

## **SPA/Key Assessment 6a: School Community Relations and Engagement Plan-A510**

### **a. A brief description of the assessment and its use in the program**

This project addresses 4 areas that leads to the development of knowledge and skills of an aspiring school leader in building school community relationships. The areas are researching and analyzing the school community profile, identifying and leveraging community resources, developing and communicating a school's parent community relations plan, and planning a community engagement project utilizing school resources.

**The school parent community engagement plan must be for a school at a different grade level from the one the candidate is employed.** Candidate will develop a parent community relations plan that will strengthen the school-community relationships by building support with internal and external stakeholders.

### **b. A description of how this assessment specifically aligns with the standards it is cited for. Cite SPA standards by number, title, and/or standard wording.**

The purpose of this assignment is help candidates acquire an understanding of the profile of their school's internal and external communities using data informed research ( 5.0; 6.0), develop and maintain a supportive, equitable, and culturally responsive and inclusive school culture ( 3.0), apply the knowledge, skills and commitments necessary to engage families, community and school personnel to strengthen student learning and support school improvement (5.0), leverage community resources and professional capacity to support their school improvement plan (5.0; 7.0), and finally, strengthen their ability to communicate with their community using appropriate advocacy and public relations plans. This assignment is aligned to NELP standards 3.1, 3.2, 3.3; 5.1, 5.2, 5.3; 6.1, 6.2, 6.3; 7.1, 7.2, 7.3 &7.4.

### **c. The directions given to candidates;**

This assignment has 4 parts covering the domains of NELP standards 3.0; 5.0; 6.0 and 7.0. If you have no School, you will need to identify one or work in a team with someone else. **You may work in teams of 2-3 on this assignment.**

### **Part I- Sociological Inventory (20 points):**

#### **Instruction:**

Your assignment is to: First conduct a sociological inventory (or profile) and analysis of your school community using the topics listed below. Broadly describe the reciprocal relationships between the community influencers and your school including the complex issues of race, class, culture and politics. You will use at least 5 data sources including demographic data, and interview with a parent, an administrator, or a community member (NELP 3.1). Some of this information may be found in a school profile, often used for accreditation or school

improvement reports. Demographic/population data are available from the State or school district websites and improvement plan, Census Bureau, and the National Center for Education Statistics (NCES).

Secondly, based on the community profile and data analysis, identify three (3) opportunities and three (3) barriers that will have the most impact on your school's mission and improvement plan goals. Provide a rationale (data, artifacts, etc.) for the ones you selected (NELP 3.1, 3.2, 3.3; 5.2).

Community Topics:

- Demographic composition/ Population Characteristics
- Communication Channels
- Community Groups and Organizations
- Community Leadership/Leaders
- Economic Conditions including influence of poverty
- Customs and Traditions
- Political Structure
- Social Tensions
- Current Parent/Community Involvement
- Previous Community Efforts
- Other topics you feel are important to your community's make-up

Your data analysis report **will be 3-5 double-spaced pages in length, using 12-point Times New Roman font.** Address all areas noted above and integrate ideas and concepts that are presented in assigned readings, your interview and other readings relating directly to this topic. (NELP 3.1, 3.2, 3.3; 5.2) (Fiore, D.J. 2016, chapters 1- 6).

**Part II: Leveraging Community Resources (20 points):** – Review the cultural, political, social, and intellectual resources available to the school (identified above as an area in Part I) and discuss how these resources are or are not used to promote your school's mission and goals (NELP 3.2, 6.1). Describe 3 areas from your school improvement plan that could benefit from strengthening partnership efforts with community members and identify one or more of your diverse community resources that could help address these areas. For example, if the YMCA is a resource – then how can that agency help your school improvement efforts? (NELP 5.1, 5.2, 6.2). Develop an advocacy plan to present to these agencies to persuade them to partner in support of your school. Describe 2 or more communication channels you will use to present your plan and receive feedback? (NELP 3.2; 5.3).

**Part III: Parent and Community Relations Plan Outline (30 Points). NELP 6 and 7.** For this assignment you will need to gain access to a School Improvement Plan. **This plan must be for a school at a different grade level from the one that you are employed.**

STEP ONE: Analyze the document to determine if it has a section dealing with public relations and parent community engagement. Identify the plan components and determine the following:

- Does the plan have specific goals and action items addressing public relations and parent community engagement? If so, describe.
- How will the goals and plans be measured?
- Does the plan have opportunity to gather feedbacks?
- Who is the targeted audience(s)?
- Who are the participants of the plan?
- Does this plan reflect the school's mission and needs, and is it up-to-date? (NELP 6.1, 6.2, 7.2). (1. 5-2 pages)

STEP TWO: Based upon your findings above, and using scholarly research and best practices, design an outline for an expanded school plan that better communicates the school's news, and engages parents and the community to support student success. The plan should include the following components in the outline:

1. Introduction/Executive Summary
2. Purpose
3. Mission and vision
4. Audience/Stakeholders
5. Various Components (based on a complete plan)
6. Internal Communication
7. External Communication
8. Working with media
9. Feedback channels
10. Crisis Management
11. Parent Involvement
12. Timeline/Schedule
13. Evaluation
14. Funding and other resources

Candidates should fill in the plan outline with as much materials possible and include citation of their sources. This should not be a complete plan, as that would require significant time and resources.

STEP THREE: Conclude with a summary of what you learned from the plan analysis and how you incorporated those attributes into your plan outline. Conclude with why this plan is important to the success of a school leader (3 pages for Steps 2&3)

**Part 4: School-Community Engagement Project: (20 Points):** Using the school's internal resources, you will develop a project that will link the school and community together for the purpose of enhancing the educational success and well-being of each adult and student in the school and its community. This should be a novel idea that you can share with your school administration (3.25.1, 5.2; 7.27.3).

The project should address the following areas:

Title  
 Justification of the need of the project  
 Description and Timeline  
 Project Impact  
 Lessons to be learned  
 Thought for work as a Principal

**Even though this project has been completed in sections, you will submit the whole project together into Canvas and Taskstream (under SPA/Key Assessment 6) after you have completed parts I, II, III and IV.**

**REFLECTION:** In 3 complete sentences, provide a holistic reflection on lessons learned in completing this assignment and its benefit for a school leader **(5 points)**.

**d. The scoring guide/rubric for the assessment**

SPA 6: School Community Relations and Engagement Project Rubric

<b>Part I: Sociological Inventory</b>	(5) Exceeds Target	(4) Meets target	(2) Approaching target	Score
<b>Indicator:</b> Appropriate and multiple assessment strategies and research methods are used to gather data and describe the external forces that impact school's mission and improvement plan goals (3.1, 5.2)	Candidate described the data sources and research methods used along with complete citations. Evidence included reference to assigned readings, NELP standards, interviews and three other data sources, at least two of which were scholarly. Evidence included an analysis of the impact of the	Candidate described the data sources and research methods used along with some citations. Evidence included reference to assigned readings, NELP standards, one interview, and at least two data sources, one of which was scholarly. Evidence included an analysis of the	Candidate used marginally described the data sources and research methods used with no citations. Evidence includes fewer than two data sources and one interview. An analysis of the impact of the external forces on school's mission and improvement plan goals was not provided.	.

	external forces on school's mission and improvement plan goals	impact of the external forces on school's mission and improvement plan goals		
--	--	--	--	--

Indicator	(5)	(4)	(2)	Score
<b>Sociological Inventory</b> NELP 3.1, 3.2, 3.3; 5.1	The inventory includes a detailed description of the reciprocal relationship the school has with the diverse community organizations/groups.	The inventory includes a short description of some of the reciprocal relationship the school has with the diverse community organizations/groups.	Pertinent information is missing or unclear. The inventory did not include information about the reciprocal relationship the school has with the diverse community organizations/groups.	
<b>Indicator</b>	(5)	(4)	(2)	<b>Score</b>

<p>Candidate has knowledge of the complex community issues including causes <b>of, and how poverty and other disadvantages</b> affect families, caregivers, communities and student learning within the context of external forces/influences (3.2; 5.1)</p>	<p>Evidence provided a comprehensive description of the school community and discussion of how the complex issues of poverty or other disadvantages affect families, caregivers, communities, and student learning within the context of external forces/influences. Evidence included how these disadvantages impact the school improvement plan and the school environment.</p>	<p>Evidence provided a discussion of the school community and how the complex issues of poverty and other disadvantages affects families, caregivers, communities, and student learning within the context of external forces/influence. Some impact of the disadvantages was covered.</p>	<p>Poverty and other disadvantages were minimally addressed in the description of the community within the context of external forces and influences.</p>	
--	---	--	---	--

Indicator	(5)	(4)	(2)	Score
<p>Candidate understands the opportunities and barriers that will have the most impact on school improvement plan/goals and why (5.1;5.2)</p>	<p>Candidate identifies the 3 opportunities and 3 barriers that will have the most impact on their school mission and improvement plan/goals and provided specific rationales with data and artifacts where appropriate</p>	<p>Candidate identifies only 2 opportunities and 2 barriers that will have the most impact on their school mission and improvement plan/goals and provided minimal rationales with no data and artifacts where appropriate</p>	<p>Candidate identifies only 1 barrier and 1 opportunity that will have the most impact on their school mission and improvement plan/goals and provided no rationales.</p>	

<b>Part II: Leveraging Community Resources Indicator</b>	(5) Exceeds Target	(4) Meets Target	(2) Approaching Target	Score
Candidate knows the diverse community resources available to the school. and discusses how those resources are or are not currently used by their school NELP 3.2; 5.1; 6.2.	Evidence describes resources available to the school from the cultural, social, economic, political and other elements of the community that are or are not used and why, considering the social and historical context. (identified above as an area in Part I)	Descriptions were provided of the resources available to the school from the cultural, social, economic and political elements of the community, and discusses how some, but not all the resources are or are not currently used by your school.	Provided very limited descriptions of the resources available to the school from the cultural, social, intellectual and political elements of the community. Resources are listed without a connection to description of how they can be utilized or not utilized by the school.	
Indicator	(5)	(4)	(2)	Score

<p>Candidate understands and describes how to use the cultural, social, and intellectual resources within the school community to improve school programs and build partnerships. 5.2</p>	<p>Evidence describes 3 or more areas of school improvement that would be strengthened by the <b>identified partnerships</b>. Evidence included strategies for utilizing cultural, social, and intellectual resources.</p>	<p>Evidence describes 3 areas of school improvement that would be strengthened by the partnerships. Evidence included strategies for advocating for areas of improvement utilizing cultural, social, and intellectual resources.</p>	<p>Evidence describes fewer than 2 areas of school improvement that would be strengthened by partnerships with family, community and professional organizations.</p>	
<p>Indicator</p>	<p>(5)</p>	<p>(4)</p>	<p>(2)</p>	<p>Score</p>
<p>Candidate understands and demonstrates the need to advocate within the larger organizational community and socio-political contexts when advocating for the needs of their school and community; Candidate utilizes a variety of media for two way communication that is clear and repeated when presenting the advocacy plan. Feedback was requested. (5.3)</p>	<p>Evidence describes clear advocacy plan for school or community needs communicated to appropriate community organizations using two or more relevant communication vehicles and indicating the expected outcome.</p>	<p>Evidence describes an advocacy plan for school or community needs communicated to community organizations using one or more relevant communication vehicles and indicating the expected outcome</p>	<p>Evidence describes an advocacy plan for school or community needs communicated to community organizations using one communication medium. Sends messages that are confusing and or ambiguous and does not provide opportunities for clarification</p>	

<b>Part III: School Community Relations Plan Analysis- Indicator</b>	Exceeds Target (5)	Meets Target (4)	Approaching Target (2)	<b>Score</b>
Candidate identifies a School's Improvement plan and analyzes the document to determine if it has a section dealing with public relations and parent community engagement.	The analysis thoroughly describes the review of the plan, includes all components and key details, and offers an in-depth critique.	The analysis begins to describe the review of the plan, its components and details, and offers a simple critique.	The Analysis did not provide a clear overview of the plan reviewed, or evidence of a thoughtful critique	
<b>School Public Relations Plan Indicator</b>	Exceeds Target (10)	Meets Target (8)	Approaching Target (4)	<b>Score</b>
Using the above plan as a guide and including scholarly resources, candidates provides a draft a school community relations and engagement plan <b>outline</b> for a School other than their own, identifying the school's grade level (Elementary, Middle or High). The plan includes the required components in the outline.	The plan outline is clearly constructed; it incorporates all components of an effective plan and provides key details and descriptions.	The outline begins to identify the various components of plan outline and incorporates some detail describing each section	The plan outline does not provide evidence demonstrating an understanding of the components within a community relations plan, and/or it lacks details and descriptions	
	Views communication as two way and provides stakeholders	Is overly reliant on one style of communication	Views communication as one way and does not provide stakeholders	

	with opportunities to clarify or voice Concerns. Reports on constituents' feedback.	but, does send clear messages that are repeated and provides opportunities for clarification. Reports on some constituents' feedback	with opportunities to clarify or voice concerns. No feedback shared.	
<b>Project's conclusion Indicator</b>	Exceeds Target (5)	Meets Target (4)	Approaching Target (2)	
Project's conclusion provides descriptive context to the plan's intent and why a community relations plan is important to the success of a school leader.	The conclusion provides descriptive context to the plan's intent and why a community relations plan is important to the success of a school leader.	The conclusion begins to provide an argument to the importance of a community relations plan	The conclusion was unclear and did not communicate the intent of a community relations plan	

<b>Part IV: School-Community Engagement Plan Indicator</b>	Exceeds Target (5)	Meets Target (4)	Approaching Target (2)	Score
Candidate understands the school's internal resources from which to develop a collaborative project working with diverse school community stakeholders (internal and external) that will enhance the	Candidate's project was creative and utilizes the school's internal resources. Project shows clear linkage between the school and its community. <b>Project is designed for a different school</b>	Candidate's project utilizes the school's internal resources. Project shows linkage between the school and its community <b>Project is designed for a different school and grade level</b>	Candidate's project utilizes the school's internal resources. Project does not show linkage between the school and its community. Project outcomes does not show impact on the success and well-	

educational success and well-being of each adult and student in the school and its community. <b>Project is designed for a different school and grade level from the candidate's</b>	<b>and grade level from the candidate's</b>	<b>from the candidate's</b>	being of each adult and student in the school and its community. Project does not address all required topics. <b>Project is not designed for a different school and grade level from the candidate's.</b>	
	<b>(5)</b>	<b>(4)</b>	<b>(2)</b>	<b>Score</b>
	Project outcomes show impact on the success and well-being of each adult and student in the school and its community. Project addresses all required topics.	Project outcomes somewhat show impact on the success and well-being of each adult and student in the school and its community. Project addresses most of the required topics.	Project outcomes do not show impact on the success and well-being of each adult and student in the school and its community. Project does not address all required topics.	

<b>Indicator</b>	<b>(5)</b>	<b>(4)</b>	<b>(2)</b>	<b>Score</b>
<b>Paper mechanics:</b> Citations and references were provided following APA guidelines. Paper was well written and organized avoiding grammatical and spelling errors. There	All sources were cited and references provided following APA guidelines. Paper was well written and organized. There was alignment with the components of NELP standard.	Some sources were cited and references provided following APA guidelines. Paper was well written and organized. There was alignment with the components of NELP standard	Some sources were cited and references provided somewhat following APA guidelines. Paper contains some grammatical errors and minimal alignment with the components of NELP standard	

was alignment with the components of NELP standard				
<b>Reflection Indicator</b>	<b>(5)</b>	<b>(4)</b>	<b>(2)</b>	
Reflection is holistic and contains benefits for school leaders	Reflection is holistic, stated in 3 complete sentences and contains clearly stated benefits for school leaders	Reflection is holistic, stated in 2 complete sentences and contains some benefits for school leaders	Reflection is holistic, stated in one sentence and contains little or unclear benefits for school leaders	

References:

Eric Sharpe: Creating a School Community (March 2003). Educational Leadership. 60 (6) 31-33  
Retrieved 9/13/20 from:  
<http://www.ascd.org/publications/educational-leadership/mar03/vol60/num06/Creating-a-School-Community.aspx>