to address barriers to family involvement and student success that are related to diversity in race, income, and culture.</p> <p><i>For example, van pools are established for families whose students are bused from distant neighborhoods so they can take part in math and science nights.</i></p>	<p>The PTA/parent group identifies barriers to working with school staff on issues such as low attendance that affect student achievement.</p> <p><i>For example, parents and faculty work on shared strategies and jointly determine best practices in raising student attendance.</i></p>	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet
<b>Developing parent leadership</b>	<p>PTA/parent group leaders are trained in facilitation skills such as brainstorming, role-plays, and small-group activities that encourage everyone to speak.</p> <p><i>For example, PTA/parent group leaders use these skills to facilitate regular schoolwide meetings to discuss ideas for improving school climate and student achievement.</i></p>	<p>PTA/parent group leaders recruit interested families from all backgrounds and neighborhoods to volunteer (both in and out of school—according to their schedules), sit on a committee, and run for office.</p> <p><i>For example, leaders survey families to find out their interests and skills, and follow up with opportunities where they might be able to help.</i></p>	<p>PTA/parent group leaders reach out to parents with diverse backgrounds and invite them to become involved in the PTA/parent group.</p> <p><i>For example, leaders greet families as they bring their children to school events, and get their ideas for family learning activities.</i></p>	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet

**Standard 5—Sharing Power, continued**

**Goal 2: Building Families’ Social and Political Connections:** Do families have a strong, broad-based organization that offers regular opportunities to develop relationships and raise concerns with school leaders, public officials, and business and community leaders?

Indicators	Quality of Implementation			Your Current Level
	Level 3: <b>Excelling</b>	Level 2: <b>Progressing</b>	Level 1: <b>Emerging</b>	
<p><b>Connecting families to local officials</b></p>	<p>The principal and parent leaders personally invite public officials to meetings to discuss ideas, issues, and problems in the community.</p> <p><i>For example, as a result of ongoing concerns for student safety raised by parents, representatives from the police department, the department of public works, and the school board are invited to an open meeting at the school to address the problem and propose solutions.</i></p>	<p>The school and PTA/parent group host regular meetings with local officials, such as school board members, local police, and other community leaders, so that families can learn about resources in the community.</p> <p><i>For example, the PTA/parent group plans a community resource fair that includes representatives from the public and private sectors to provide information about their programs.</i></p>	<p>The school and PTA/parent group provide written materials in multiple languages on local government and community services.</p> <p><i>For example, the PTA/parent group supplies voter registration forms in the school’s front office.</i></p>	<p><input type="checkbox"/> Level 3</p> <p><input type="checkbox"/> Level 2</p> <p><input type="checkbox"/> Level 1</p> <p><input type="checkbox"/> Not here yet</p>

## Standard 5—Sharing Power, continued

Indicators	Quality of Implementation			Your Current Level
	Level 3: <b>Excelling</b>	Level 2: <b>Progressing</b>	Level 1: <b>Emerging</b>	
<p><b>Developing an effective parent involvement organization that represents all families</b></p>	<p>The PTA/parent group leaders build the organization’s effectiveness by recruiting and maintaining a leadership team that reflects the school and community and by aligning all programs and practices with PTA’s National Standards for Family-School Partnerships.</p> <p><i>For example, the PTA leadership team holds focus groups and community discussions throughout the school community to identify issues and invite participation on planning committees based on the National Standards.</i></p>	<p>The PTA/parent group leaders reach out to families who are not involved at the school to identify interests, concerns, and priorities.</p> <p><i>For example, parent leaders and school staff have a “back-to-school” walk and meet with families at local beauty shops, laundromats, parks, places of worship, and other community gathering spots for open conversations.</i></p>	<p>PTA/parent group leaders receive leadership training.</p> <p><i>For example, all parents interested in leadership roles in the school are invited to participate in leadership training, and those holding such positions are required to participate.</i></p>	<p><input type="checkbox"/> Level 3</p> <p><input type="checkbox"/> Level 2</p> <p><input type="checkbox"/> Level 1</p> <p><input type="checkbox"/> Not here yet</p>

“Families” and “parents” are used interchangeably to refer to adults who are responsible for a student. “Families from all backgrounds and neighborhoods” and “diverse families” include families from all races, ethnicities, cultures, religions, family structures, and economic levels, as well as those with physical or mental challenges.