Engaging Communities

Partnering with the school community to promote student learning.

Criterion 7 Recommended Components | *Engaging Communities*

EXAMPLES OF KNOWLEDGE/SKILLS	EXAMPLES OF EVIDENCE/MEASURES	EXAMPLES OF SYSTEM CONSIDERATIONS	
		SUPPORT	**AUTHORITY**
Use effective communication skills and strategies to: – Market the school to enlist community support – Resolve conflicts among individuals and groups – Build common focus and collaboration to enhance student learning	Samples of communication vehicles used	Training for enhanced family and community engagement	Authority to initiate and continue partnerships with community members
Partner and collaborate with administrative colleagues	A School Improvement Plan that demonstrates knowledge of the specific school community and the impact on learning	Training in strategies for effective community partnerships	Authority to adjust the school day and/or calendar to promote community and parent/guardian partnerships
Build collegial and collaborative relationships with and among school staff members	A school-wide plan to engage families and community	Training, coverage and support for community involvement as an element of principal responsibility	Authority to require staff members to communicate with parents and guardians as part of their commitment to improve student learning
Share leadership based upon situation and need	Opportunities for family to provide feedback about their students' experience	Assistance from district's community relations director as needed for school communication plans	
Identify and involve business and community leaders and key communicators	Ability to articulate a defined decision-making process	Handling of insurance, liability coverage, background checks, recruitment and training for volunteers at the district level	
Use a variety of vehicles and tools to communicate about student learning with constituents, both inside and outside of the school	Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities)	Clearly established decision-making parameters	
Gather and use relevant data regarding community responses to student learning and their attitudes about the school	Schedule of activities, conferences, documentation, etc.	District-wide community communication plan	
Work with local media to celebrate success across school and community	Surveys/focus groups of the community	Alignment of district and building communication plans and procedures	
Break down barriers between school and community	Evidence in addressing conflict resolution through observations and notes		
	Principal portfolio of other evidence or work in progress		

Criterion 7 Rubric | *Engaging Communities*

Partnering with the school community to promote student learning.

An effective leader engages with the community in sensitive and skillful ways such that the community understands the work of the school and is proud to claim the school as their own. An effective leader understands the greater community to be a valuable resource and works to establish a genuine partnership model between home and school. An effective leader understands that aligning school and community efforts and values is an ongoing work in progress that must be nurtured, sustained, and monitored, and is able to influence others to adopt the same understanding.

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
7.1 Communicates with community to promote learning	Communication is sparse and opportunities for community involvement are not fully realized or made available; not visible in community or perceived as community advocate	Communication with the community is regular, yet is mainly informational rather than two-way; channels of communication are not accessible to all families; practices some discretion when dealing with personal information about students and staff.	Builds effective communication systems between home, community and school that are interactive and regularly used by students, school staff and families and other stakeholders; uses multiple communication channels appropriate for cultural and language differences that exist in the community; practices a healthy discretion with personal information of students and staff	Is proficient AND moves beyond typical communication practices to proactively develop relationships through home visits, innovative technology, visiting community groups, etc. with parents/guardians and community ; creates and promotes opportunities for students and families to explain and share their experiences with school; establishes a feedback loop that is invitational, transparent, effective and trusted by members of the community including open forums, focus groups or surveys; employs successful models of school, family, business, community, government and higher education partnerships to promote learning ; use of exemplary education marketing skills to establish partnerships to mobilize wealth of community resources
7.2 Partners with families and school community	Demonstrates little effort to engage families or the community in school activities; fails to share the vision of improved teaching and learning beyond school; does not identify and utilize community resources in support of improved student learning	Encourages and supports involvement of community and families in some school activities; shares the vision for improving teaching and learning with some families and communities; identifies and utilizes some community talent and resources in support of improved teaching and learning; limited family participation in some school decision-making processes and engagement activities	Encourages and supports consistent and ongoing community and family engagement for stakeholders in school activities; consistently implements effective plans for engaging community outside of school to participate in school decision making to improve teaching and learning; community resources are identified and utilized in support of improved teaching and learning; actively monitors community involvement and adjusts, creating new opportunities for families and community to be a part of the vision of improving teaching and learning	Is proficient AND consistently demonstrates leadership in the area of effectively engaging families and the greater community in support of students, staff and the vision of improved teaching and learning; is recognized outside of school for developing and implementing programs that partner with school, family and greater community; programs are held as a model for other schools to adopt and follow; builds capacity in the community for initiating new and beneficial forms of community involvement in school; service integration through partnerships involving school, civic, counseling, cultural, health, recreation and others to meet needs of parents, caregivers and students

Criterion 7 Research | *Engaging Communities*

Partnering with the school community to promote student learning.

An effective leader engages with the community in sensitive and skillful ways such that the community understands the work of the school   and is proud to claim the school as their own. An effective leader understands the greater community to be a valuable resource and works to   establish a genuine partnership model between home and school. An effective leader understands that aligning school and community efforts   and values is an ongoing work in progress that must be nurtured, sustained, and monitored, and is able to influence others to adopt the same   understanding.

SUPPORTING RESEARCH AND LEARNING RESOURCES	
7.1 Communicates with community to promote learning	**Strong links between the community and schools are positively correlated with student achievement especially in diverse communities. Communication between the principal and teachers and community members can be strengthened using specific strategies outlined in the following resources.** *Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2002). Crucial Conversations: Tools for Talking When Stakes are High. New York: McGraw-Hill.* *Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares about Education. New York: Currency / Doubleday. See Chapter XII, Leadership.* *Lawrence-Lightfoot, S. (2003). The Essential Conversation: What Parents and Teachers can Learn from Each Other. New York: Ballantine Books.*
7.2 Partners with families and school community	**Student achievement can be improved when schools work with families and the school community to form collaborative partnerships. The resources below offer strategies for schools to become an integral and a positive part of the community which plays out as enhanced academic performance, higher staff morale, fewer discipline problems and improved use of resources as well as other beneficial outcomes.** *Adelman, H. & Taylor, L. (2007). Fostering School, Family and Community Involvement. Portland, OR.: Northwest Regional Education Laboratory.* *Henderson. A.T. & Mapp, K.L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Laboratory.* *Jeynes, W. H. (2007). The relationship between parent involvement and urban secondary school achievement: A meta-analysis. Urban Education, 42(1), 82-110.* *The University of Calgary AISI Research Findings (2011). Spotlight on Parent Engagement. Retrieved from: http://education.alberta.ca/media/6591254/spotlight_on_parent_engagement_sept_2011.pdf* *Epstein, J. L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jansorn, N.R., & Van Voorhis, F.L. (2002). School, Family, and Community Partnerships: Your Handbook for Action. (2nd Ed.). Thousand Oaks, CA: Corwin Press.* *Constantino, S.M. (2005). Engaging All Families: Creating a Positive School Culture by Putting Research into Practice. New York: Rowman & Littlefield Education.*