

Communications Series:

- Leading a Team to Conduct a Communications Audit
- Leading a Team to Develop a Communications Plan
- Leading a Team to Promote Positive Community Relations
- Teaming With Your Community

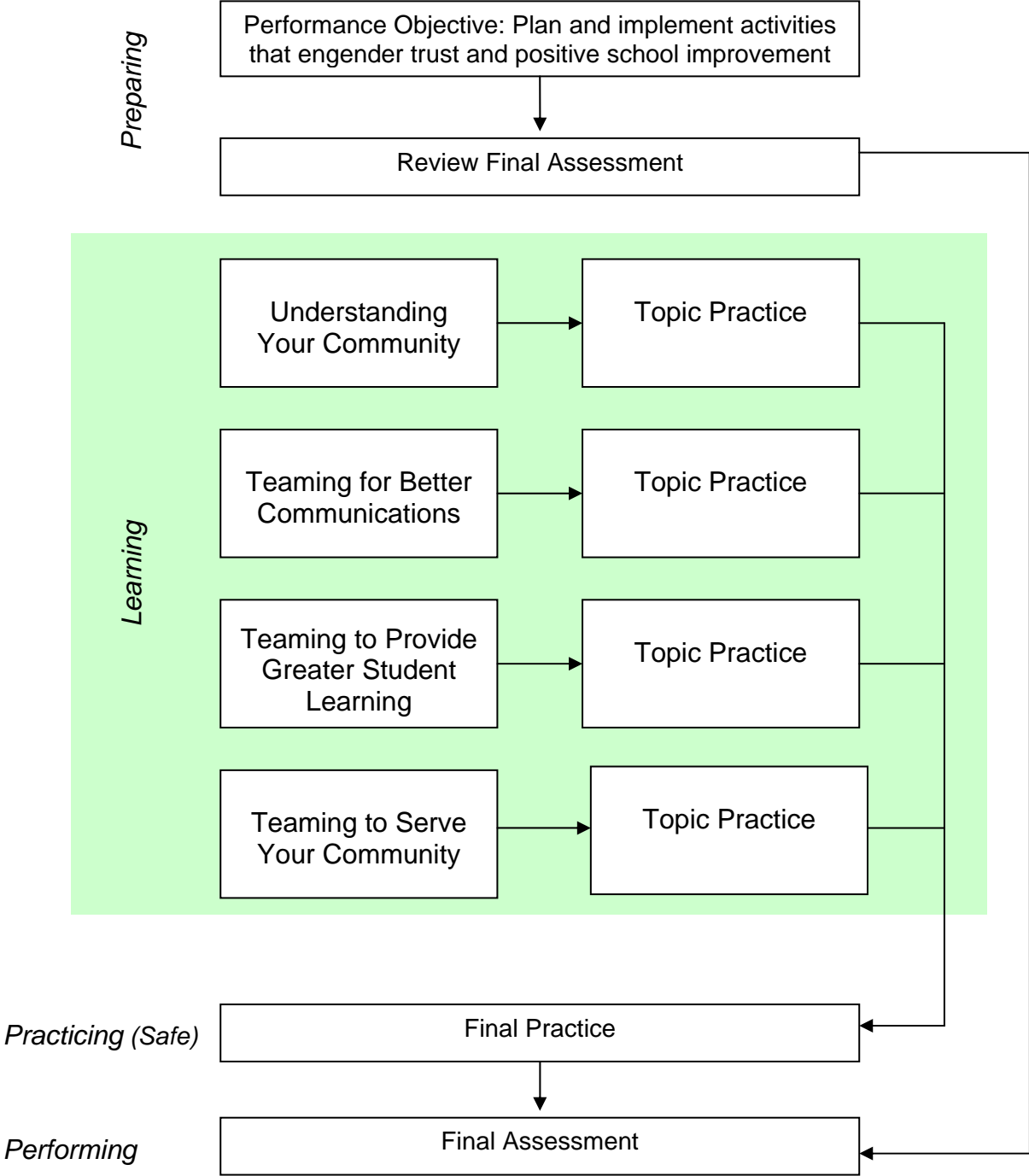


GEORGIA'S LEADERSHIP INSTITUTE
FOR SCHOOL IMPROVEMENT

**A Performance-based Learning Module
for Georgia's Educational Leaders**

CS: Teaming With Your Community

Executive Summary



**Related
GLISI
Modules**

This module is part of the **Communications Series**, which includes these other modules:

- [Leading a Team to Conduct a Communications Audit](#)
- [Leading a Team to Develop a Communications Plan](#)
- [Leading a Team to Promote Positive Community Relations](#)

Additionally, you may wish to refer to these modules for **reference** while you work through this module:

- [Leading Teams Through Group Decision-making Processes](#)
 - [Leading Team Discussions](#)
 - [Leading Tactical Meetings](#)
 - [Leading a Team to Analyze Root Causes Using Quality Tools \(The Five Whys, The Fishbone Diagram, The Affinity Diagram\)](#)
 - [Leading a Team to Analyze and Display Data Using Quality Tools \(The Process Flow Chart, The Check Sheet, The Pareto Diagram\)](#)
-

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Progress Tracker

**Before
Beginning This
Module**

Work with your Performance Coach to determine the order in which you will complete the topics and write in the appropriate numbers in the Order column.

Order*	Topic	Date Completed
1	Understanding Your Community	
	Teaming for Better Communications	
	Teaming to Provide Greater Student Learning	
	Teaming to Serve Your Community	

**It is recommended that you complete the first topic before proceeding to the other topics.*

**When You
Complete This
Module**

When you have “passed” your Final Assessment, you will have completed this module. Congratulations! Have your Performance Coach sign off in the space provided below. Then include this page in the evidence you enter into your Portfolio.

Module Completed – Congratulations on Your Performance!	
Date of Final Assessment Performance:	
Performer’s Name:	Performer’s Signature:
Performance Coach’s Name:	Performance Coach’s Signature:

Performance Objective

Performance Objective

After working through this module and practicing the skills/behaviors it contains, you will be able to perform the objective below.

Given this...	Do This...	To Meet These Criteria...
<ul style="list-style-type: none"> • A minimum of eight hours (in one session, or divided into several sessions) • Working on your own • A team of 2-4 peers • Your school's Advisory Team, or a subgroup of the Advisory Team • Your school system's policies and guidelines related to working with the community • Resources for identifying businesses and community organizations in your area • A list of parent/teacher organizations, school councils, booster clubs, and similar groups that are established in the school • Your school district's policies regarding external individuals in the schools • A list of the work-related programs in your school • Your school district's policies and procedures on community involvement • Materials needed to engage a team in discussion and documentation of ideas 	<p>Plan and implement activities that engender trust and positive school improvement, specifically:</p> <ul style="list-style-type: none"> • Activities for teaming quality communication with all members of the community • Activities that allow the community to increase student learning • Activities that allow students and staff to serve the community 	<ul style="list-style-type: none"> • The detailed task performance criteria listed in the Performance Checklists in the Topic Practice(s), Final Practice, and Final Assessment • GLISI's criteria for how to work effectively as a team leader/facilitator, listed in the Performance Feedback Form(s) located in the Final Practice and Final Assessment

Module Overview

Acknowledgement	<p>The practitioners who contributed to the content of this module referred to the work of multiple authors as they articulated how this Priority Performance should be performed in a school/district.</p> <p>You should review the selections from this module's Recommended Resources page in order to gain a thorough understanding of all the concepts and lessons learned related to this topic.</p> <p>Our intention in providing this module is that it <i>complement</i> these works by providing <i>step-by-step instructions</i> that enhance your understanding and implementation of the authors' concepts, and thus help you with the task of implementing this idea in your school/district.</p>
Teaming with Your Community	<p>This module will ask you to learn more about your community. Then you will look at how you can use your knowledge of the community to improve communications, provide for greater student learning, and increase your service to the community.</p>

**Why is Teaming
with Your
Community
Important?**

What's in it for the leader?

- You will garner respect within the community for your leadership in building relationships.
- Having the support of the community will make your job more enjoyable, rewarding, and satisfying. Within the relationships you establish, you can leverage the opportunity to build community support for the school and students.

What's in it for the other adults in the school/district?

- Greater financial support and human capital will result as more volunteers work in the school, as business partnerships provide resources, and as materials and additional funds are secured to support student academic achievement.
- Members of the community will gain an improved understanding of the challenges and successes of the school.
- By contributing to the school's successes, members of the community will develop a sense of ownership of the school and feel empowered to help it improve.

What's in it for students and student achievement?

- Greater availability of resources will produce additional opportunities for students to learn and grow.
 - A positive perception of the school by the community will boost morale among students.
-

**What are the
Results of This
Task?**

When this task is performed, you can expect the following results:

Tangible Results:

- Greater support for taxes and other financial needs of the school
- Individuals who positively interpret your messages to the community and who can provide candid feedback for you and other school personnel
- Contact with key clubs, organizations and businesses in the community who can provide opportunities outside the school and support for student learning
- Contact with non-parents to help them better understand the challenges and successes of the school and gain their support
- Opportunities to showcase the talents and successes of your school within the community
- Opportunities where the community can come into your school and directly and indirectly learn more about the staff, students, and programs of the school

Intangible Results:

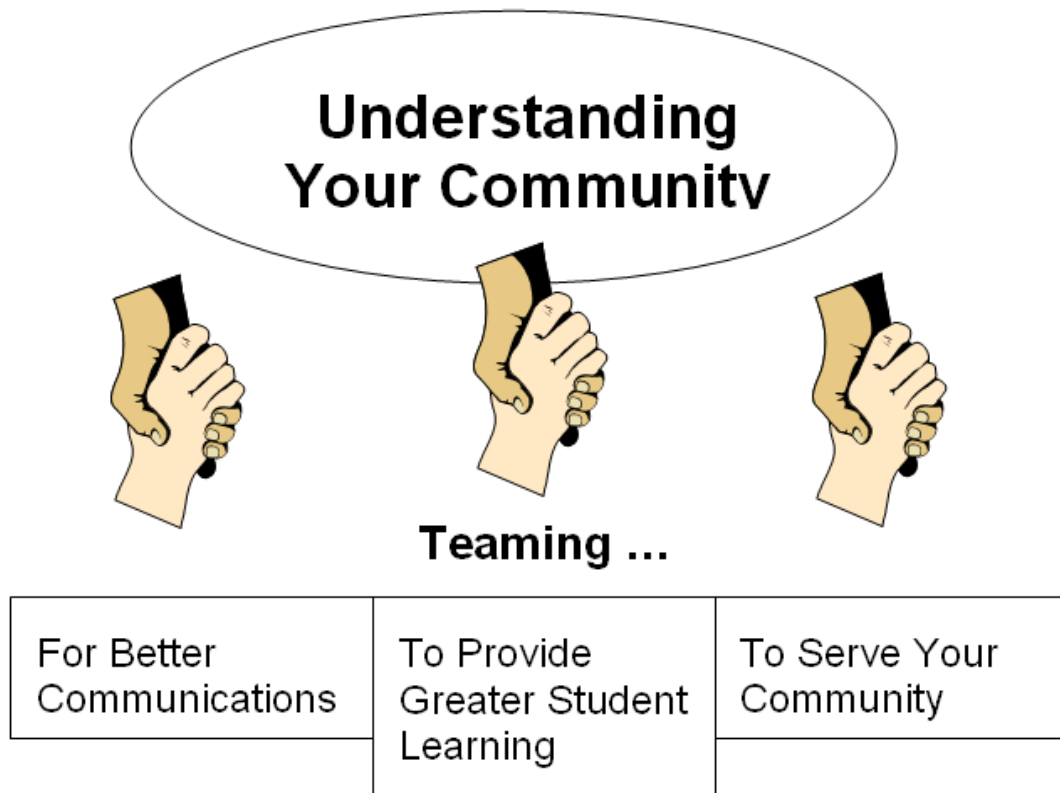
- Higher status for school staff in the community
 - Improved student learning, especially for real-life issues
 - Parents, and community in general, who take greater pride in the school
-

About Teaming With Your Community

Every school is part of a community. The official attendance area obviously includes the dwellings for the school's students and their parents or guardians. But that area also includes a wide variety of businesses such as stores and personal services. It includes churches, recreational and leisure facilities, and a host of community services. Within your area are groups of individuals organized for a wide assortment of mutual interests. All have the potential to work with the school for the overall benefit.

Your school is probably also impacted by similar businesses and community groups outside your attendance area. Some of your students attend Boy or Girl Scouts or religious services at locations outside your area. Their parents bank, buy groceries, or have their hair done outside your area.

As a leader in your school, you need to foster the best possible relationship with your community. Establishing leadership means partnering or teaming with the community to help them understand the challenges and needs of today's schools, encouraging them to become part of the success of your school, and giving back to the community as much as you can to show your appreciation for their support.



**Helping the
Community
Understand the
Schools**

Many adults have never seen the school from an adult's perspective; rather, many adults view the school as they remember it from their days as a student. They are often surprised by changes that have taken place in the school and the additional expectations imposed by changing culture, economy, and government.

Many base their judgments of the educational system on outdated information and experiences. People in the community may still believe negative items that were true several years ago, but have since been resolved.

They may not realize government requirements or comprehend the budget complexities and limitations. Some believe that the younger generation consists mostly of irresponsible "rebels" who do not deserve tax support.

Some adults may have had unsuccessful school experiences or are from outside the US and may have a culturally specific view of schools.

Your role is to help everyone in your community see the relationship between the school and the community and how a strong partnership benefits everyone.

**What Does a Good
Partnership Look
Like?**

"Successful, appropriate partnerships do not just happen." The School Portfolio, page 162.

The goal of school leadership is to establish long term collaboration with all facets of the community.

When you have successfully completed a partnership program, community, parent, and business partnerships become integrated across all student groupings. The benefits of outside involvement are known by all. Everyone works together in an innovative fashion to increase student learning and prepare students for life. Partnerships are evaluated for continuous improvement. Previously non-achieving students enjoy learning. (Adapted from The School Portfolio, page 179.)

You will need to continually review the goals and outcomes of teaming with the community.

Added Benefits of Teaming with Your Community

The more direct contact you have with the community, its leaders and the voters, the more you can accurately communicate the activities of the school, its needs and its successes.

Schools will never be able to teach all of the life skills and make the preparation that students need to be active citizens. Students need positive experiences in the adult world; and not all of these experiences can come from even the best of homes and families.

Teaming with the community provides those extra experiences to enhance student learning and success. Volunteers and financial support from the community can supplement the teachers and the formal school budget, allowing for greater allocation of resources.

The bond between the school and the community will improve as teachers and students extend services into the community and the school opens its facilities to programs and activities. The cycle of involvement, appreciation, support, and success will continue as the partnership strengthens.

What is the Leader's Role?

For the purposes of this module, your role is to lead your Advisory Team through the Final Assessment activities detailed in this module.

Upon completion of this module, you are encouraged to continue to administer and to direct resources that benefit the school and community. Suggestions include:

- Showcasing student highlights
 - Sharing facilities
 - Demonstrating excellence in learning and achievement
 - Managing school resources effectively
 - Keeping the community informed on the latest information on assessment and tax issues, and similar topics
 - Hosting meetings to share new initiatives and to address key issues that affect the community as a whole
 - Providing assistance and support to community efforts where the students can perform or participate in community awareness initiatives
-

**Building on
Previous Efforts**

As you began this module, you should have become familiar with or completed two to four of the modules in this series.

In the Communication Audit that you conducted, you became aware of some of the groups and key individuals in your community. (Refer to GLISI module: *Leading a Team to Conduct a Communications Audit*.)

Your Communication Plan (Refer to GLISI module: *Leading a Team to Develop a Communications Plan*) may have identified one or more goals to increase school-community partnerships and involvement.

Your staff should already be well aware of the importance of community relations and their role in maintaining good community relations (Refer to GLISI module: *Leading a Team to Promote Positive Community Relations*).

The Advisory Team you have identified should be sensitive to the school's needs and your expectations. The members will be helpful in identifying partners and defining the partnership between the school and the community.

**Does Educational
Context Matter?**

Educational context refers to characteristics of a given school or district, such as size, location (urban/suburban/rural), demographics (ethnic ratios, English as a second language), and socioeconomic status (free and reduced lunch ratios).

No, educational context does not matter – this task is performed the same way in all types of schools/districts.

Partnering with your community is an important skill for all school leaders at both the school and district levels. The activities do not vary greatly from school to school, or district to district, but the specific business partners, volunteer groups, clubs and organizations will differ considerably for community to community.

The programs you take into the community will vary depending on your area. The type of facility and the needs of the community will dictate the specific programs you conduct for the community from within the school.

What Resources are Required?

- A minimum of eight hours (in one session, or divided into several sessions)
- A team of 2-4 peers (for the Final Practice)
- Your school's Advisory Team, or a subgroup of the Advisory Team (for the Final Assessment)
- Your school system's policies and guidelines related to working with the community
- Resources for identifying businesses and community organizations in your area
- A list of parent/teacher organizations, school councils, booster clubs, and similar groups that are established in the school
- Your school district's policies regarding external individuals in the schools
- A list of the work-related programs in your school
- Your school district's policies and procedures on community involvement
- Time allotted to meet with one or more of your school's administrators
- Materials needed to engage a team in discussion and documentation of ideas, including pens, notepads, a flip chart, or whiteboard

What Do I Do Next? Turn the page to review the Final Assessment for this module.

Final Assessment

Beginning with the End in Mind

Research about effective assessment of performance tells us that the learner always performs better when they understand what they should know and be able to do. For this reason, GLISI Performance-based modules always present the Final Assessment in the front of the module.

Why Review the Final Assessment?

Please review the Final Assessment in its entirety, in order to:

- **Understand the knowledge, skills, and behaviors** that are being taught and tested in this module
 - **Understand the standards (performance criteria)** by which your performance will be assessed
 - **Gauge your current level of performance** against what will be expected of you by the end of the module
 - **Prioritize which areas to concentrate on** as you work through the module
-

How Will I Know I'm Ready to Take the Final Assessment?

When you take the Final Assessment — either as someone who takes it to “test out” of the module or as someone who has worked through the module — the underlying assumption is that you are a competent, experienced performer. This means that the Final Assessment does not include any “helps” such as step-action tables, worksheets, or detailed scenarios.

That is, you should be sufficiently skilled in the task that you can prepare for your Final Assessment performance simply by reviewing these items on the pages that follow:

- Final Assessment Instructions
 - Final Assessment Scenario Guidelines
 - Final Assessment Performance Checklist (task-related criteria)
 - Performance Feedback Form (leadership/facilitation-related criteria)
-

When Can I Take the Final Assessment?

If you are already proficient in the knowledge, skills and behaviors needed to pass the Final Assessment, you may perform the Final Assessment now.

If you need more learning and practice before trying the Final Assessment (or if you tried the Final Assessment but need more practice), continue working your way through the module.

When Can I Add to My Portfolio?

If...	...Then
You have met <u>some</u> , but not <u>all</u> of the Performance Checklist Criteria and Performance Feedback items	<p>Do one or more of the following...</p> <ul style="list-style-type: none"> • Obtain performance feedback from your Performance Coach • Review relevant topics in the module • Repeat Topic Practices and/or the Final Practice • Pursue additional learning, training and experience <p>...then take the Final Assessment again when you are ready</p>
Your performance meets <u>all</u> the criteria on the Performance Checklist <u>and</u> earns at least a 3 on <u>all</u> of the Cross-cutting Skills on the Final Assessment Feedback Form	<p>Add these items to your Portfolio and talk to your Performance Coach about next steps:</p> <ul style="list-style-type: none"> • Final Assessment Performance Checklist • Final Assessment Feedback Form • Module Progress Tracker page • Additional artifacts such as documents, slides, video/audio tapes, participant feedback forms, etc.
You want your Portfolio to reflect “Distinguished” rather than “Proficient”	Perform the Final Assessment again until you earn a rating of 4 on all Feedback Form items and update your Portfolio

What Do I Do Next?

Whether taking the Final Assessment now, or working through the module, turn the page to read the rest of this Final Assessment section.

**Final Assessment
Instructions**

1. Gain permission from your supervisor, sponsor, or Performance Coach to complete the Final Assessment in a school setting.
 2. Schedule the date, time and location of your session – one that works for you, your Performance Coach, and the teachers/staff/leaders who will participate.
 3. Invite a group of two to four volunteers to assist you in the Final Assessment. Ideally, you should invite your real work team. (If you are an aspiring leader, this may be a team that you would lead once you enter the leadership role. For an incumbent leader, it should reflect the team or type of team that you are currently leading.)
 4. Review with your Performance Coach the criteria Final Assessment Performance Checklist and the Final Assessment Feedback Form.
 5. Work with your Performance Coach to identify or create a plausible scenario with which to work through the process with your participants. Ideally, you should use a real-life school improvement scenario that your organization is currently facing.
 6. Prepare any other materials or information that you and your participants need to have with you on the day of the activity.
 7. Perform the Final Assessment as follows:
 - In a real school/district setting
 - With a team of teachers/staff (or other leaders)
 - Observed by your Performance Coach
 - Retain artifacts from your performance (documents, slides, audio/video recordings, etc.)
 8. Obtain feedback from your Performance Coach about your performance and next steps.
-

**Final Assessment
Scenario
Guidelines**

Your task is to improve your school's relationship with the community. Lead your Advisory Team (or a subgroup of the Advisory Team) to complete the tasks listed below. In doing so, the team will apply processes for better understanding the community, as well as teaming to develop better communications, greater student learning, and increased community involvement.

By design of the module, some of the items are included in the Final Practice and may already be completed by the time you reach the Final Assessment. Review these items with your Advisory Team and make revisions as needed based on the team's input.

In this assessment you will lead the team to:

- Draft goals and expectations for community partnering
- Review the school and district policies and guidelines for communicating with the community and establishing partnerships
- Research the community to determine what businesses are available with whom the school might partner
- Identify community service groups or clubs that may impact the school
- Investigate the make-up of the non-parents in the community
- Identify Key Communicators in your community
- Make contact with one or more Key Communicators
- Develop a "state-of-the-school" presentation and accompanying handouts (or review and revise your current version)
- Determine specific needs within the school and related volunteer/sponsor activities
- Identify volunteers and mentors in your school and their responsibilities
- Draft a high-level plan for administering the volunteer program
- Identify field trip opportunities and align them with the curriculum

Continued next page

**Final Assessment
Scenario
Guidelines (Cont.)**

- Review work-related programs in your school
- Encourage staff members to participate in community groups
- Review the district policies and procedures on community involvement
- Encourage student participation in community service projects
- Invite community members into the school
- Identify potential outreach programs and one group to tour the school
- Explore potential adult education courses that could be offered at the school

Final Assessment Performance Checklist

Performer's Self-assessment Performance Coach's Observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter Performance into Portfolio when all of Performance Checklist (this form) is marked Yes **and** all of Feedback Form (next form) is marked 3, 4, or Not Applicable.*

Evidence	Criteria	Proficient? Give Feedback.
<p>1. Goals and objectives for community teaming are developed</p>	<p><input type="checkbox"/> A meeting is held with the group of two to four peers</p> <p><input type="checkbox"/> Goals and objectives are written</p> <p><input type="checkbox"/> The goals are in alignment with the system policies and guidelines</p> <p><input type="checkbox"/> The target number of business partners, community organization partners, and non-parent partner/volunteers are specified</p> <p><input type="checkbox"/> Team assignments are made</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>2. Key businesses and business organizations impacting your school are determined</p>	<p><input type="checkbox"/> A list of potential business partners is made (at least eight)</p> <p><input type="checkbox"/> The key contact for each business is documented</p> <p><input type="checkbox"/> Key businesses are contacted (at least four) and the outcomes are recorded</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

Evidence	Criteria	Proficient? Give Feedback.
3. Key community organizations impacting your school are determined	<input type="checkbox"/> A list of potential community organization partners is made (at least eight)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> The key contact for each community partner is documented	
	<input type="checkbox"/> Key organizations are contacted (at least four) and the outcomes are recorded	
4. Non-parents impacting your school are determined	<input type="checkbox"/> A list of non-parent groups and/or organizations is made (at least eight)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Contacts for each location are identified	
	<input type="checkbox"/> Individuals are contacted (at least four) and the outcomes are recorded	
5. A Key Communicators program is established	<input type="checkbox"/> An initial list of potential Key Communicators is prepared	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> At least eight people are included on the list	
	<input type="checkbox"/> Key Communicators are contacted (at least four)	
	<input type="checkbox"/> They are invited to serve as a Key Communicator	
	<input type="checkbox"/> They are provided with information about the school	
	<input type="checkbox"/> Their input and feedback on key issues is documented	

Evidence	Criteria	Proficient? Give Feedback.
6. State-of-the-School presentation is created	<input type="checkbox"/> PowerPoint or some similar computer presentation software is used	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Presentation is colorful and includes pictures of the school, students, and staff	
	<input type="checkbox"/> Text font is large (16-point font or larger)	
	<input type="checkbox"/> The presentation has been revised based on feedback from at least one school administrator	
7. State-of-the-School presentation is presented	<input type="checkbox"/> Presentation is given to a community group, business partner, or other appropriate audience <i>(For this practice activity, the presentation can be made to one or more peers)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Needs within the school and related volunteer/sponsor activities are present	<input type="checkbox"/> Specific needs within the school are present	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Needs are prioritized	
	<input type="checkbox"/> Volunteer/sponsor activities that can fill the needs are present	
9. A plan for administering the volunteer program is present	<input type="checkbox"/> Volunteers/mentors and their responsibilities are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> High-level description of the plan is present (or existing program is attached and needed changes are noted)	
10. Field trip opportunities are present and aligned with the curriculum	<input type="checkbox"/> Field trip opportunities listed along with a curriculum need for each	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
11. Work-related programs have been reviewed	<input type="checkbox"/> Work-related programs available in the school are listed	<input type="checkbox"/> Yes
	<input type="checkbox"/> Potential for expansion is described	<input type="checkbox"/> No
12. Efforts have been made to encourage staff members to participate in community groups	<input type="checkbox"/> The survey results are attached	<input type="checkbox"/> Yes
	<input type="checkbox"/> Ways to recognize staff members are listed	<input type="checkbox"/> No
	<input type="checkbox"/> At least one method has been applied	
	<input type="checkbox"/> A publication or document copy is attached (if applicable)	
13. District policies and procedures on community involvement have been reviewed	<input type="checkbox"/> A copy of the policies is attached	<input type="checkbox"/> Yes
		<input type="checkbox"/> No
14. Efforts have been made to encourage student participation in community service projects	<input type="checkbox"/> Opportunities for student participation in community service projects have been listed	<input type="checkbox"/> Yes
	<input type="checkbox"/> Information about one of the opportunities that students are not yet aware of has been communicated to students	<input type="checkbox"/> No
15. Community members have been invited into the school	<input type="checkbox"/> A non-parent open house or get-acquainted event has been scheduled	<input type="checkbox"/> Yes
	-OR-	<input type="checkbox"/> No
	<input type="checkbox"/> Non-parent members of the community have been invited to attend a previously scheduled event	

Evidence	Criteria	Proficient? Give Feedback.
16. Outreach programs have been identified	<input type="checkbox"/> Community groups that could use the school facility are listed <input type="checkbox"/> At least one group has been invited to tour the school (if permitted by the administration)	<input type="checkbox"/> Yes <input type="checkbox"/> No
17. The potential for offering adult education courses has been explored	<input type="checkbox"/> Potential adult education courses are listed <input type="checkbox"/> A summary of the feasibility discussion is present	<input type="checkbox"/> Yes <input type="checkbox"/> No

Final Assessment Feedback Form (page 1 of 2)

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

*Use the rubric below to rate only the Cross-cutting Leadership Skills on this page (including write-ins). Enter Performance into Portfolio when all of Performance Checklist (previous form) is marked Yes **and** all of Feedback Form (this form) is marked 3, 4, or Not Applicable.*

Performance Levels			
1	2	3	4
Emerging Needs Study and Practice <i>Few/none of desired behaviors were adequately displayed.</i>	Developing Needs Practice <i>Some but not all of the desired behaviors were adequately displayed.</i>	Proficient Meets Criteria and Expectations <i>All desired behaviors were displayed and performed correctly.</i>	Distinguished Could be Used as a Model to Teach Others
			Eligible for Portfolio

How effective was the performer in these Cross-cutting Skills?	Rating				
1. Facilitating group interaction and managing participation?	1	2	3	4	NA
2. Assisting the group to meet the criteria for the task(s) at hand?	1	2	3	4	NA
3. Modeling appropriate leadership behaviors?	1	2	3	4	NA
4. Teaching others how to perform the task(s) at hand?	1	2	3	4	NA
5. Presenting information clearly, concisely, and professionally?	1	2	3	4	NA
6. Leveraging/integrating technology to increase effectiveness?	1	2	3	4	NA
7. Motivating/encouraging others to achieve success?	1	2	3	4	NA
8. Using group processes to achieve desired session results?	1	2	3	4	NA
9. Other: _____	1	2	3	4	NA
10. Other: _____	1	2	3	4	NA

Turn the page to provide additional written feedback (required).

Final Assessment Feedback Form (page 2 of 2)

Performer's Name:

Performance Coach's Name:

Date of Performance:

If any element was rated less than 3, what needs to be done to score a 3? To score a 4?

What greatest strengths did the leader exhibit through this performance?

What could be done to improve this leader's performance? Include any criteria on the Performance Checklist that were missed. Be specific.

Were there any significant issues that must be rectified (by additional practice and assessment) before entering this evidence into the Portfolio?

About Practices

About Practices There are two types of practices in this module: Topic Practices and Final Practices.

About Topic Practices	About the Final Practice
<p>Topic Practices relate to the topic immediately preceding, giving you a practice to master that small set of discrete skills – e.g., one stage of the task. There is usually one Topic Practice per topic.</p>	<p>The Final Practice relates to the entire module, giving you a chance to practice putting together all of the skills you have learned throughout the module. There is always one Final Practice at the end of the module.</p>
<p>Topic Practices are <u>either</u> performed on your own (if practicing a skill you will later use to facilitate a group), <u>or</u> with a group of “friendly” peers (if the skill must be practiced with a group).</p>	<p>The Final Practice is almost always performed with a group of “friendly peers” – but usually with a different group than those who helped you with the Topic Practices. This is your chance to practice leading a group through the process before you perform in front of teachers/staff on your “real” team.</p>
<p>Topic Practices always provide Scenarios (like word problems) that represent a typical school situation so that you can practice “real world” work in a “safe” environment.</p>	<p>The Final Practice may provide a Scenario, or it may direct you to identify a “real world” situation from your school/district with which to practice.</p>
<p>Topic Practices usually include Worksheets that guide your work and provide a place for you to document your processes and results.</p>	<p>The Final Practice always includes a Worksheet to guide your work and provide a place to document your processes and results.</p>
<p>Topic Practices always include a Performance Checklist that lists the criteria to which you are expected to perform.</p>	<p>The Final Practice always includes both a Performance Checklist and a Feedback Form.</p>
<p>Topic Practices only include a Performance Feedback Form if you are required to practice with a group (since the Feedback Form is used to evaluate leadership and facilitation skills).</p>	

Assembling Teams to Help You Practice

For some Topic Practices, and all Final Practices, you will need to engage a team of “friendly” volunteers to assist you.

- You should choose a team of two to four people who understand the challenge of working in a public school/district, AND who will provide you with honest, constructive feedback.
 - Unless otherwise instructed, use the same team for each Topic Practice. If you decide to repeat any practice, you may also use the same team.
 - For scheduling or logistical reasons, you may find it necessary to replace one or two people from Practice to Practice.
 - For the Final Practice, assemble a new team of volunteers.
-

How to Complete Topic Practices and the Final Practice

1. Feel free to refer to the Step-Action Table(s) in the relevant topic(s) as needed during Topic Practices and the Final Practice.
 2. Before you begin, review these items:
 - **Scenario** – this is a sample “case study” or word problem that provides the information you need to work through the practice
 - **Worksheet** – this is where you will record your work
 - **Performance Checklist** – this lists the criteria used to evaluate your performance during the Practice
 - **Performance Feedback Form** – for practices that include volunteers, this lists criteria used to evaluate your performance in leadership and facilitation skills (cross-cutting skills)
 3. When you are ready, perform the Practice activity and record your work on the Worksheet.
 4. When you have finished the activity, evaluate your performance according to **How to Check Your Work** (next page) and decide what to do next.
 5. Feel free to perform each Topic Practice or Final Practice as many times as you need to until you feel competent and able to move on to the next Topic(s), to the Final Practice, or to the Final Assessment.
-

How Do I Check My Work?

IF...	...THEN
<p>You have met <u>some</u>, but not <u>all</u> of the Performance Checklist Criteria and Performance Feedback items</p>	<p>There is no failure – only “not yet!” You need more practice. Do one or more of the following...</p> <ul style="list-style-type: none"> • Obtain performance feedback from your Performance Coach • Review relevant topic(s) in the module • Work with your Performance Coach to identify another scenario • Assemble a group of peers to work with and support you • Consult with your Performance Coach to identify other sources of additional learning, training, and experience in this task <p>...then complete the Practice again when you are ready.</p>
<p>Your performance meets <u>all</u> the criteria on the Performance Checklist <u>and</u> earns at least a 3 on <u>all</u> of the Cross-cutting Skills on the Feedback Form</p>	<p>Congratulations! You may move on to another section of the module.</p>

What Do I Do Next?

Turn the page to begin working through the Topics in this module.

Topic #1: Understanding Your Community

Understanding Your Community

It is beneficial to develop a thorough understanding of your community before you begin the teaming process. What are the key businesses, influential individuals, and community groups in your area? Who are the non-parents in your community?

In this topic you will:

- Set goals and objectives for community teaming
- Identify and contact potential partners impacting your school, including businesses, community organizations, and non-parents (stakeholders who are not parents)

Understanding Businesses in Your Community

Your area may have a shopping mall, a large industrial complex, or enterprises aimed specifically to serve a segment of the population. Your school may be primarily a residential area with a few smaller services sprinkled along major thoroughfares.

Regardless, your goal is to determine what is there and what will it take to establish a relationship with the owner(s), managers, and key employees.

Many businesses recognize the need for an educated workforce. Some of the business leaders may have graduated from schools in or near your district. They may be eager to support the school, but in many cases have not been asked.

Understanding Community Organizations

The Step-Action Table for this topic contains a list of potential community groups. Some groups have as a basic tenet or purpose to support youth, schools, and the community at large. Most memberships are voluntary, and these same individuals may prove to be ready volunteers for the school.

**Understanding
Non-parents**

Up to 70 percent of the tax-paying households in most school districts do not have children in school. People without children often feel that they should not be required to pay school taxes.

These individuals are also far less involved in the schools. The following chart summarizes the results of a survey taken by Phi Delta Kappa and Gallup Poll in 1994:

	No Children in School	Public School Parents
<u>In the past year, have you:</u>		
Attended a school play or concert in any local public school?	43%	79%
Attended any meeting public school related meeting?	18%	51%
Attended a PTA meeting?	7%	49%
Attended a school board meeting?	8%	31%

Assuming that the belief patterns are the same now as they were when the survey was taken, there is a significant opportunity to get non-parents more involved in your school.

Understanding Senior Citizens

Older adults are rapidly becoming a major factor in most school districts. Consider the following:

- Seventy-eight percent of older adults are registered to vote and 68% turn out to vote for national elections. Senior citizens turn out in large numbers to vote on school budgets and bond issues.
- Older adults are living longer. They may make up a majority of the non-parents in your school's area.
- Older adults are a very heterogeneous group. Many may have moved in from somewhere else in the country. The difference between the life experiences of a 55 year-old and a 75 year-old can be considerable. Some have worked all their lives at a factory or on a farm while others have been professors of education at major universities. This variety of experience forms a tremendous talent pool.
- Older adults, especially those who have retired, have far more leisure or "free" time and have over \$400 billion in discretionary income. One Gallup poll indicated that nearly half of all retirees spend at least four hours a week doing volunteer work.

You need to understand the senior citizens in your community. You need to help them learn about the school and its issues and how they can be very valuable sources for volunteers and to provide project support.

Understanding Adults Without Children

The remaining non-parents include empty nesters (who are not yet seniors), married adults without children, newly married couples who have no children yet, and single adults of all ages. An increasing number of young and middle-aged adults are making the decision to delay or not have children at all. With each year, their remembrance and understanding of what is really happening in the schools is reduced. And their perspective about the school may come from their memories of attending school as students rather than from their actual knowledge about schools and classrooms.

What Resources are Required?

- Your school system's policies and guidelines related to working with the community
 - Resources for identifying businesses and community organizations in your area
-

How Do I Do It?

Use the Step-Action Table (starting on the next page) to work through the process.

Step-Action Table

Step	Action
<p>1. Plan for community partnerships</p>	<p>Work with your staff and your Advisory Team to research and then develop a plan for teaming with the community.</p> <p>Call a meeting of the Advisory Team. Discuss and document the things you want to accomplish. Identify the goals of the partnerships you are going to establish.</p> <ul style="list-style-type: none"> • Ensure that the goals are in alignment with your school system's policies and guidelines. • Set a goal for recruiting a certain number of business partners, community organization partners, and non-parent partner/volunteers. For example, your goal may be to establish partnerships with three businesses, three community organizations, and 10 to 15 non-parents. <p>Make assignments for individual members to help collect information. Your Advisory Team can also be very helpful in collecting the information you want and need.</p>
<p>2. Identify potential business partners</p>	<p>Make a list of the businesses in your community.</p> <p>If your school is a larger urban or suburban high school, there could be hundreds of businesses in your attendance area. Listed below are suggested strategies for identifying businesses that may be potential partners.</p> <ul style="list-style-type: none"> • Business associations, such as the Chamber of Commerce, may provide a list: They will have adequate information on businesses that are members and may have some additional information. Chamber members tend to be more active in the community and community affairs. • Professional or job-related organizations, such as computer programmers, builders or secretaries: They can help you identify the companies in their association. • Real Estate agencies: They are often interested in the impact of school's on neighborhoods.

Step	Action
3. Select business partners	<p>Contact as many businesses as possible, given your time and resources. Assemble a mailing list and plan a special event, inviting businesses to come and get acquainted. Refer to the Topic on “Teaming to Serve Your Community” for more discussion.</p> <p>Be realistic and understanding. Do not be discouraged when some businesses say no. Some larger businesses will feel they have reached their capacity for giving. They receive hundreds of requests. Branch banks and retail stores (such as K-Mart, Target and Wal-Mart) may have corporate-wide activities that would supersede the possibility of them helping or that have strict guidelines about how much and how often they can contribute.</p> <p>Include small businesses on your list when possible. Many of the “mom and pop” stores and businesses will help out a school where they have children enrolled. They will sometimes follow the children through the system and then drop out when their child leaves the school or system.</p>

Step	Action
<p>4. Identify community organizations</p>	<p>Look for organizations in your community. Use the following list to help guide your search:</p> <ul style="list-style-type: none"> • <u>Arts organizations</u> like the county symphony or ballet • <u>Civic and Community Service organizations</u>, such as Kiwanis, Lions, Rotary, and women’s clubs, such as the League of Women Voters • <u>Fraternal orders</u> such as Eastern Star or Masons, Knights of Columbus, Brith Sholom and Moose or Elks • <u>Neighborhood associations</u> and planning groups • <u>Other schools</u>, such as feeder schools and vocational technical colleges and higher educational institutions • <u>Military or Patriotic organizations</u> such as the American Legion or Veterans of Foreign Wars (VFW) • <u>Political or government entities</u>, such as the State Department of Education or the Legislature (These are usually more of a concern at the district level, but government agencies with offices that cover your area can be very important.) • <u>Religious denominations</u> and groups, such as the Salvation Army and churches • <u>Youth organizations</u> such as Boy and Girl Scouts, Boys and Girls Clubs, 4-H, and YM/WCA <p>NOTE: The Chamber of Commerce may be able to provide a list of major clubs and organizations in your community. In addition, look for community partners in the yellow pages under:</p> <ul style="list-style-type: none"> • Churches • Clubs • Fraternal Organizations • Social Service Organizations • Political Organizations • Schools • Senior Citizens’ Services

Step	Action
<p>5. Contact the organization</p>	<p>Find the administrator or business executive in the organization that can assist you to form the collaborative relationship. There will generally be a president or executive director. The executive director (or similar title) is the more permanent person and may be paid for helping run the organization. This person will generally be able to provide greater long term contact and support. The president is often elected for only a short time, although in some smaller groups may be re-elected often.</p> <p>Some groups have special leadership titles, such as Scout Master, or in the Salvation Army they use military officer rank designations such as Lieutenant, Captain, and Major.</p>
<p>6. Find non-parent supporters</p>	<p>Include senior citizens. Senior citizens may be somewhat easier to find than other non-parents. Look for health clubs, support groups and other community service agencies that are specifically organized for senior citizens. Search for retirement communities or neighborhoods that have been specifically built for senior citizens.</p> <p>It will be more difficult to find places specifically for other non-parents. They may be members of general hobby and social clubs.</p> <p>Look in housing areas that have fewer bedrooms and no play areas, such as condominiums, garden apartments, zero-lot line or cluster homes. Younger adults may opt for “starter” homes.</p> <p>Check with your real estate contacts or if available, a local planning commission. They usually have good insight concerning neighborhoods that are catering to the non-parent adult.</p> <p>NOTE: Non-parent contacts need not necessarily be associated with a specific organization.</p>

Topic Practice #1: Understanding Your Community

Instructions

- If you need to, refer to the Topic called “About Practices.”
 - Complete the steps in the Step-Action Table for this topic.
 - Fill out the Practice Worksheet, listing results that are realistic based on the information in the practice scenario below.
 - Check your work, and then meet with your Coach to review the results and decide what to do next.
-

Practice Scenario

In the Final Assessment for this module you will lead your Advisory Team through the steps covered in this topic as described in the Step-Action Table. However, for the purposes of this practice activity, you will work on your own to identify and contact a limited number of community entities.

In this practice, you will:

- Draft goals and expectations for community partnering
- Review the school and district policies and guidelines for communicating with the community and establishing partnerships
- Research the community to determine what businesses are available and with whom the school might partner
- Identify community service groups or clubs that may impact the school
- Investigate the make-up of the non-parents in the community

Topic Practice Worksheet

List your initial goals and expectations for teaming with your community. Include in your goals the target number of business partners, community organization partners, and non-parent partner/volunteers.

List at least four of your top business candidates for teaming. Contact at least two of the businesses and record the outcomes (Is the business willing to consider a partnership?).

- 1.
- 2.
- 3.
- 4.

Topic Practice Worksheet

List at least four of your top community organization candidates for teaming. Contact at least two of the organizations and record the outcomes.

1.

2.

3.

4.

List at least four places or organizations that cater to non-parents. Identify your contacts associated with each place/organization. (Non-parent contacts need not necessarily be associated with a specific organization.) Contact at least two of the individuals and record the outcomes.

1.

2.

3.

4.

Topic Practice Performance Checklist

Performer's Self-assessment Performance Coach's Observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter Performance into Portfolio when all of Performance Checklist (this form) is marked Yes.

Evidence	Criteria	Proficient? Give Feedback.
1. Goals and objectives for community teaming are developed	<input type="checkbox"/> A meeting is held with the Advisory Team <input type="checkbox"/> Goals and objectives are written <input type="checkbox"/> The goals are in alignment with the system policies and guidelines <input type="checkbox"/> The target number of business partners, community organization partners, and non-parent partner/volunteers are specified <input type="checkbox"/> Team assignments are made	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Key businesses and business organizations impacting your school are determined	<input type="checkbox"/> A list of potential business partners is made (at least four) <input type="checkbox"/> The key contact for each business is documented <input type="checkbox"/> Key businesses are contacted (at least two) and the outcomes are recorded	<input type="checkbox"/> Yes <input type="checkbox"/> No

Topic Practice #1: Understanding Your Community
Teaming with Your Community

Evidence	Criteria	Proficient? Give Feedback.
3. Key community organizations impacting your school are determined	<input type="checkbox"/> A list of potential community organization partners is made (at least four)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> The key contact for each community partner is documented	
	<input type="checkbox"/> Key organizations are contacted (at least two) and the outcomes are recorded	
4. Non-parents impacting your school are determined	<input type="checkbox"/> A list of non-parent groups and/or organizations is made (at least four)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Contacts for each location are identified	
	<input type="checkbox"/> Individuals are contacted (at least two) and the outcomes are recorded	

Topic #2: Teaming for Better Communications

Teaming for Better Communications

Now that you have located businesses and community groups in your community, you may want to update your Communication Plan. Many of these businesses and groups can be major vehicles for communicating with non-parents in your community. You can provide information about the school and receive information from these groups that will help you build a more successful school.

In addition, there are several specific activities you can consider to improve community communications. In this topic you will:

- Identify Key Communicators in your community
- Develop a “state-of-the-school” presentation

Key Communicators

Some schools have found a key communicator program to be a very useful approach for improving communications with the community. Key Communicators are individuals to whom others turn to for information and judgments.

“Citizens often do not accept or reject an idea until they talk with residents of the community whose opinion and judgment they respect. These key people or opinion leaders must be identified so that they may be informed about the schools, learn quickly what the community is thinking, and get the public involved in the schools.” The School and Community Relations, page 137.

Messages from the key communicators are often viewed with more credibility than those of the school employees because they don’t have a vested interest in the issues. Key communicators serve as gatekeepers for information to and from the community. They can interpret programs to the community and can help squelch rumors.

If your school serves a large number of students whose parents are non-native English speakers, appropriate bilingual key communicators are needed. They can help translate the activities and programs of the school into the language and understanding of others in the community.

Presentations to Strengthen Community Support for School

Once you make contact with businesses and community groups in your area, you may often have the opportunity to make presentations about the school and school issues. These are important opportunities to begin collaborative activities that lead to greater understanding and support.

Intergenerational Programs

Another program that often can greatly increase general communication between your school and non-parents is an intergenerational program. Students and adults of all ages need to get together to socialize, pass on traditions and values, and solve local problems. This kind of a program allows students to spend time with adults, including senior citizens.

Often when adults - and especially senior citizens - are frequent visitors to the school, they are perceived as having an investment in the lives of the children they are serving. The benefit to the community is that the adult serves as an advocate for the good things that are happening in the school and can share their positive experiences.

How Do I Do It?

Use the Step-Action Table (starting on the next page) to work through the process.

Step-Action Table

Step	Action
<p>1. Identify Key Communicators in the community</p>	<p>Find the people in your community who are most influential and are supportive of the school.</p> <p>Look for any person who talks to a large number of people. They are often relatively silent, behind-the-scenes people, but may also be community leaders.</p> <p>Make an effort to draw from a broad cross-section of the community. Use the following list to help guide your search:</p> <ul style="list-style-type: none"> • Barbers and beauticians • Retail store clerks • Restaurant managers and bartenders • Automotive and other service operators • Doctors and dentists • Postal/shipping and delivery employees • Religious and political leaders • Union leaders • Community activists • Permanent leaders of organizations in your area <p>Ask around. Ask parents, business personnel in the area, and your staff to whom they would go to for an opinion about the schools. From the initial list, ask them who else they think should be included.</p> <p>Remember that some key communicators may live or work outside of the official boundaries of your school or district, but are still very influential to a group of people within your boundaries.</p>
<p>2. Select a group of Key Communicators</p>	<p>Develop a close relationship with a few Key Communicators rather than trying to keep up with a large number. Select only a small number of people—perhaps eight to 12.</p> <p>Invite them to become Key Communicators.</p> <p>Meet with those who accept. You may choose to have a small, informal meeting of Key Communicators in the school to get acquainted. Or, you may choose to work with them one-on-one.</p> <p>Keep these individuals up-to-date and document their input and feedback on key issues. Provide them the information that you generally provide to parents and to other citizens in the neighborhood. From time to time provide them “insider” information.</p>

Step	Action
3. Make presentations about your school	<p>Present the best features of your school. Your school will often be asked by community groups or businesses to report on specific topics or issues. But other times, you may have a chance to choose your own topic.</p> <p>Prepare and keep up-to-date a “state-of-the-school” presentation:</p> <ul style="list-style-type: none">• Use PowerPoint or some similar computer presentation software to make a presentation about your school. Use plenty of color. Include pictures of your school, the students and the staff. Use large text font (at least 16 point).• Modify any presentation to address the issues and background of the audience. Keep in mind that many of the groups you visit may include a large number of professionals, including retired teachers and school administrators. Others may be far less educated and have far less experience with any form of management.• Keep your remarks supportive and upbeat.• Prepare handouts, where appropriate. If you provide written materials, make the font type and size appropriate to the audience. In most cases, you will need to use at least 12-point font.

Topic Practice #2: Teaming for Better Communications

Instructions

- If you need to, refer to the Topic called “About Practices.”
 - Complete the steps in the Step-Action Table for this topic.
 - Fill out the Practice Worksheet, listing results that are realistic based on the information in the practice scenario below.
 - Check your work, and then meet with your Coach to review the results and decide what to do next.
-

Practice Scenario

In the Final Assessment for this module you will lead your Advisory Team through the steps covered in this topic as described in the Step-Action Table. However, for the purposes of this activity, you will work on your own to practice the skills on a smaller, more manageable scale.

In this practice, you will:

- Identify Key Communicators in your community
- Make contact with one or more Key Communicators
- Develop a “state-of-the-school” presentation and accompanying handouts (if needed)
- Share the presentation and handouts with one or more of the school administrators and make any needed revisions based on their feedback
- Present the presentation to one or more peers

Topic Practice Worksheet

List at least eight potential Key Communicators and why you selected them. Contact one or more of these individuals until you find one who wants to serve as a Key Communicator. Circle that person's name in the list of potential Key Communicators.

Topic Practice Worksheet

Contact your Key Communicator. Summarize or list the main points of the information you shared with this person (i.e. information that you generally provide to parents and to other citizens in the neighborhood). Also note their input and feedback on key issues.

Topic Practice Worksheet

Attach the outline and handouts for your State-of-the-School presentation. Include a draft copy of the handouts. In the space below, summarize the feedback you received from your school's administrator(s) about the presentation.

Topic Practice Performance Checklist

Performer's Self-assessment Performance Coach's Observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter Performance into Portfolio when all of Performance Checklist (this form) is marked Yes.

Evidence	Criteria	Proficient? Give Feedback.
1. A Key Communicators program is established	<input type="checkbox"/> An initial list of potential Key Communicators is prepared	<input type="checkbox"/> Yes
	<input type="checkbox"/> At least eight people are included on the list	<input type="checkbox"/> No
	<input type="checkbox"/> Key Communicators are contacted (at least one)	
	<input type="checkbox"/> They are invited to serve as a Key Communicator	
	<input type="checkbox"/> They are provided with information about the school	
	<input type="checkbox"/> Their input and feedback on key issues is documented	
2. State-of-the-School presentation is created	<input type="checkbox"/> PowerPoint or some similar computer presentation software is used	<input type="checkbox"/> Yes
	<input type="checkbox"/> Presentation is colorful and includes pictures of the school, students and staff	<input type="checkbox"/> No
	<input type="checkbox"/> Text font is large (16-point font or larger)	
	<input type="checkbox"/> The presentation has been revised based on feedback from at least one school administrator	

Topic Practice #2: Teaming for Better Communications
Teaming with Your Community

Evidence	Criteria	Proficient? Give Feedback.
3. State-of-the-School presentation is presented	<input type="checkbox"/> Presentation is given to a community group, business partner, or other appropriate audience (<i>For this practice activity, the presentation can be made to one or more peers</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Topic #3: Teaming to Provide Greater Student Learning

Teaming to Provide Greater Student Learning

Most communities truly want the schools to be successful. Even if the financial support is sometimes less than desired, the community can be called upon to help in other ways. There are three major means of teaming with your community to increase learning opportunities for your students:

1. Bring volunteers from the community into the school to help support learning
2. Take advantage of field trips that let students see and experience environments and situations that cannot be replicated in the school
3. Provide opportunities for businesses and community groups to sponsor school projects and activities

In this topic you will:

- Determine specific needs within the school and related volunteer/sponsor activities
 - Develop a plan for administering the volunteer program
 - Identify field trip opportunities and align them with the curriculum
 - Review work-related programs in your school
-

Volunteers and Mentors

Most schools could use a helping hand, especially a “free” helping hand. Both the rigors of teaching and the demands of school management can benefit from someone helping either the teaching or non-teaching staff. In addition, these resources may bring new perspectives to instructional design that furthers the learning of some students.

Mentors are a special form of volunteer. They serve as positive role models to students who need another adult in their lives. They meet with a student on a regular basis, offering encouragement and advice, and help with homework.

The school benefits from volunteer and mentor participation through the addition of people to help with tasks such as working in the media center or office, reading with a child, or acting as a translator. The benefit to the volunteers and mentors is that they gain the respect and admiration of the students and faculty and will likely have a sense of satisfaction about their role in the success of the students.

Field Trips and Work Study Programs

Field trips provide a chance for students to see such things as historical sites, science and nature, art exhibits and performances. These activities enhance students’ learning experiences by showing real-life situations and reenactments, as well as experiments and samples that require equipment and environments that the school does not have.

Work study, or work-based learning, provides on-the-job skills and experience that may help the student make career decisions and obtain employment after graduation.

Some field trips may be to businesses so that students can gain a better appreciation for how businesses really operate—whether a factory, call center, distribution center, or retail environment.

Refer to Appendix C for sample field trip forms.

**Business and
Community
Sponsorships**

Many businesses are willing, perhaps even eager, to help support the school. Some of the motivation may be altruistic or humanitarian, and some may be more pragmatic. Regardless, businesses can provide human capital, equipment, and financial resources to help your school.

“We won’t bite. Come to us and ask for help. We are open, and we are receptive to whatever you would like to do. We want this to be a cooperative effort. ... If business, industry, the school district, and all other community entities don’t work together, our nation is not going to be as strong as it should be.” (Ray Reed, Rockwell International, quoted in The School and Community Relations, p. 6.)

“Partnerships between education and business are key to reaching the shared goals of finding new ways to prepare a work force for the Twenty-first Century and encouraging life-long learners.” (From the Apple Computer Company, quoted in The School Portfolio, page 164.)

Many community organizations sponsor various programs in the school. Several have “junior” clubs with goals similar to the parent club. Some launch a particular program that may be applied to several schools in your district, or they may respond to your request for a targeted program in your school.

Providing Sponsorship Opportunities

Review your list of potential sponsors from Topic #1. Many businesses and community groups are willing to help sponsor students, teachers, and activities at schools. Contact these businesses and groups.

Plan an information sharing event such, as a Community/Education Day in the school. Invite neighborhood businesses and community groups. Show them the many good things that are happening in the school.

Share the needs (including costs) and opportunities with the potential sponsors.

Be creative in finding ways in which sponsors can help. Many opportunities are specific, such as sporting events, an art exhibit, or a teacher appreciation day. Others are more general in nature.

Review the list you generated of the potential business partners in your community. Be creative in the ways the partnership can benefit the schools and the ways the schools can benefit the community.

Ask the sponsors for feedback—You may design a survey that includes such questions as: Will they sponsor again? If not, why?

Examples:

- The Cobb County (Georgia) Chamber of Commerce facilitates sponsorship for schools through a Partners In Education program. “Partners In Education” couples businesses with schools to provide volunteer support, extra funding or unique services matched to the schools’ needs. The Cobb County Chamber is proud to have more than 900 Partners helping every school in the county (including Marietta City Schools). The Chamber also supports Character Education, a school-based program that reinforces good character in students.” There are many similar programs throughout Georgia, either through Chambers or other business organizations, or directly between a business and a school.
- Cobb Chamber also sponsors a Principal-for-a-Day program. Volunteers “shadow” a principal for an entire school day in order to better understand the challenges and rewards. Last year, 118 volunteers shadowed principals in the County.
- Many schools invite businesses and organizations to “advertise” by hanging signs at sports venues or including a part or all of a page in performance booklets.

**Rewarding
Participants**

Look for ways to make the programs a two-way partnership...not just a benefit to the school—but also a benefit to the businesses in the community.

Some benefits are built into these programs, such as:

- Volunteers receive personal satisfaction and a greater sense of what is happening in the school.
- Museums and similar institutions usually include support of schools as a part of their charter.
- Work-study programs benefit from the efforts of students and become potential future employees.
- Businesses and clubs, in effect, receive free advertising and recognition for sponsoring school functions and activities.

Reinforce these benefits to the participants and look for others that will encourage active participation by the community.

Encourage everyone on your staff who is involved to recognize and thank volunteers, businesses, and community groups for anything they do. Do this both verbally and in writing.

**What Resources
are Required?**

- A list of parent/teacher organizations, school councils, booster clubs, and similar groups that are established in the school
- Your school district's policies regarding external individuals in the schools
- A list of the work-related programs in your school

How Do I Do It?

Use the Step-Action Table (starting on the next page) to work through the process.

Step-Action Table

Step	Action
<p>1. Determine needs within the school</p>	<p>Do the following to identify and prioritize specific needs within the school:</p> <ul style="list-style-type: none"> • Get input from the instructional and support staff to determine what outside support will help them better meet the needs of the school and the students. • Work with the staff to prioritize the needs. • Make a list of potential activities with which volunteers and sponsors can help. Refer to Appendix B for some examples. <p>Example: A list sent out by one school included 43 different activities that a volunteer could do at the school.</p>
<p>2. Identify volunteers and mentors</p>	<p>Find volunteers and mentors in the parent/teacher organizations, school councils, booster clubs, and similar groups that are established in the school.</p> <ul style="list-style-type: none"> • Review information that you have on businesses, community groups, and non-parents. These resources provide a rich source of potential volunteers. • Identify the community groups that purposely organize to volunteer and support schools. <p>Example: One community support organization is Tech Corps Georgia. It provides computer-related training for teachers and students and gives refurbished computers to schools and families.</p>
<p>3. Manage the volunteer and mentor program</p>	<p>Develop a process to make sure volunteers and mentors have a positive impact on your school.</p> <ul style="list-style-type: none"> • Review your district’s policies regarding external individuals in the schools to ensure the safety of the students. This may include background checks for all volunteers. • Prepare a formal plan for administering the volunteer program if the school does not already have one. If a plan exists, review and update it as needed. • Establish a filtering process to determine the volunteers’ skills, work habits, and personal interaction levels. • Provide guidelines for making assignments and scheduling activities. • Establish a process to evaluate volunteer activities. • Establish a high-level plan for evaluating the volunteer program at the end of each year. Include the volunteers’ opinions in the evaluation.

Step	Action
4. Identify field trip opportunities	<p>Identify field trip opportunities that are available in the community. There are a wide variety of places where students can go for field trips, such as:</p> <ul style="list-style-type: none"> • Agriculture/Animal Husbandry • Arts/Crafts • Business • Environment • Government-related • History/Social Studies • Language • Sciences • Sports/Recreation <p>Example: One school district in the Washington DC area maintains a database of 150 Social Studies-related field trips.</p>
5. Align field trips with the curriculum	<p>Match the curriculum need to the opportunities. Link external classroom experiences directly to curriculum objectives. State, federal, and most local funding must be aligned to the school's comprehensive school improvement plan. The classroom teacher determines the need for a trip based on the lesson plans for each class.</p>
6. Review work-related programs	<p>Identify the work-related programs in your school. They may vary from school to school. These are usually state programs with specific regulations, monitoring and budgeting. They include DCT, VICA, Work Keys, Key Train and Apprenticeship programs.</p> <p>Determine what programs are offered in your school and whether they need to be expanded.</p> <p>NOTE: The businesses involved may also be approached to offer additional support for the school.</p> <p>NOTE: While most work-study programs are at the senior high school level, many middle schools and upper elementary offer career exploration programs.</p> <p>For more information, refer to <u>Middle School Career Exploration: The Role of Teachers and Principals</u>, Agnes E. Smith, <i>Education</i>, Volume 120, 2000. Project Innovation.</p>

Topic Practice #3: Teaming to Provide Greater Student Learning

Instructions

- If you need to, refer to the Topic called “About Practices.”
 - Complete the steps in the Step-Action Table for this topic.
 - Fill out the Practice Worksheet, listing results that are realistic based on the information in the practice scenario below.
 - Check your work, and then meet with your Coach to review the results and decide what to do next.
-

Practice Scenario

In this practice scenario you will:

- Determine specific needs within the school and related volunteer/sponsor activities
- Identify volunteers and mentors in your school and their responsibilities
- Draft a high-level plan for administering the volunteer program
- Identify field trip opportunities and align them with the curriculum
- Review work-related programs in your school

Topic Practice Worksheet

In the space below or on a separate page, list the volunteers and mentors in your school and their responsibilities.

Volunteer or Mentor	Responsibilities

Topic Practice Worksheet

Describe your plan (high level) for administering the volunteer program. If a plan exists, attach it. Then, in the space below, note any changes that are needed to the existing plan.

Topic Practice Worksheet

List field trip opportunities that are not currently on your school's annual field trip program. Include the curriculum need that aligns with each field trip.

Field Trip	Curriculum Need

Topic Practice Worksheet

List the work-related programs in your school. In what way could these programs be expanded?

Topic Practice Performance Checklist

Performer's Self-assessment Performance Coach's Observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter Performance into Portfolio when all of Performance Checklist (this form) is marked Yes.

Evidence	Criteria	Proficient? Give Feedback.
1. Needs within the school and related volunteer/sponsor activities are present	<input type="checkbox"/> Specific needs within the school are present	<input type="checkbox"/> Yes
	<input type="checkbox"/> Needs are prioritized	<input type="checkbox"/> No
	<input type="checkbox"/> Volunteer/sponsor activities that can fill the needs are present	
2. A plan for administering the volunteer program is present	<input type="checkbox"/> Volunteers/mentors and their responsibilities are listed	<input type="checkbox"/> Yes
	<input type="checkbox"/> High-level description of the plan is present (or existing program is attached and needed changes are noted)	<input type="checkbox"/> No
3. Field trip opportunities are present and aligned with the curriculum	<input type="checkbox"/> Field trip opportunities listed along with a curriculum need for each	<input type="checkbox"/> Yes
		<input type="checkbox"/> No
4. Work-related programs have been reviewed	<input type="checkbox"/> Work-related programs available in the school are listed	<input type="checkbox"/> Yes
	<input type="checkbox"/> Potential for expansion is described	<input type="checkbox"/> No

Topic #4: Teaming to Serve Your Community

Teaming to Serve Your Community

Serving your community is not only a way of saying “thank you” for providing support, but also creates additional opportunities to showcase the talents of the students and staff. It also raises the appreciation of the community for what the school is doing.

There are two major ways to serve your community:

1. Going into the community
2. Bringing the community into the school

In this topic you will:

- Encourage students and staff to participate in community groups and service projects.
 - Review your school district's policies and procedures on community involvement
 - Invite community members into the school
 - Identify potential outreach programs and adult education courses
-

Going Into the Community

Your school has many talented students and staff. One of the best things you can do to foster community support is to encourage these individuals to go into the community. They can readily become goodwill ambassadors for helping the community to see the positive things happening in schools.

There will be challenges any time your school takes students off the school grounds. As with the field trips discussed in Topic 3, there are transportation and other considerations and liabilities. These trips are not directly tied to the curriculum and therefore may be more tightly controlled. Secure your district's approval and support and follow the appropriate district and state guidelines.

**Staff
Participation**

Significant gains are made in community relations when staff members become active in the community.

- The attitudes of citizens change as they learn to know the people who are responsible for their schools
- Participation opens opportunities for leadership roles that suggest higher status in the community
- Participation enables staff members to directly discuss school issues
- Citizen concern for education increases.

Adapted from The School and Community Relations, 8th Edition, page 184.

Staff members can participate in a wide variety of clubs and organizations, serve on boards or as an officer, and act as liaison between the organization and the schools.

**Student
Participation**

Students can likewise offer a wide range of talent. Some organizations even encourage student participation. Students can help conduct study and service projects, and can present performances, from the artistic to sporting to academic.

“Public contacts growing out of successful study projects by pupils and teachers develop respect for the school and lay the groundwork for future cooperation.” Page 184, The School and Community Relations.

**Inviting Adults
to School
Programs**

Not every parent will respond to an open house or attend a PTA meeting, and very few non-parents will participate. But they may attend special programs.

**Community
Group Use of
School Facilities**

You can open the school for the use of community groups. Refer to the Step-Action Table for ideas of ways that your school may be used.

Adult Education Not only can the community use the facilities, but you may also be able to sponsor classes to help adults in your community.

You are helping to lead an institution that specializes in learning. Converting the standard K-12 school district to a K-100 is a logical extension. You may be able to collaborate with one or more local colleges to help provide teaching resources for such programs.

Often when a partnership is formed, the educational capacity of the community is enhanced. One example is the forming of a relationship between the technical college and the school system for a computer class. The technical college provides the space, while the school system provides the staffing for the class, and community persons attend for a nominal fee. Another example is the formation of an adult literacy program. The school system provides the reading materials and the facilities, while the local college assigns interns or pre-service teachers from the School of Education to teach adult learners as a part of their coursework for certification. In both cases, the benefit is a better-educated community.

What Resources are Required?

- Your school district's policies and procedures on community involvement
 - Time allotted to meet with one or more of your school's administrators
-

How Do I Do It?

Use the Step-Action Table (starting on the next page) to work through the process.

Step-Action Table

Step	Action
<p>1. Encourage staff to participate in community groups</p>	<p>To promote staff participation in community organizations:</p> <ul style="list-style-type: none"> • Advise the staff that this is an important opportunity for them to join the school and the community for the common cause of helping students learn by doing. • Provide lists of potential groups, such as those you created in Topic 1. • Conduct a survey to determine who is involved and in what group they participate. Some staff members may already be participants or leaders of one or more community groups. • Recognize memberships and leadership groups in school publications such as the staff newsletter or the school newspaper. <p>NOTE: The staff should already be familiar with the need for community relations and their role in supporting community relations. If not, refer to the GLISI module: <i>Leading a Team to Promote Positive Community Relations</i>.</p>
<p>2. Review district policies and procedures on community involvement</p>	<p>Obtain copies of appropriate policies and procedures concerning students going into the community and community groups using the school facilities. Review these policies.</p> <p>Example: Cobb County School District has a lengthy policy, dividing approved groups using school facilities into two categories with different fees. The policy also lists prohibited activities.</p>
<p>3. Encourage student participation in community service projects</p>	<p>Identify opportunities for service projects that engage students in the community.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Many schools plant trees and clean up parks, streams, and roadways as a part of their Earth Day involvement. • The Business Procedures class at Oakwood High School in Cobb County provides tax preparation assistance to the community each year. • Most high schools and middle schools allow their bands and choruses to sing and perform in community holiday programs and parades. • Local senior citizen centers could benefit from student volunteers. <p>Make information about service projects available to the students through the school counselor, PTA publications, school newsletter, or other appropriate means.</p>

Step	Action
<p>4. Invite the community into the school</p>	<p>Schedule non-parent open houses or get-acquainted opportunities in order to involve the community at large.</p> <p>Examples:</p> <ul style="list-style-type: none"> • American Education Week • Business-Education Day • Senior Citizen Day <p>One district calls this “See for Yourself.”</p> <p>Many of the special programs that the school has for its students may be opportunities for the community to come into the school and participate. Many adults enjoy attending talent shows, science fairs, and art exhibits in the school.</p> <p>Consider a “Golden Pass” to senior citizens to encourage them to attend functions at the school free of charge or at a reduced price.</p> <p>Refer to Appendix A for additional ideas.</p>
<p>5. Provide for outreach programs</p>	<p>Identify community groups that could use the facility for their own activities such as:</p> <ul style="list-style-type: none"> • General classrooms for meetings • The cafeteria for evening meetings • The gymnasium for various social sports such as basketball and volleyball, and for exercises and dances • Outside sports areas for baseball and tennis • The auditorium for speeches, performances, and film presentations • Vocational technical labs for demonstrations and recreational crafts, such as automotive and furniture repairs • Art and music classrooms for after-hours classes and practice <p>Invite these groups to tour the school and consider allowing use of the facilities. In most cases, a fee will be charged. Also, specific personnel may be required to be at the facility when it is in use, such as lunchroom staff or custodial staff.</p> <p>Organize an international/diversity celebration with games, food, and entertainment representing all of the various countries and/or ethnic groups in your school. Ask parents and non-parents to actively participate by bringing food or playing an instrument.</p>

Step	Action
6. Explore the potential adult education courses	<p>Determine adult education programs that could meet the needs of the community and that are not otherwise being met. Consider education programs, such as:</p> <ul style="list-style-type: none">• Education for disadvantaged, minorities, immigrants, or displaced persons• Literacy, computer use <p>Any topic taught at a high school may be considered an “enrichment” course. Consider literature, economics, refresher math, and updated science.</p> <p>Include credit recovery courses for high school students who need to “recover” Carnegie Units for graduation.</p>

Topic Practice #4: Teaming to Serve Your Community

Instructions

- If you need to, refer to the Topic called “About Practices.”
 - Complete the steps in the Step-Action Table for this topic.
 - Fill out the Practice Worksheet, listing results that are realistic based on the information in the practice scenario below.
 - Check your work, and then meet with your Coach to review the results and decide what to do next.
-

Practice Scenario

In this practice scenario you will:

- Encourage staff members to participate in community groups
- Review the district policies and procedures on community involvement
- Encourage student participation in community service projects
- Invite community members into the school
- Identify potential outreach programs and one group to tour the school
- Explore potential adult education courses that could be offered at the school

Topic Practice Worksheet

Attach the results of your survey to determine who is involved in community groups. List the ways in which you can recognize staff members for their participation in community groups. Apply at least one of these methods, describe it in the space below, and if the method involves a publication or document, attach a copy.

Topic Practice Worksheet

Attach a copy of the district's policies on community involvement.

What opportunities for student participation in community service projects are available at your school? (List below) Select one of the opportunities that students are not yet aware of and make information about it available to students. Describe how you have communicated this information to students.

Topic Practice Worksheet

Schedule a non-parent open house or get-acquainted event for the purpose of involving the community-at-large. This does not have to be a large event. Or, if an event is already planned that does not target non-parents, reach out to non-parent members of the community with a special invitation, "Golden Pass," or similar strategy that encourages non-parent attendance or participation.

Describe the event and your method of involving non-parents in the space below.

List community groups in your area that could use the facility for their own activities. If permitted by your school's administrator, invite at least one group to tour the school and consider offering the facilities for their use.

Topic Practice Worksheet

List potential adult education courses from which community members could benefit that could be taught at your school and that are not otherwise available. Meet with one of your school administrators to discuss the feasibility of offering one or more of these courses. Summarize the results of the meeting below.

Topic Practice Performance Checklist

Performer's Self-assessment Performance Coach's Observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter Performance into Portfolio when all of Performance Checklist (this form) is marked Yes.

Evidence	Criteria	Proficient? Give Feedback.
1. Efforts have been made to encourage staff members to participate in community groups	<input type="checkbox"/> The survey results are attached	<input type="checkbox"/> Yes
	<input type="checkbox"/> Ways to recognize staff members are listed	<input type="checkbox"/> No
	<input type="checkbox"/> At least one method has been applied	
	<input type="checkbox"/> A publication or document copy is attached (if applicable)	
2. District policies and procedures on community involvement have been reviewed	<input type="checkbox"/> A copy of the policies is attached	<input type="checkbox"/> Yes
		<input type="checkbox"/> No
3. Efforts have been made to encourage student participation in community service projects	<input type="checkbox"/> Opportunities for student participation in community service projects have been listed	<input type="checkbox"/> Yes
	<input type="checkbox"/> Information about one of the opportunities that students are not yet aware of has been communicated to students	<input type="checkbox"/> No

Topic Practice #4: Teaming to Serve Your Community
Teaming with Your Community

Evidence	Criteria	Proficient? Give Feedback.
4. Community members have been invited into the school	<input type="checkbox"/> A non-parent open house or get-acquainted event has been scheduled <p style="text-align: center;">–OR–</p> <input type="checkbox"/> Non-parent members of the community have been invited to attend a previously scheduled event	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Outreach programs have been identified	<input type="checkbox"/> Community groups that could use the school facility are listed <input type="checkbox"/> At least one group has been invited to tour the school (if permitted by the administration)	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. The potential for offering adult education courses has been explored	<input type="checkbox"/> Potential adult education courses are listed <input type="checkbox"/> A summary of the feasibility discussion is present	<input type="checkbox"/> Yes <input type="checkbox"/> No

Final Practice: Leading a Team to Team with the Community

Instructions

- If you need to, refer to the Topic called “About Practices.”
 - Perform the Practice, referring to the topic Step-Action Tables as needed.
 - Fill out the Final Practice Worksheet, listing results that are realistic based on the information in the practice scenario below.
 - Check your work, and then meet with your Coach to review the results and decide what to do next.
 - Completing this Final Practice requires meetings with a team of 2 - 4 peers. Prepare for these meetings by:
 - Communicating the time and location of the meeting to the participants in advance
 - Preparing and providing copies of a meeting agenda
 - Being prepared with all the necessary materials and resources
-

**Final
Practice
Scenario**

In the Final Assessment you will lead your Advisory Team through the activities presented in this module. For now, however, you will work with a small group in order to practice leading a team through the processes. In addition to completing the steps, your goal is to give participants an opportunity to learn the processes for better understanding the community, as well as teaming to develop better communications, greater student learning, and increased community involvement.

In this practice, you will lead the team to:

- Draft goals and expectations for community partnering
- Review the school and district policies and guidelines for communicating with the community and establishing partnerships
- Research the community to determine what businesses are available with whom the school might partner
- Identify community service groups or clubs that may impact the school
- Investigate the make-up of the non-parents in the community
- Identify Key Communicators in your community
- Make contact with one or more Key Communicators
- Develop a “state-of-the-school” presentation and accompanying handouts (or review and revise your current version of this presentation)
- Determine needs within the school and related volunteer/sponsor activities
- Identify volunteers and mentors in your school and their responsibilities
- Draft a high-level plan for administering the volunteer program
- Identify field trip opportunities and align them with the curriculum
- Review work-related programs in your school
- Encourage staff members to participate in community groups
- Review the district policies and procedures on community involvement

Continued next page

**Final Practice
(Cont.)**

- Encourage student participation in community service projects
- Invite community members into the school
- Identify potential outreach programs and one group to tour the school
- Explore potential adult education courses that could be offered

Final Practice Worksheet

List your initial goals and expectations for teaming with your community. Include in your goals the target number of business partners, community organization partners, and non-parent partner/volunteers.

Final Practice Worksheet

List at least eight of your top business candidates for teaming. Contact at least four of the businesses and record the outcomes. (Is the business willing to consider a partnership?)

1.

2.

3.

4.

5.

6.

7.

8.

Final Practice Worksheet

List at least eight of your top community organization candidates for teaming. Contact at least four of the organizations and record the outcomes.

1.

2.

3.

4.

5.

6.

7.

8.

Final Practice Worksheet

List at least eight places or organizations that cater to non-parents. Identify your contacts associated with each place/organization. (Non-parent contact need not necessarily be associated with a specific organization.) Contact at least four of the individuals and record the outcomes.

1.

2.

3.

4.

5.

6.

7.

8.

Final Practice Worksheet

List at least eight potential Key Communicators and why you selected them. Contact four or more of these individuals until you find one who wants to serve as a Key Communicator. Circle those names in the list of potential Key Communicators.

1.

2.

3.

4.

5.

6.

7.

8.

Final Practice Worksheet

Contact your Key Communicator. Summarize or list the main points of the information you shared with this person (i.e. information that you generally provide to parents and to other citizens in the neighborhood). Also note their input and feedback on key issues.

Final Practice Worksheet

Attach the outline and handouts for your State-of-the-School presentation. Include a draft copy of the handouts. In the space below, summarize the feedback you received from your school's administrator(s) about the presentation.

Final Practice Worksheet

In the space below or on a separate page, list the volunteers and mentors in your school and their responsibilities.

Volunteer or Mentor	Responsibilities

Final Practice Worksheet

Describe your plan (high-level) for administering the volunteer program. If a plan exists, attach it. Then, in the space below, note any changes that are needed to the existing plan.

Final Practice Worksheet

List field trip opportunities that are not currently on your school's annual field trip program. Include the curriculum need that aligns with each field trip.

Field Trip	Curriculum Need

Final Practice Worksheet

List the work-related programs in your school. In what way could these programs be expanded?

Final Practice Worksheet

Attach the results of your survey to determine who is involved in community groups. List the ways in which you can recognize staff members for their participation in community groups. Apply at least one of these methods, describe it in the space below, and if the method involves a publication or document, attach a copy.

Final Practice Worksheet

Attach a copy of the district's policies on community involvement.

What opportunities for student participation in community service projects are available at your school? (List below) Select one of the opportunities that students are not yet aware of and make information about it available to students. Describe how you have communicated this information to students.

Final Practice Worksheet

Schedule a non-parent open house or get-acquainted event for the purpose of involving the community at large. This does not have to be a large event. Or, if an event is already planned that does not target non-parents, reach out to non-parent members of the community with a special invitation, "Golden Pass," or similar strategy that encourages non-parent attendance or participation.

Describe the event and your method of involving non-parents in the space below.

List community groups in your area that could use the facility for their own activities. If permitted by your school's administrator, invite at least one group to tour the school and consider offering the facilities for their use.

Final Practice Worksheet

List potential adult education courses from which community members could benefit that could be taught at your school and that are not otherwise available. Meet with one of your school administrators to discuss the feasibility of offering one or more of these courses. Summarize the results of the meeting below.

Final Practice Performance Checklist

Performer's Self-assessment Performance Coach's Observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter Performance into Portfolio when all of Performance Checklist (this form) is marked Yes **and** all of Feedback Form (next form) is marked 3 or 4 (or Not Applicable).*

Evidence	Criteria	Proficient? Give Feedback.
1. Goals and objectives for community teaming are developed	<input type="checkbox"/> A meeting is held with the group of two to four peers <input type="checkbox"/> Goals and objectives are written <input type="checkbox"/> The goals are in alignment with the system policies and guidelines <input type="checkbox"/> The target number of business partners, community organization partners, and non-parent partner/volunteers are specified <input type="checkbox"/> Team assignments are made	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Key businesses and business organizations impacting your school are determined	<input type="checkbox"/> A list of potential business partners is made (at least eight) <input type="checkbox"/> The key contact for each business is documented <input type="checkbox"/> Key businesses are contacted (at least four) and the outcomes are recorded	<input type="checkbox"/> Yes <input type="checkbox"/> No

Final Practice: Leading a Team to Team with the Community
Teaming with Your Community

Evidence	Criteria	Proficient? Give Feedback.
3. Key community organizations impacting your school are determined	<input type="checkbox"/> A list of potential community organization partners is made (at least eight)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> The key contact for each community partner is documented	
	<input type="checkbox"/> Key organizations are contacted (at least four) and the outcomes are recorded	
4. Non-parents impacting your school are determined	<input type="checkbox"/> A list of non-parent groups and/or organizations is made (at least eight)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Contacts for each location are identified	
	<input type="checkbox"/> Individuals are contacted (at least four) and the outcomes are recorded	
5. A Key Communicators program is established	<input type="checkbox"/> An initial list of potential Key Communicators is prepared	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> At least eight people are included on the list	
	<input type="checkbox"/> Key Communicators are contacted (at least four)	
	<input type="checkbox"/> They are invited to serve as a Key Communicator	
	<input type="checkbox"/> They are provided with information about the school	
	<input type="checkbox"/> Their input and feedback on key issues is documented	

Final Practice: Leading a Team to Team with the Community
Teaming with Your Community

Evidence	Criteria	Proficient? Give Feedback.
6. State-of-the-School presentation is created	<input type="checkbox"/> PowerPoint or some similar computer presentation software is used	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Presentation is colorful and includes pictures of the school, students and staff	
	<input type="checkbox"/> Text font is large (16-point font or larger)	
	<input type="checkbox"/> The presentation has been revised based on feedback from at least one school administrator	
7. State-of-the-School presentation is presented	<input type="checkbox"/> Presentation is given to a community group, business partner, or other appropriate audience (<i>For this practice activity, the presentation can be made to one or more peers</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Needs within the school and related volunteer/sponsor activities are present	<input type="checkbox"/> Specific needs within the school are present	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Needs are prioritized	
	<input type="checkbox"/> Volunteer/sponsor activities that can fill the needs are present	
9. A plan for administering the volunteer program is present	<input type="checkbox"/> Volunteers/mentors and their responsibilities are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> High-level description of the plan is present (or existing program is attached and needed changes are noted)	
10. Field trip opportunities are present and aligned with the curriculum	<input type="checkbox"/> Field trip opportunities listed along with a curriculum need for each	<input type="checkbox"/> Yes <input type="checkbox"/> No

Final Practice: Leading a Team to Team with the Community
Teaming with Your Community

Evidence	Criteria	Proficient? Give Feedback.
11. Work-related programs have been reviewed	<input type="checkbox"/> Work-related programs available in the school are listed	<input type="checkbox"/> Yes
	<input type="checkbox"/> Potential for expansion is described	<input type="checkbox"/> No
12. Efforts have been made to encourage staff members to participate in community groups	<input type="checkbox"/> The survey results are attached	<input type="checkbox"/> Yes
	<input type="checkbox"/> Ways to recognize staff members are listed	<input type="checkbox"/> No
	<input type="checkbox"/> At least one method has been applied	
	<input type="checkbox"/> A publication or document copy is attached (if applicable)	
13. District policies and procedures on community involvement have been reviewed	<input type="checkbox"/> A copy of the policies is attached	<input type="checkbox"/> Yes
		<input type="checkbox"/> No
14. Efforts have been made to encourage student participation in community service projects	<input type="checkbox"/> Opportunities for student participation in community service projects have been listed	<input type="checkbox"/> Yes
	<input type="checkbox"/> Information about one of the opportunities that students are not yet aware of has been communicated to students	<input type="checkbox"/> No
15. Community members have been invited into the school	<input type="checkbox"/> A non-parent open house or get-acquainted event has been scheduled	<input type="checkbox"/> Yes
	-OR-	<input type="checkbox"/> No
	<input type="checkbox"/> Non-parent members of the community have been invited to attend a previously scheduled event	

Final Practice: Leading a Team to Team with the Community
Teaming with Your Community

Evidence	Criteria	Proficient? Give Feedback.
16. Outreach programs have been identified	<input type="checkbox"/> Community groups that could use the school facility are listed <input type="checkbox"/> At least one group has been invited to tour the school (if permitted by the administration)	<input type="checkbox"/> Yes <input type="checkbox"/> No
17. The potential for offering adult education courses has been explored	<input type="checkbox"/> Potential adult education courses are listed <input type="checkbox"/> A summary of the feasibility discussion is present	<input type="checkbox"/> Yes <input type="checkbox"/> No

Final Practice Feedback Form (page 1 of 2)

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

Use the rubric below to rate only the Cross-cutting Leadership Skills on this page (including write-ins). Enter Performance into Portfolio when **all** Performance Checklist (previous form) is marked Yes and **all** Feedback Form (this form) are marked 3 or 4 (or Not Applicable).

Performance Levels			
1	2	3	4
Emerging Needs Study and Practice <i>Few/none of desired behaviors were adequately displayed.</i>	Developing Needs Practice <i>Some but not all of the desired behaviors were adequately displayed.</i>	Proficient Meets Criteria and Expectations <i>All desired behaviors were displayed and performed correctly.</i>	Distinguished Could be Used as a Model to Teach Others
		Eligible for Portfolio	

How effective was the performer in these Cross-cutting Skills?						Rating	
1.	Facilitating group interaction and managing participation?	1	2	3	4	NA	
2.	Assisting the group to meet the criteria for the task(s) at hand?	1	2	3	4	NA	
3.	Modeling appropriate leadership behaviors?	1	2	3	4	NA	
4.	Teaching others how to perform the task(s) at hand?	1	2	3	4	NA	
5.	Presenting information clearly, concisely, and professionally?	1	2	3	4	NA	
6.	Leveraging/integrating technology to increase effectiveness?	1	2	3	4	NA	
7.	Motivating/encouraging others to achieve success?	1	2	3	4	NA	
8.	Using group processes to achieve desired session results?	1	2	3	4	NA	
9.	Other: _____	1	2	3	4	NA	
10.	Other: _____	1	2	3	4	NA	

Turn the page to provide additional written feedback (required).

Final Practice Feedback Form (page 2 of 2)

Performer's Name:

Performance Coach's Name:

Date of Performance:

If any element was rated less than 3, what needs to be done to score a 3? To score a 4?

What greatest strengths did the leader exhibit through this performance?

What could be done to improve this leader's performance? Include any criteria on the Performance Checklist that were missed. Be specific.

Were there any significant issues that must be rectified (by additional practice and assessment) before entering this evidence into the Portfolio?

Appendix A: Ways to Inform and Involve Non-parents

- Hold special observances: Grandparents Day, Career Exploration Day, Graduates Day, School Community Open House, Community Leaders Day, and Retired School Employees Day.
- Use radio public service announcements for taped messages from parents, graduates, teachers, students, and neighbors about school accomplishments.
- Use public access time on cable television to share the talents of performing groups of students, share information about a new educational program, or mark a special observance of community or national importance.
- Invite the senior citizens and community leaders to lunch, plays, concerts, sports events, and assemblies, and to see for themselves children who are busy learning.
- Arrange for students to visit community organizations, clubs, and senior centers.
- Communicate with the neighbors who reside near the school. The most effective way is through a personal visit to the homes. These are great opportunities to get to know these people, to share information about the school with them, and to invite them to visit the school.
- Share information about graduates' accomplishments or the school staff's community service and honors.
- Use a newspaper's local interest section to announce events and activities that are open and available to the public.
- Make school facilities such as auditoriums, gymnasiums, and classrooms available to community organizations for meetings. This will bring people to the school and expand interest and awareness.
- Develop a graduates' "Hall of Fame" to highlight people who have been students in the school and have gone on to make worthy contributions or have become celebrities.

From: The Administrator's Guide to School-Community Relations, 2nd Edition, Page 90.

Appendix B: What Volunteers and Sponsors Can Do

- Assist students without evaluating them
- Monitor student activities, drills, practice, or research
- Tutor individual students
- Listen to choral reading
- Read stories to students
- Assist in the media center
- Assist with field day activities
- Assist in the science, math, and computer labs
- Record tapes for listening center
- Work from home (typing, phoning, cutting of materials)
- Assist students in language experiences, especially English for speakers of other languages (ESOL)
- Provide clerical assistance in the office
- Assist with special events, special arrangements, and field trips
- Service as club coordinator (crafts, stamp collecting, calligraphy)
- Share real-life experiences, such as travel experiences and artifacts from trips
- Contribute other creative ideas not yet identified
- Be available in the guidance office to help with questions about careers or colleges
- Assist in vocational and technical classrooms

From The Administrator's Guide to School-Community Relations, 2nd Edition, pages 222 and 224.

Here are some additional ideas:

- In one community, a dentist would pick art pieces from the school, have them professionally framed, and hang them in his office for several months. Afterwards, he gave the art back to the students, with the framing, for their own use. The dentist has also found new patients from among the artists and their families.
- Banks, real estate agencies, and other businesses with larger lobbies and wall space or front window display areas are all good candidates for showing art and crafts from the schools.
- Ask groups and churches to place announcements of school activities in their weekly bulletins or newsletters.

Appendix C: Sample Field Trip Forms

Field Trip Planner Teacher Checklist

School _____

Teacher _____

Date of trip _____

Destination _____

Approval request timeline

Principal approval (Board or DSS approval not required) **4 weeks** prior

DSS approval **3 weeks** prior

MCS Board approval **7 weeks** prior

Board approval is required only for overnight trips or trips that exceed 75 miles. Submit a typewritten *Request for Board of Education Approval of Field Trip* form only in this instance. Form is available in Public Folders –administrative bulletin # 2

The following forms are to be submitted to your principal for all trips honoring the above timeline:

- Field Trip Record
- School Activities Consent form
- Transportation Request Form
- Cafeteria Notification of Field Trip Form

Complete the following for all field trips:

- Send home a completed **School Activities Consent** form for parent/guardian signature.
- Collect School Activities Consent form for all students. *If a parent refuses to sign or declare that they will not hold Marietta City Schools responsible for expenses resulting from injuries that might occur by participating in the activity, permission to go on the trip will be considered to have been denied (administrative bulletin #2).*

- Arrange for an appropriate number of chaperones.
- For trips that require the use of a charter bus service, please choose from the approved carrier list given to principals.
- Prepare preliminary and follow-up instructional work.
- Give the office the list of students and staff attending the trip.
- Notify instructional staff affected that students will be on a field trip.

Secure the following items to take on the trip:

- Emergency Procedures Manual for Marietta City Schools
- Medical card information for students with medical needs
- Name badge or wrist band for each student
- Cell phone
- First aid kit

Field Trip Record

School _____ Grade/Class _____

Teacher(s) responsible _____

Date of trip _____ Destination _____

Purpose of trip (cite curriculum link) _____

Preliminary instructional work

Follow-up instructional work

Number of students attending _____ Number of adults attending _____

Names of chaperones

Check method of transporting students:

- District transportation
- Private approved charter bus

If applicable, who will pay for alternative transportation? _____

List any arrangements made for students with limited financial resources. If applicable, list date(s) for board approved fund raisers

Principal or designee's signature _____

Recommended Reading and Resources

Bernhardt, Victoria L., The School Portfolio, A Comprehensive Framework for School Improvement, (1994), Larchmont, NY, Eye on Education Inc.

Gallagher, D.R., Bagin, D. and Moore, E.H. (2005). The School and Community Relations, 8th Edition, Boston, MA, Pearson Education, Inc.

Hopkins, H.L. and Lilley, H.E., (1998). Guide for School Facility Appraisal, Council for Educational Facility Planners International.

Pawlas, George E. The Administrator's Guide to School-Community Relations, 2nd Edition, (2005), Larchmont, NY, Eye On Education Inc.

(2006). Leading a Team to Develop Performance Foundations, (A Performance-based Learning Module), Atlanta, GA, GLISI.

(2006). Gathering Information and Conducting a Communication Audit, (A Performance-based Learning Module), Atlanta, GA, GLISI.

(2006). Preparing a Communication Plan, (A Performance-based Learning Module), Atlanta, GA, GLISI.

(2006). Empowering Your School and Staff for Positive Community Relations, (A Performance-based Learning Module), Atlanta, GA, GLISI.

The National School Public Relations Association (NSPRA) Web site at www.nspra.org.

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