

Leading a Team to Market Educational Involvement Activities



Georgia Leadership Institute
for School Improvement

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

Related Modules

Related GLISI Modules

Other modules related to this topic include:

- *Leading a Team to Promote Positive Community Relations*
 - *Teaming With Your Community*
-

Contents

Related Modules	2
Contents	3
Progress Tracker	4
Performance Objective(s).....	5
Module Introduction	6
Topic 1: Communicating the Effect of Community Involvement on Student Achievement.....	7
Topic 2: Developing Educational Marketing Messages	13
Topic 3: Measuring the Effectiveness of Community Involvement Activities	20
Final Practice	28
Final Assessment	39
Recommended Reading and Resources	47
Acknowledgments	48

Performance Objective(s)

Given This...	Do This...	To Meet These Criteria...
<ul style="list-style-type: none"> • Pertinent research and multiple studies concluding family involvement increases student achievement (Appropriate Internet resources listed in this module) • School activities designed to increase family involvement • Measurement tools to assess school effectiveness • The No Child Left Behind Act • Materials needed to engage a team in discussion and documentation of ideas, including pens, notepads, a flip chart or whiteboard • A minimum of eight hours (in one session, or divided into several sessions) • Working on your own • A team of two to four peers 	<p>Lead a team to identify and market educational involvement opportunities to promote family participation.</p>	<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 Introduction

Marketing Educational Involvement Activities

The link between family involvement and increased student achievement has been confirmed in multiple studies. Many schools offer numerous activities that encourage family involvement to promote student achievement. There is a need for each school to market its educational involvement activities and measure the effectiveness of these activities.

In this module, you will:

- Identify opportunities to promote school activities and student achievement to encourage family participation
 - Measure the effectiveness of involvement activities
-

What Is the Leader's Role?

- Be prepared with the necessary materials and supplies
 - Schedule and communicate meeting times and locations to participants
 - Thank the participants, acknowledging everyone's worthwhile contribution to the group and commitment to future actions
-

Begin With The End in Mind

Research about effective assessment of performance tells us that learners always perform better when they understand what they should know and be able to do. For this reason, you are encouraged to **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
-

Topic 1: Communicating the Effect of Community Involvement on Student Achievement

Communicating the Effect of Involvement on Achievement

There are numerous studies that reinforce the link between family involvement and student achievement. Leaders must be able to summarize key points about the link between involvement and achievement. These key points will be used to develop educational marketing messages about involvement activities.

In this topic you will:

- Review current literature, articles, studies, and/or facts regarding the link between family/community involvement and student achievement
 - Summarize key points from various studies regarding the link between involvement and achievement
 - Discuss the key points with peers
-

What Resources are Required?

- A computer with Internet access
-

How Do I Do It?

- Read through the steps in the step-action table (see next page)
 - Study any accompanying examples
 - Complete the practice exercise
 - Share the results with your Performance Coach
-

Step-Action Table

Step	Action
<p>1. Read “The Missing Piece of the Proficiency Puzzle”</p>	<p>Navigate to the following Web site and read “The Missing Piece of the Proficiency Puzzle: Recommendations for Involving Families and Community in Improving Student Achievement,” <i>Commissioner’s Parent Advisory Council Final Report to the Kentucky Department of Education</i>, June 2007:</p> <p>http://www.education.ky.gov/NR/rdonlyres/45597738-F31B-4333-9BB9-34255F02BC6D/0/PACtheMissingPiecev2.pdf</p>
<p>2. Read “Family Involvement Makes a Difference in School Success”</p>	<p>Navigate to the following Web site and read “Family Involvement Makes a Difference in School Success,” <i>Harvard Family Research Project</i>:</p> <p>http://www.hfrp.org/family-involvement/publications-resources/family-involvement-makes-a-difference-in-school-success</p>
<p>3. Read “Promoting Family Involvement”</p>	<p>Navigate to the following Web site and read “Promoting Family Involvement,” <i>Principal’s Research Review</i>:</p> <p>http://www.hfrp.org/family-involvement/publications-resources/promoting-family-involvement</p>
<p>4. Review additional sources of information about family involvement and student achievement</p>	<p>Navigate to the following sources of information and review additional data regarding the link between family involvement and student achievement:</p> <ul style="list-style-type: none"> • Southwest Educational Development Laboratory (http://www.sedl.org/) • National Standards for Parent/Family Involvement (http://www.pta.org/archive_article_details_1118251710359.html) • Your county’s approach for building parent involvement to meet <i>No Child Left Behind</i> Act requirements
<p>5. Document key points regarding the link between family involvement and student achievement</p>	<p>While keeping the information you learned in steps 1-4 in mind, answer these questions:</p> <ul style="list-style-type: none"> • Effective parent involvement programs include activities that are addressed by what six standards (e.g., Communication)? • What are the benefits of parent involvement to students? • What are the benefits of parent involvement to teachers? • What are the benefits of parent involvement to parents?

Topic 1: Communicating the Effect of Community Involvement on Student Achievement
Leading a Team to Market Educational Involvement Activities

Step	Action
6. Establish knowledge retention	<p>Study your answers to the questions above so that you are able to:</p> <ul style="list-style-type: none">• Summarize key points from various studies regarding the link between involvement and achievement• Discuss the key points with peers and/or your team<ul style="list-style-type: none">○ Be able to speak for at least half a minute about the significance of involvement on student achievement (e.g., names of studies or research organizations, research findings, definitions of involvement or achievement, specific examples of involvement, etc.)

Practice Exercise

Instructions

- 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
 - Meet with your Performance Coach to review the results and decide what to do next
-

Practice Scenario

Working on your own, review the articles referenced above as well as additional research that supports the link between involvement and student achievement. Then complete the Practice Worksheet.

Practice Worksheet

As stated in the “The Missing Piece of the Proficiency Puzzle,” what are the four main reasons family involvement and student achievement are important? Briefly explain each reason.

1. *It's the law.*
- 2.
- 3.
- 4.

As stated in the “The Missing Piece of the Proficiency Puzzle,” What is the federal government's definition of parent involvement as stated in the *No Child Left Behind Act of 2001*?

Document three key points from “Family Involvement Makes a Difference in School Success,” *Harvard Family Research Project*

- 1.
- 2.
- 3.

In your own words, what are the benefits of family and community involvement on...

Students?

Teachers?

Parents?

Topic Practice Performance Checklist

Select one: 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 this performance into your portfolio when **all** items are marked Yes.*

Evidence	Criteria	Proficient? Give Feedback.
1. Answers to Practice Worksheet questions are present	<input type="checkbox"/> Answers are complete and accurate to an acceptable degree	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Knowledge is retained	<input type="checkbox"/> Performer is able to discuss the questions and answers without looking at Topic Practice Worksheet	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Performer can communicate the benefits of involvement on student achievement	<input type="checkbox"/> Performer is able to speak for at least half a minute about the significance of involvement on student achievement (e.g., names of studies or research organizations, research findings, definitions of involvement or achievement, specific examples of involvement, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Topic 2: Developing Educational Marketing Messages

Developing Educational Marketing Messages

With a solid understand of the link between involvement and achievement and the ability to communicate key points, the next step is to develop educational marketing messages to promote involvement activities.

In this topic you will:

- Identify activities and programs the school is conducting to encourage family/community involvement
 - Develop educational marketing messages that promote involvement activities
-

What Resources are Required?

- The Topic Practice Worksheet from Topic 1.
 - A list of current involvement activities and marketing messages used by the school to promote those activities.
-

How Do I Do It?

- Read through the steps in the step-action table (see next page)
 - Study any accompanying examples
 - Complete the practice exercise
 - Share the results with your Performance Coach
-

Step-Action Table

Step	Action
<p>1. Review benefits of involvement on achievement</p>	<p>Review Topic 1 to reinforce the link between family/parent involvement and student achievement.</p> <p>Before continuing, it may be beneficial to review other Performance-based Modules. Two were identified earlier. There may be additional modules that reinforce the remainder of the activities in this module.</p>
<p>2. Identify involvement activities</p>	<p>Your school offers a variety of activities that promote parent/family/community involvement. On a piece of paper, document as many involvement activities you can think of that your school offers to engage parents and families.</p> <p>List additional involvement activities.</p>
<p>3. Identify existing educational marketing messages</p>	<p>Gather examples of your school's marketing messages that promote involvement activities. These may be on Web sites, in newsletters, on bulletin boards, etc. It may take some time to complete this step, but obtain copies of as many educational marketing messages as possible.</p>
<p>4. Develop new educational marketing messages</p>	<p>Review applicable school or district policies and procedures for developing educational marketing messages.</p> <p>Looking at your lists of involvement activities and educational marketing messages, develop additional educational marketing messages that highlight what your school is doing to promote family/parent involvement.</p> <p>Using information from Topic 1, include benefit statements in the educational marketing messages that support the link between involvement activities and student achievement.</p>
<p>5. Communicate educational marketing messages</p>	<p>Review applicable school or district policies and procedures for communicating educational marketing messages.</p> <p>Identify existing and new channels to communicate information to parents, families and the community.</p> <p>Work with school administration to include educational marketing message in new and existing communication channels.</p>

Practice Exercise

Instructions

- 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
 - Meet with your Performance Coach to review the results and decide what to do next
-

Practice Scenario

Work through this activity with at least one other adult from your school to collaboratively develop educational marketing messages. Then complete the Practice Worksheet.

Topic Practice Worksheet

List the top five most significant activities your school offers to involve parents, family and the community in student education. Identify five new involvement opportunities.

Current Involvement Activities

- 1.
- 2.
- 3.
- 4.
- 5.

New Involvement Opportunities

- 1.
- 2.
- 3.
- 4.
- 5.

List the top five educational marketing messages that promote school involvement activities.

- 1.
- 2.
- 3.
- 4.
- 5.

Develop five new educational marketing messages that identify school involvement activities and the potential benefits on student achievement (based on research covered in Topic 1).

- 1.
- 2.
- 3.
- 4.
- 5.

Topic Practice Worksheet

Work with school administration to identify a communication vehicle and date to disseminate at least one new educational marketing message

Vehicle:

Date:

Topic Practice Performance Checklist

Select one: 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 this performance into your portfolio when **all** items are marked Yes.*

Evidence	Criteria	Proficient? Give Feedback.
1. Performer works with another adult at the school	<input type="checkbox"/> Performers work in pairs to complete the steps in this topic.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Identify involvement activities	<input type="checkbox"/> Five current involvement activities are listed <input type="checkbox"/> Five new involvement opportunities are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Identify existing educational marketing messages	<input type="checkbox"/> Five current educational marketing messages are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Develop new educational marketing messages	<input type="checkbox"/> Five new involvement opportunities are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No

Topic 2: Developing Educational Marketing Messages
Leading a Team to Market Educational Involvement Activities

Evidence	Criteria	Proficient? Give Feedback.
5. Communicate new educational marketing messages	<input type="checkbox"/> At least one communication vehicle and date are identified to communicate a new educational marketing message <input type="checkbox"/> The educational marketing message identifies both the involvement opportunity and the potential benefit on student achievement	<input type="checkbox"/> Yes <input type="checkbox"/> No

Topic 3: Measuring the Effectiveness of Community Involvement Activities

Measuring Involvement Activities

Feedback is a powerful tool and has a significant influence in changing behavior. The goal is to increase student achievement. The method is to increase parent, family, and community involvement. Schools must obtain feedback from parents and families regarding the effectiveness of their involvement activities. Otherwise, schools may spend significant time and money on involvement programs that have little or no impact on increasing involvement, and thus, little or no improvement on student achievement.

How effective are your school's improvement activities? Are they achieving the desired result of increasing involvement levels?

In this topic you will:

- Review a sample measurement tool
- Locate and review measurement tools currently used by your school or district
- Identify opportunities for family members to complete the measurement tool
- Facilitate family members completing the measurement tool
- Review results with peers

What is a rubric?

A rubric is a scoring tool for subjective assessments. It is a set of criteria and standards linked to objectives used to assess performance. Rubrics allow for standardized evaluation according to specified criteria.

This PBM references a rubric used in the Kentucky school system as an example. Your school may currently use a rubric or other measurement tool to assess involvement activities. This module will ask you to locate current measurement tools your school or district is using, and it will also present the Kentucky example as a reference.

Topic 3: Measuring the Effectiveness of Community Involvement Activities
Leading a Team to Market Educational Involvement Activities

- How Do I Do It?**
- Read through the steps in the step-action table (see next page)
 - Study any accompanying examples
 - Complete the practice exercise
 - Share the results with your Performance Coach
-

Step-Action Table

Step	Action
<p>1. Review a sample measurement tool and discuss with team members</p>	<p>Navigate to the following Web site: http://www.education.ky.gov/NR/rdonlyres/45597738-F31B-4333-9BB9-34255F02BC6D/0/PACtheMissingPiecev2.pdf</p> <p>Navigate to Appendix 1 – Kentucky Family and Community Involvement Guide to Student Achievement.</p> <p>Review the rubric and discuss the objectives and measurement criteria with team members.</p>
<p>2. Identify district or school measurement tools</p>	<p>Work with your administration to locate measurement tools your school or district currently uses to measure the effectiveness of involvement activities.</p> <p>How does your school or district measurement tool compare to the Kentucky example?</p> <p>If necessary, search the Internet for family involvement measurement tools.</p>
<p>3. List measurement opportunities</p>	<p>If your school measures the effectiveness of involvement activities, when and how is feedback obtained from family members?</p> <p>If your school does not measure the effectiveness of involvement activities, list the various opportunities for your school to obtain feedback from family members.</p>
<p>4. Obtain measurement feedback</p>	<p>Review your school or district policies and procedures for obtaining measurement feedback from family members.</p> <p>Create and implement a plan to have family members complete a measurement tool to assess the effectiveness of involvement activities.</p>
<p>5. Discuss results with team members</p>	<p>After receiving measurement tools back from family members, review the results with team members.</p> <p>What common themes are noticeable in the measurement results?</p> <p>Where is your school doing well regarding involvement activities?</p> <p>Where can your school improve regarding involvement activities?</p> <p>What are the implications for communicating educational marketing messages?</p>

Practice Exercise

Instructions

- 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
 - Meet with your Performance Coach to review the results and decide what to do next
-

Practice Scenario

Work through this activity with at least one other adult from your school to collaboratively develop a plan for measuring the effectiveness of family involvement activities. Then complete the Topic Practice Worksheet.

Practice Worksheet

Obtain two additional measurement tools for measuring the effectiveness of involvement activities – not counting the Kentucky example or your school's measurement tool. Search the Internet to obtain two different examples. What is similar between the Kentucky tool, your school's tool, and the tools you find on the Internet? What is different?

Similarities?

Differences?

List five opportunities for your school to obtain measurement feedback from family members.

1.

2.

3.

4.

5.

Practice Worksheet

Create a plan to obtain measurement feedback on family involvement activities. Identify the following:

What measurement tool will be used?

Describe the event and the process for how the measurement tool will be distributed to family members and how they will be gathered back from them.

What are the dates the tool will be distributed to families and collected from families?

- Distributed:
- Collected:

Discuss the results with team members, answering the following questions:

What common themes are noticeable in the measurement results?

Where is your school doing well regarding involvement activities?

Where can your school improve regarding involvement activities?

What are the implications for developing new educational marketing messages that highlight the many opportunities your school offers to involve parents, family, and the community?

Topic Practice Performance Checklist

Select one: 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 this performance into your portfolio when **all** items are marked Yes.*

Evidence	Criteria	Proficient? Give Feedback.
1. Identify two additional involvement measurement tools	<input type="checkbox"/> Two measurement tools are located in addition to the Kentucky tool and a school/district-specific tool	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Similarities among the tools are listed	
	<input type="checkbox"/> Differences among the tools are listed	
2. List five measurement opportunities	<input type="checkbox"/> Five opportunities to distribute measurement tools are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Create a plan to obtain measurement feedback	<input type="checkbox"/> A plan is created to measure involvement activities that includes the following:	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> The measurement tool to be used	
	<input type="checkbox"/> The event in which the tool will be distributed or the process by which the tool will be distributed	
	<input type="checkbox"/> The date the tool will be distributed	
	<input type="checkbox"/> The date the tool will be collected	

Topic 3: Measuring the Effectiveness of Community Involvement Activities
Leading a Team to Market Educational Involvement Activities

Evidence	Criteria	Proficient? Give Feedback.
4. Review measurement results and generate next steps	<input type="checkbox"/> Measurement results are collected, reviewed, and discussed with team members <input type="checkbox"/> The following questions are answered: <ul style="list-style-type: none"> ○ What common themes are noticeable in the measurement results? ○ Where is your school doing well regarding involvement activities? ○ Where can your school improve regarding involvement activities? ○ What are the implications for developing new educational marketing messages that highlight the many opportunities your school offers to involve parents, family, and the community? 	<input type="checkbox"/> Yes <input type="checkbox"/> No

Final Practice

Instructions

- Perform this practice, referring to the topic step-action tables as needed.
- Complete the Final Practice Worksheet, listing results that are realistic, based on the information in the practice scenario.
- Check your work.
- Meet with your Performance Coach to review the results and decide what to do next.
- Completing this Final Practice requires meetings with a team of two to four 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

Practice Scenario

Working with a team of two to four peers, and using the data and guidelines provided in the Topic Practices, lead the team to:

- Communicate the Effect of Family and Community Involvement on Student Achievement
 - Develop Educational Marketing Messages
 - Measure the Effectiveness of Family Involvement Activities
-

Final Practice Worksheet

As stated in the “The Missing Piece of the Proficiency Puzzle,” what are the four main reasons family involvement and student achievement are important? Briefly explain each reason.

1. *It's the law.*

2.

3.

4.

As stated in the “The Missing Piece of the Proficiency Puzzle,” What is the federal government's definition of parent involvement as stated in the *No Child Left Behind Act of 2001*?

Document three key points from “Family Involvement Makes a Difference in School Success,” *Harvard Family Research Project*

1.

2.

3.

In your own words, what are the benefits of family and community involvement on...

Students?

Teachers?

Parents?

Final Practice Worksheet

List the top five most significant activities your school offers to involve parents, family, and the community in student education. Identify five new involvement opportunities.

Current Involvement Activities

- 1.
- 2.
- 3.
- 4.
- 5.

New Involvement Opportunities

- 1.
- 2.
- 3.
- 4.
- 5.

List the top five educational marketing messages that promote school involvement activities.

- 1.
- 2.
- 3.
- 4.
- 5.

Develop five new educational marketing messages that identify school involvement activities and the potential benefits on student achievement (based on research covered in Topic 1).

- 1.
- 2.
- 3.
- 4.
- 5.

Final Practice Worksheet

Work with school administration to identify a communication vehicle and date to disseminate at least one new educational marketing message.

Vehicle:

Date:

Obtain two additional measurement tools for measuring the effectiveness of involvement activities – not counting the Kentucky example or your school's measurement tool. Search the Internet to obtain two different examples. What is similar between the Kentucky tool, your school's tool, and the tools you find on the Internet? What is different?

Similarities?

Differences?

Final Practice Worksheet

List five opportunities for your school to obtain measurement feedback from family members.

1.

2.

3.

4.

5.

Create a plan to obtain measurement feedback on family involvement activities. Identify the following:

What measurement tool will be used?

Describe the event and the process for how the measurement tool will be distributed to family members and how they will be gathered back from them.

What are the dates the tool will be distributed to families and collected from families?

- Distributed:
- Collected:

Final Practice Worksheet

Discuss the results with team members, answering the following questions:

What common themes are noticeable in the measurement results?

Where is your school doing well regarding involvement activities?

Where can your school improve regarding involvement activities?

What are the implications for developing new educational marketing messages that highlight the many opportunities your school offers to involve parents, family and the community?

Final Practice Performance Checklist

Select one: 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 this performance into your portfolio when **all** items are marked Yes and **all** Feedback Form (next form) items are marked 3 or 4 (or Not Applicable).*

Evidence	Criteria	Proficient? Give Feedback.
1. Answers to Practice Worksheet questions are present	<input type="checkbox"/> Answers are complete and accurate to an acceptable degree	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Knowledge is retained	<input type="checkbox"/> Performer is able to discuss the questions and answers without looking at Topic Practice Worksheet	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Performer can communicate the benefits of involvement on student achievement	<input type="checkbox"/> Performer is able to speak for at least half a minute about the significance of involvement on student achievement (e.g., names of studies or research organizations, research findings, definitions of involvement or achievement, specific examples of involvement, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Performer works with another adult at the school	<input type="checkbox"/> Performers work in pairs to complete the steps in this topic.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
5. Identify involvement activities	<input type="checkbox"/> Five current involvement activities are listed <input type="checkbox"/> Five new involvement opportunities are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Identify existing educational marketing messages	<input type="checkbox"/> Five current educational marketing messages are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Develop new educational marketing messages	<input type="checkbox"/> Five new involvement opportunities are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Communicate new educational marketing messages	<input type="checkbox"/> At least one communication vehicle and date are identified to communicate a new educational marketing message <input type="checkbox"/> The educational marketing message identifies both the involvement opportunity and the potential benefit on student achievement	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Identify two additional involvement measurement tools	<input type="checkbox"/> Two measurement tools are located in addition to the Kentucky tool and a school/district-specific tool <input type="checkbox"/> Similarities among the tools are listed <input type="checkbox"/> Differences among the tools are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. List five measurement opportunities	<input type="checkbox"/> Five opportunities to distribute measurement tools are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
11. Create a plan to obtain measurement feedback	<input type="checkbox"/> A plan is created to measure involvement activities that includes the following: <ul style="list-style-type: none"> ○ The measurement tool to be used ○ The event in which the tool will be distributed or the process by which the tool will be distributed ○ The date the tool will be distributed ○ The date the tool will be collected 	<input type="checkbox"/> Yes <input type="checkbox"/> No
12. Review measurement results and generate next steps	<input type="checkbox"/> Measurement results are collected, reviewed and discussed with team members <input type="checkbox"/> The following questions are answered: <ul style="list-style-type: none"> ○ What common themes are noticeable in the measurement results? ○ Where is your school doing well regarding involvement activities? ○ Where can your school improve regarding involvement activities? ○ What are the implications for developing new educational marketing messages that highlight the many opportunities your school offers to involve parents, family, and the community? 	<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 this performance into your portfolio when **all** Performance Checklist (previous form) items are marked Yes and **all** Feedback Form (this form) items 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	n/a
2.	Assisting the group to meet task criteria	1	2	3	4	n/a
3.	Modeling appropriate leadership behaviors	1	2	3	4	n/a
4.	Teaching others how to perform the tasks	1	2	3	4	n/a
5.	Presenting information clearly and concisely	1	2	3	4	n/a
6.	Leveraging technology to increase effectiveness?	1	2	3	4	n/a
7.	Motivating others to achieve success?	1	2	3	4	n/a
8.	Using group processes to achieve desired results?	1	2	3	4	n/a
9.	Other:	1	2	3	4	n/a

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

Final Practice Feedback Form (page 1 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?

Final Assessment

When Can I Take the Final Assessment?

Complete the Final Assessment when you are able to sufficiently execute the module’s performance objective(s) according to the:

- Task-related criteria on the Final Assessment Performance Checklist
- Cross-cutting leadership skills on the Performance Feedback Form

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 topics and Final Practice — 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 or worksheets.

When Can I Add the Final Assessment to My Portfolio?

Has your Final Assessment performance met all the criteria on the Final Assessment Performance Checklist and earned at least a 3 on all of the cross-cutting skills on the Final Assessment Feedback Form?

Yes	No
<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 tapes, participant feedback forms, etc. 	<p>Do the following as needed before attempting the Final Assessment again when you are ready:</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

**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 other participants.
 3. Invite a group of two to four volunteers to assist you. 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 the following with your Performance Coach:
 - Task-related criteria on the Final Assessment Performance Checklist
 - Cross-cutting leadership skills on the Performance Feedback Form
 - Final Assessment Scenario (on the next page)
 5. Prepare any other materials or information that you and your participants need to have with you on the day of the activity.
 6. Perform the Final Assessment as follows:
 - In a real school or district setting
 - With a team of teachers, staff, or other leaders as appropriate
 - Observed by your Performance Coach
 7. Retain artifacts from your performance (documents, slides, etc.)
 8. Obtain feedback from your Performance Coach about your performance, and discuss next steps.
-

**Final Assessment
Scenario**

Working with a team of two to four peers (different from the volunteers who participate in the topic practice exercises), and using the data and guidelines provided in Topic Practices, lead the team to:

- Communicate the Effect of Family and Community Involvement on Student Achievement
 - Develop Educational Marketing Messages
 - Measure the Effectiveness of Family Involvement Activities
-

Final Assessment Performance Checklist

Select one: 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 this performance into your portfolio when **all** items are marked Yes and **all** Feedback Form (next form) items are marked 3 or 4 (or Not Applicable).*

Evidence	Criteria	Proficient? Give Feedback.
1. Answers to Practice Worksheet questions are present	<input type="checkbox"/> Answers are complete and accurate to an acceptable degree	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Knowledge is retained	<input type="checkbox"/> Performer is able to discuss the questions and answers without looking at Topic Practice Worksheet	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Performer can communicate the benefits of involvement on student achievement	<input type="checkbox"/> Performer is able to speak for at least half a minute about the significance of involvement on student achievement (e.g., names of studies or research organizations, research findings, definitions of involvement or achievement, specific examples of involvement, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Performer works with another adult at the school	<input type="checkbox"/> Performers work in pairs to complete the steps in this topic.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
5. Identify involvement activities	<input type="checkbox"/> Five current involvement activities are listed <input type="checkbox"/> Five new involvement opportunities are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Identify existing educational marketing messages	<input type="checkbox"/> Five current educational marketing messages are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Develop new educational marketing messages	<input type="checkbox"/> Five new involvement opportunities are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Communicate new educational marketing messages	<input type="checkbox"/> At least one communication vehicle and date are identified to communicate a new educational marketing message <input type="checkbox"/> The educational marketing message identifies both the involvement opportunity and the potential benefit on student achievement	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Identify two additional involvement measurement tools	<input type="checkbox"/> Two measurement tools are located in addition to the Kentucky tool and a school/district-specific tool <input type="checkbox"/> Similarities among the tools are listed <input type="checkbox"/> Differences among the tools are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. List five measurement opportunities	<input type="checkbox"/> Five opportunities to distribute measurement tools are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
11. Create a plan to obtain measurement feedback	<input type="checkbox"/> A plan is created to measure involvement activities that includes the following: <ul style="list-style-type: none"> ○ The measurement tool to be used ○ The event in which the tool will be distributed or the process by which the tool will be distributed ○ The date the tool will be distributed ○ The date the tool will be collected 	<input type="checkbox"/> Yes <input type="checkbox"/> No
12. Review measurement results and generate next steps	<input type="checkbox"/> Measurement results are collected, reviewed, and discussed with team members <input type="checkbox"/> The following questions are answered: <ul style="list-style-type: none"> ○ What common themes are noticeable in the measurement results? ○ Where is your school doing well regarding involvement activities? ○ Where can your school improve regarding involvement activities? ○ What are the implications for developing new educational marketing messages that highlight the many opportunities your school offers to involve parents, family, and the community? 	<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 this performance into your portfolio when **all** Performance Checklist (previous form) items are marked Yes and **all** Feedback Form (this form) items are marked 3 or 4 (or Not Applicable).*

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

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	n/a
2.	Assisting the group to meet task criteria	1	2	3	4	n/a
3.	Modeling appropriate leadership behaviors	1	2	3	4	n/a
4.	Teaching others how to perform the tasks	1	2	3	4	n/a
5.	Presenting information clearly and concisely	1	2	3	4	n/a
6.	Leveraging technology to increase effectiveness?	1	2	3	4	n/a
7.	Motivating others to achieve success?	1	2	3	4	n/a
8.	Using group processes to achieve desired results?	1	2	3	4	n/a
9.	Other:	1	2	3	4	n/a

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

Final Assessment Feedback Form (page 1 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?

Recommended Reading and Resources

“The Missing Piece of the Proficiency Puzzle: Recommendations for Involving Families and Community in Improving Student Achievement.” *Commissioner’s Parent Advisory Council Final Report to the Kentucky Department of Education*. June 2007.

Acknowledgments

Gregory Johns, Author	Instructional Designer, Georgia Leadership Institute for School Improvement
Tom Upchurch	Subject Matter Expert
Deb Page	Senior Practice Leader, Georgia Leadership Institute for School Improvement
JoAnn Brown	Program Director, Rising Stars, Georgia Leadership Institute for School Improvement
Pam Henderson	Operations Manager, Georgia Leadership Institute for School Improvement
Jinnie Lee Schmid	Instructional Design/Quality and Continuity Manager, Georgia Leadership Institute for School Improvement
Drake Highlander	Lead Instructional Design Contractor, Georgia Leadership Institute for School Improvement