

## NMPTA Conference Learning Alliance Session Overview

For those interested in becoming a National PTA School of Excellence, the path starts with a joint commitment of PTA and school leaders to work together to achieve the National Standards for Family-School Partnerships.

For those schools not ready to become a National PTA School of Excellence, the National Standards still provide a vision for healthy family-school partnerships.

Recent findings from the Learning Alliance ESSA Stakeholder Feedback Report indicate alignment with National Standards and local vision. Our 90-minute session, outlined below, will help further align the National Standards for Family-School Partnerships and the local vision created from ESSA findings.



- **Overview – 10 mins**
  - Mention the National Standards listed in the image above
  - Connect National Standards with NM ESSA stakeholder engagement findings (table on next page)
- **Reflection – 15 mins**
  - *Results Based Accountability of last year* - What did we do? How well did we do it? Did it make a difference?
- **Planning – 30 mins**
  - *Who is our customer?* Identify who you serve and how you focus on their success and satisfaction
  - *What is our end goal?* What will you do this year to improve how PTA serves your school
  - *How do we propose to accomplish our end goal?* Document the steps you'll take to achieve your goal
  - *What is our action plan to accomplish our end goal?* Note who will be responsible for each steps and when actions will be complete
- **Report Out – 15 minutes**

### Resources

**National PTA School of Excellence 2015-2016 Report;** <http://fliphtml5.com/dtoi/cwyz>

**Working Together - A Toolkit for New Mexico School Communities;** <http://www.cesdp.nmhu.edu/toolkit/index.asp>

**ESSA Stakeholder Feedback Report;** <http://learningalliancencm.org/wp-content/uploads/2017/03/ESSA-Feedback-Report-Final.pdf>

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The table below identifies how the Learning Alliance ESSA Stakeholder Engagement findings align with the six National Standards for Family-School Partnerships. Please reference the page of the ESSA Stakeholder Feedback report associated with the finding for more information.

<i>NM ESSA Stakeholder Engagement Findings</i>				
National Standards For Family-School Partnerships	ESSA Focus Area 1: <i>Student Learning Knowledge, Skills and Abilities</i>	ESSA Focus Area 2: <i>Student Assessments (Student Evaluation)</i>	ESSA Focus Area 3: <i>Teacher Accountability (Teacher Evaluation)</i>	ESSA Focus Area 4: <i>School Accountability (School Evaluation)</i>
<b>Standard 1: Welcoming All Families</b>	-Social/emotional awareness -Cultural awareness -Collaboration (all on p. 6)	-Personalized assessment -Projects -Collaboration (all on p. 10)	-Parent surveys of teacher's strengths and areas of improvement (p. 12)	-Family and community relations (p. 16) -Value and encourage community support (p. 17)
<b>Standard 2: Communicating Effectively</b>	-Social/emotional awareness -Cultural awareness -Communication (all on p. 6)	-Personalized assessment Could include verbal communication (p. 11)	-Professional development, instructional support and guidance (p. 13)	-Assessment reforms -Recognition for staff work ethic and attitudes (all on p. 16)
<b>Standard 3: Supporting Student Success</b>	-Self-awareness (p. 6) -Developing life skills, literacy and STEM (p. 7)	-Limited testing (p. 9) -Hands on work (p. 9) -Personalized assessment (10) -Application to real life (p. 10)	-Student survey of teacher's strengths and areas of improvement (p. 12) -Classroom observations (12)	-Student-focused school culture -Investment in teacher quality (p. 16) -Adequate school funding and other resources (p. 17)
<b>Standard 4: Speaking Up for Every Child</b>	-Self-awareness -Communication (all on p. 6)	-Personalized assessment -Self-assessment (p. 10)	-Student survey of teacher's strengths and areas of improvement (p. 12)	-Student-focused school culture (p. 15) -Assessment reforms (p. 16)
<b>Standard 5: Sharing Power</b>	-Cultural awareness (p. 6) -Collaboration (p. 6) -Accountability (p. 8)	-Limited testing (p. 9) -Self-assessment (p. 10) -Collaboration demonstrated through assessment (p. 10)	-Parent and student surveys -Classroom observations (12) -Teacher self-evaluation (12) -Leadership and ownership in classroom (13)	-Family and community relationships (p. 16) -Community supports including quality out of school programs (p. 17)
<b>Standard 6: Collaborating with Community</b>	-Cultural awareness (p. 6) -Collaboration (p. 6) -Accountability (p. 8)	-Hands on work (p. 9) -Collaboration (p. 10) -Application to real life (p. 10)	-Parent and student surveys -Respect and understanding (p.13)	-Family and community relations (p. 16) -Community supports including quality out of school programs

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