Key Assessment 6: Guide to Home-School-Community Relationships
Directions to the Candidate
Rubric for Scoring

Key Assessment 6: Guide to School-Family-Community Relationships is aligned to ELCC Standard Elements, with alignment to:

ELCC 4.0 STANDARD ELEMENTS:
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

ELCC 3.0 STANDARD ELEMENTS:
ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

Description of the Assessment:

Key Assessment 6: Guide to Home-School-Community Relationships is an assignment designed to assess the candidate's knowledge and skills related to school operations (ELCC 3.1 and 3.2) and building and sustaining positive school relationships with families and community stakeholders, especially in using the community's diverse resources, using technology and projecting resource needs, and serving diverse community interests and needs (ELCC 4.1, 4.2, 4.3, and 4.4). It is embedded as an assignment in the M.Ed. program course, *EDAD 680: School and Community Relations.*

Each candidate is expected to assess the current status of home-school-community relationships in one school setting in order to design an informative guide for the school and community. Designed in part as a performance-based assessment, the candidate will need to work with a team to perform many management and leadership activities. The culmination and outcomes of these activities will be used by the candidate to write a report, the **Guide to Home-School-Community Relationship.**

Learning Goals:

The **Guide to Home-School-Community Relationships** provides evidence that the candidate has knowledge and skills to:
- use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information (ELCC 4.1);
- communicate information about the school within the community (ELCC 4.1);
- identify and use diverse community resources to explain how these align to support the school's diverse needs and help to improve school's programs (ELCC 4.2);

- develop procedural policy to address one of the challenges related to home-school-community relationships (ELCC 3.1);
- learn to use technology to manage operational systems, especially the technology use in managing home-school-community relationships (ELCC 3.2);
- project long-term resource needs in the area of home-school-community relationships (ELCC 3.2);
- assess the school's facility and space utilization to develop a facility and space utilization plan for the school to promote family interaction within the school's spaces (ELCC 3.2);
- apply Epstein's typology to assess family engagement, especially in areas of involvement in decision-making at the school (ELCC 4.3);
- conduct a needs assessment of families (ELCC 4.3);
- identify and develop collaboration strategies for effective relationships with families and caregivers (ELCC 4.3);
- develop effective relationships with several community partners to invite more involvement in school-community partnerships (ELCC 4.4).

Directions to the Candidate:

As a major assignment in the course, *EDAD 680: School and Community Relations*, the candidate will first need to determine the school that becomes the setting for this leadership assignment. It may be the candidate's school, or a school where the candidate has previously worked. This school becomes the setting where the candidate will demonstrate professional leadership skills in planning for and impacting improvement of home-school-community relationships.

After the school setting for this field-based experience has been approved by the program, the candidate will engage in the following activities in order to prepare to write the **Guide to Home-School-Community Relationships**:

I.   ENGAGE IN THESE FIELD-BASED ACTIVITIES:

 SCHOOL MANAGEMENT ACTIVITIES

1. First, conduct an internal environmental scan of the school's website, handbooks, school environment, budget, school's physical spaces, school improvement plans, etc., for the purpose of identifying and analyzing school processes and operations that are already in place to build and support home-school-community partnerships (ELCC 3.1);
2. Following the analysis, create a report to share results of the scan and to identify and prioritize strategic, financial, and tactical challenges for the school, in relation to home-school-community partnerships. (ELCC 3.1);
3. Develop a procedural policy for the school, aimed at improving one of the challenges related to home-school-community relationships (ELCC 3.1);
4. Assess the school's physical spaces and space utilization to develop a facility and space utilization plan for the school, making suggestions about space utilization to promote

family partnerships. Create a report to share the plan as a component in the **Guide** (ELCC 3.2);

5. Learn to use technology employed by the school to manage operational systems, especially the technology use in managing home-school-community relationships (ELCC 3.2);
6. Analyze the school's budget to explain sources of funds the school allocates for home-school-community partnerships (ELCC 3.2);
7. Project long-term resource needs for the school, especially related to technology needs (ELCC 3.2).

HOME-SCHOOL-COMMUNITY LEADERSHIP ACTIVITIES

8. Next, collaborate with a team from the school to collect, analyze, and interpret school, student, faculty, and community information, related to improvement of the school's partnerships with families and community stakeholders (ELCC 4.1);
9. Apply Epstein's typology of six types of family involvement (Parenting; Communicating; Volunteering; Learning at Home; Decision-making; and Collaborating with the Community) to assess the current status of family-school engagement, especially in areas of involvement in decision-making at the school (ELCC 4.3);
10. Design a communication tool to share information about the school within the community, especially as it explains the school within communities served by the school (ELCC 4.1);
11. Identify and use diverse community resources to explain how these align to support the school's diverse needs and help to improve school's programs (ELCC 4.2);
12. Conduct a needs assessment of families to identify their needs and interests and perceptions for strengthening home-school relationships and partnerships (ELCC 4.3);
13. Collaborate with a team from your school to identify and develop collaboration strategies for effective relationships with families and caregivers (ELCC 4.3);
14. Conduct a needs assessment of community partners to identify their needs and interests and perceptions for strengthening school-community relationships and partnerships (ELCC 4.4);
15. Develop effective relationships with a variety of community partners to invite more involvement in school-community partnerships by visiting them and reporting results of visit to the principal (ELCC 4.4).

WRITE: **The Guide to Home-School-Community Relationships**

16. Using the reports and results from activities, reflect on how you will share this information as a guide to the current status of home-school-community partnerships. Decide what information you want in the Guide, as it may be viewed by school improvement team, family and community members, and other educators in the district.
17. As a minimum, include the following:
    - **Section 1:** Introduction to the Guide. (Introduce your school and the purpose of the Guide.)
    - **Section II:** Current Status of School Management of Family-Community Relationships (In this section, focus on the school by describing current strategies

or school initiatives that are being used to manage and promote positive home-school-community relationships; facility and space management that promote engagement; budgets allocated to home-school-community partnerships.)

- **Section III:** Current Status of Family Engagement (Report data from needs assessments, analysis of family engagement; etc.)
- **Section IV:** Current Status of Community Engagement (Report data from needs assessments, analysis of community engagement; and explain the diverse community resources used within the school to promote and enhance the school's programs.)
- **Section V:** Appendices (Include artifacts, such as: your identification and prioritization of strategic, financial, and tactical challenges for the school, in relation to home-school-community partnerships; your sample policy that could be considered to improve one of the challenges related to home-school-community relationships; include a copy of your facility and space utilization plan; a description of technology used by school, esp. in relationship to managing home-school-community partnerships; the long-term resource needs for the school, especially related to technology needs; a copy of the communication tool used to communicate information about the school; a description of collaboration strategies for effective relationships with families and caregivers, etc.).

SUBMIT

18. Submit the **GUIDE** in Moodle as a Word document, following specific instructions from the *EDAD 680* instructor.

Rubric: Scoring the **Guide to Home-School-Community Relationships**			
Directions for Assessor: For each assessment task, identify the level of proficiency and assign a score for each assessment task: "1" for "Developing," "2" for "Proficient," or "3" for "Accomplished." The proficient column in the rubric is the baseline for an acceptable performance. If an intern scores "developing" or ""1" in any assessment task, the intern will need to schedule a conference with Program Coordinator to plan for an oral assessment.			
Assessment Tasks	**Developing** **1**	**Proficient** **2**	**Accomplished** **3**
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.			
Collaborate with a team from the school to collect, analyze, and interpret school, student, faculty, and community information, related to	The candidate is unable to do one or both of the following: Collaborate with a team from the school to collect, analyze, and	The candidate demonstrates skills in: Collaborating with a team from the school to collect, analyze, and interpret school, student,	The candidate demonstrates exemplary skills in: Collaborating with a team from the school to collect, analyze, and interpret school, student, faculty, and

improvement of the school's partnerships with families and community stakeholders. Design a communication tool to share information about the school within the community, especially as it explains the school within communities served by the school. (ELCC 4.1)	interpret school, student, faculty, and community information, related to improvement of the school's partnerships with families and community stakeholders. Design a communication tool to share information about the school within the community, especially as it explains the school within communities served by the school.	faculty, and community information, related to improvement of the school's partnerships with families and community stakeholders. Designing a communication tool that provides a good overview of the school, with specific information about the school within the community, especially as it explains the school within diverse communities served by the school.	community information, related to improvement of the school's partnerships with families and community stakeholders. Survey data is analyzed to help the team interpret how others view the school. Designing a communication tool that provides a great overview of the school, with specific information and data about the school within the community in both words and pictures, especially as it explains the school within diverse communities served by the school.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

Identify and use diverse community resources to explain how these align to support the school's diverse needs and help to improve school's programs. (ELCC 4.2)	The candidate is unable to: Identify and use diverse community resources to explain how these align to support the school's diverse needs and help to improve school's programs.	The candidate demonstrates skills in: Identifying and using 3-4 diverse community resources and explains alignment to the school's diverse needs and identifies how they help (or have potential to) to improve the school's programs.	The candidate demonstrates exemplary skills in: Identifying and using more than 4 diverse community resources and explains alignment to the school's diverse needs, with specific examples, and how they help (or have potential to) improve the school's programs.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

Apply Epstein's typology of six types of family involvement (Parenting; Communicating; Volunteering; Learning at Home;	The candidate is unable to do one or more of the following: Apply Epstein's typology of six types of family involvement to	The candidate demonstrates skills in: Applying Epstein's typology of six types of family involvement to assess the current status	The candidate demonstrates exemplary skills in: Apply Epstein's typology of six types of family involvement to assess the current status of family-

Decision-making; and Collaborating with the Community) to assess the current status of family-school engagement, especially in areas of involvement in decision-making at the school. Conduct a needs assessment of families to identify their needs and interests and perceptions for strengthening home-school relationships and partnerships. Collaborate with a team from your school to identify and develop collaboration strategies for effective relationships with families and caregivers. (ELCC 4.3)	assess the current status of family-school engagement. Conduct a needs assessment of families to identify their needs and interests and perceptions for strengthening home-school relationships and partnerships. Collaborate with a team from your school to identify and develop collaboration strategies for effective relationships with families and caregivers.	of family-school engagement, with a clear description of the level of involvement in decision-making at the school. Conducting a needs assessment of families and identifying 3-4 major needs of families and identifying interests and their perceptions for strengthening home-school relationships and partnerships. Collaborating with a team from your school to identify and develop 3-4 collaboration strategies for effective relationships with families and caregivers.	school engagement, providing data and a clear description of the level of involvement in decision-making at the school. Conducting a needs assessment of families and identifying and categorizing more than 4 major needs of families and identifying interests and their perceptions for strengthening home-school relationships and partnerships. Collaborating with a team from your school to identify and develop more than 4 collaboration strategies for effective relationships with families and caregivers.
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.			
Conduct a needs assessment of community partners to identify their needs and interests and perceptions for strengthening school-community relationships and partnerships.	The candidate is unable to do one or both of the following: Conduct a needs assessment of community partners to identify their needs and interests and perceptions for strengthening school-community	The candidate demonstrates skills in: Conducting a needs assessment of community partners to identify 3-4 major needs and identifying interests and their perceptions for strengthening	The candidate demonstrates exemplary skills in: Conducting a comprehensive needs assessment of community partners to identify more than 4 major needs and identifying interests and their perceptions for strengthening relationships and partnerships.

Develop effective relationships with a variety of community partners to invite more involvement in school-community partnerships by visiting them and reporting results of visit to the principal. (ELCC 4.4)	relationships and partnerships. Develop effective relationships with a variety of community partners to invite more involvement in school-community partnerships by visiting them and reporting results of visit to the principal.	relationships and partnerships. Developing effective relationships with a variety of 4-5 community partners to invite more involvement in school-community partnerships by visiting them and reporting results of visit to the principal.	Developing effective relationships with a variety of more than 5 community partners to invite more involvement in school-community partnerships by visiting them and reporting results of visit to the principal

ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

Conduct an internal environmental scan of the school's website, handbooks, school environment, budget, school's physical spaces, school improvement plans, etc., for the purpose of identifying and analyzing school processes and operations that are already in place to build and support home-school-community partnerships. Create a report to share results of the scan and to identify and prioritize strategic, financial, and tactical challenges for the school, in relation to home-school-	The candidate is unable to do one or more of the following: Conduct an internal environmental scan of the school's website, handbooks, school environment, budget, school's physical spaces, school improvement plans, etc., for the purpose of identifying and analyzing school processes and operations that are already in place to build and support home-school-community partnerships. Create a report to share results of the scan and to identify and prioritize strategic, financial, and tactical challenges for the school, in relation to	The candidate demonstrates skills in: Conducting an internal environmental scan of the school's website, handbooks, school environment, budget, school's physical spaces, school improvement plans, etc., for the purpose of identifying and analyzing 3-4 school processes and operations that are already in place to build and support home-school-community partnerships. Creating a technically-written report to share results of the scan and to identify and prioritize 4-5 strategic, financial, and tactical challenges for the school, in	The candidate demonstrates exemplary skills in: Conducting an internal environmental scan of the school's website, handbooks, school environment, budget, school's physical spaces, school improvement plans, etc., for the purpose of identifying and analyzing more than 4 school processes and operations that are already in place to build and support home-school-community partnerships. Creating a technically written report to share results of the scan and to identify and prioritize more than 5 strategic, financial, and tactical challenges for the school, in relation to home-school-community partnerships. Developing a procedural policy for the school, aimed at

community partnerships. Develop a procedural policy for the school, aimed at improving one of the challenges related to home-school-community relationships. (ELCC 3.1)	home-school-community partnerships. Develop a procedural policy for the school, aimed at improving one of the challenges related to home-school-community relationships.	relation to home-school-community partnerships. Developing a procedural policy for the school, aimed at improving one of the challenges related to home-school-community relationships.	improving one of the challenges related to home-school-community relationships.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

Assess the school's physical spaces and space utilization to develop a facility and space utilization plan for the school, making suggestions about space utilization to promote family partnerships. Learn to use technology employed by the school to manage operational systems, especially the technology use in managing home-school-community relationships. Analyze the school's budget to explain sources of funds the school allocates for home-school-community partnerships.	The candidate is unable to do one or more of the following: Assess the school's physical spaces and space utilization to develop and a facility and space utilization plan for the school, making suggestions about space utilization to promote family partnerships. Learn to use technology employed by the school to manage operational systems, especially the technology use in managing home-school-community relationships. Analyze the school's budget to explain sources of funds the school allocates for home-school-	The candidate demonstrates skills in: Assessing the school's physical spaces and space utilization to develop a facility and space utilization plan for the school, making 2-3 suggestions about space utilization to promote family partnerships. Using technology employed by the school to manage operational systems and describes the technology used in managing home-school-community relationships. Analyzing the school's budget to explain sources of funds and allocations of school funds for home-school-	The candidate demonstrates exemplary skills in: Assessing the school's physical spaces and space utilization to develop and a facility and space utilization plan for the school, making more than 3 suggestions about space utilization to promote family partnerships. Using technology employed by the school, and provides specific examples of how technology is used to manage operational systems, especially the technology used in managing home-school-community relationships. Analyzing the school's budget to explain sources of funds and allocations of school funds for home-school-community partnerships. Projecting more than 3 long-term resource needs, with

Project long-term resource needs for the school, especially related to technology needs. (ELCC 3.2).	community partnerships. Project long-term resource needs for the school, especially related to technology needs.	community partnerships. Projecting 2-3 long-term resource needs for the school, especially related to technology needs.	projected costs, for the school, especially related to technology needs.