



**PROFESSIONAL DEVELOPMENT TOOLS**

**Module 6**

**Collaborating with the  
Community**

## Getting Ready

Welcome to the *Professional Development Module 6: Collaborating with the Community* from **Working Together: School-Family-Community Partnerships, a Toolkit for New Mexico School Communities**. As a facilitator, you are among a group of educators who are working with teachers, families and community members to provide information, resources and strategies to both increase and strengthen family and community involvement across New Mexico.

Use this checklist as you prepare for the professional development session.

- o Using the hard copy, CD, or web version of the *Toolkit*, review the *Professional Development Tools*, *Teacher Tools* and *Family Tools* for *Module 6: Collaborating with the Community*.
- o Review the PowerPoint slides and facilitator instructions in the hard copy and/or on the CD and modify the presentation as appropriate for your style and audience.
- o Prior to the session, review the goals for this module. They are included as a slide in the PowerPoint presentation. Add any goals to meet your needs.

### Goals for Module 6: Collaborating with the Community

*By the end of this professional development module, participants will:*

- *provide tools to measure and improve programs that actively involve families as full partners in the education of their children;*
- *explore the benefits of developing partnerships with local business, community organizations and service groups to advance learning and assist schools and families;*
- *identify potential community partners and strategies to foster student participation in community service; and*
- *develop strategies to involve community members, institutions and organizations in curricular activities.*

- o Make a copy of all of the handouts listed on the following page. These are found in *Professional Development Tools Module 6: Handouts* section following the PowerPoint slides and notes.
- o Using the CD, print out the PowerPoint presentation as “**handouts**” with three slides per page and space for notes. Copy for all participants.
- o Choose and prepare an **Icebreaker Activity** from the introduction to the *Professional Development Tools* Section.
- o Gather the necessary supplies and equipment in the following table.
- o Make a copy or print out the *Sign In Sheet* and place it so that all participants can access it. The *Sign In Sheet* for this module can be found in this section.



## Materials

Supplies	Equipment	Handouts/Activities
<ul style="list-style-type: none"> <li>• Sign In Sheet</li> <li>• Flip chart paper</li> <li>• Markers</li> <li>• Scotch or masking tape</li> <li>• Paper for notes</li> <li>• Pens or pencils</li> </ul>	<ul style="list-style-type: none"> <li>• LCD Projector</li> <li>• Laptop Computer</li> <li>• <i>Toolkit CD</i></li> <li>• Screen</li> <li>• Extension cord(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Ice Breaker Activity (optional)</li> <li>• PowerPoint Handouts</li> <li>• <i>Teacher Self Assessment Rubric for Module 6</i></li> <li>• <i>Understanding Partnerships</i></li> <li>• <i>How to use "Community Assets Mapping" for Community Building</i></li> <li>• <i>Integrating Community Partners into the School or Classroom</i></li> <li>• <i>How to Map School Assets</i></li> <li>• <i>Teacher Reflection for Module 6</i></li> <li>• <i>Evaluation Form</i></li> <li>• <i>Certificates of Completion</i></li> </ul>

## Reminders and Helpful Hints

It is critical for the facilitator to use the hard copy and the CD or web based version of the *Toolkit* to become familiar with the *Teacher Tools* and *Family Tools* for this module prior to the professional development session. The *Resources* in the *Toolkit* contain valuable information that can be used to supplement and design the session to better meet the needs of the participants.

Each slide in the PowerPoint presentation includes facilitator notes and scripts as a guide to use during the presentation. Facilitators are encouraged to merge presentation style and interactions with the dynamics and cultural needs of the group. Provide snacks, drinks and comfortable seating for small and large group activities. Arrange the physical environment so all participants can see the slides and all cords and wires are secure.

## Schedule

This professional development session is designed to take 3-4 hours with appropriate breaks. Time for breaks should be determined by the facilitator. Provide an adequate amount of time for participant interaction, group work and questions and responses. Remember to set aside time to complete the evaluation; celebrate the participants' accomplishments, and fill out or distribute the *Certificates of Completion*.

## Notes:

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# Notes



# Collaborating With the Community

## 1. Introduction

**Say:** This training on *Collaborating With the Community* is from the *Toolkit* sponsored by New Mexico Public Education Department (NMPED) and developed by the Center for the Education and Study of Diverse Populations (CESDP).

It is called *Working Together: School-Family-Community Partnerships, A Toolkit for New Mexico School Communities*.

## 2. Background

**Instructions to Facilitator:** Share the slide with participants. Show them the CD and a hard copy of the *Toolkit*. Let participants know where the *Toolkit* is housed and procedures for use and copying. Remind participants that the *Toolkit* is not copyrighted and can be used in a variety of ways.

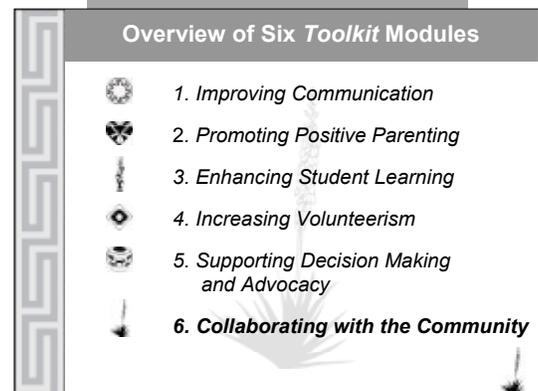
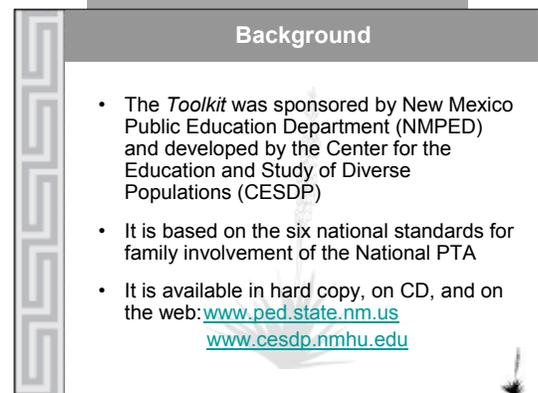
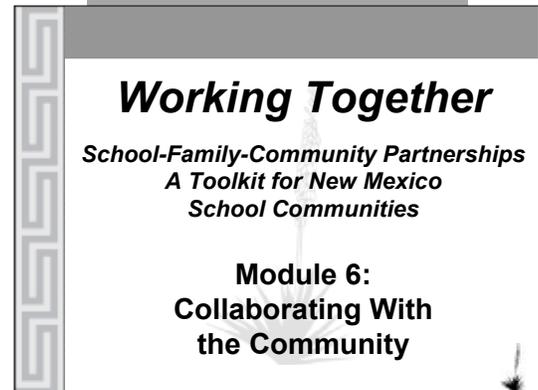
**Say:** The *Toolkit* has six *Professional Development Modules* as well as sections titled *Teacher Tools* and *Family Tools*. Each of the six modules contain information and useful resources, including ties to the New Mexico Teacher Competencies and Indicators that can be used for Professional Development Plans and Professional Dossiers.

**Instructions to Facilitator:** Point out the *Teacher Tools* and *Family Tools* as they are in the *Toolkit*. (Use the hard copy or CD to do this.) Reinforce that there are useful resources in each section that can be copied or printed from the CD or web site.

## 3. Overview of Six Toolkit Modules

**Instructions to Facilitator:** Read the *Overview of Six Toolkit Modules* slide and point out that *Module 6: Collaborating with the Community* is the sixth module in the *Toolkit*. It is based on the National Standards for Parent/Family Involvement Programs, Standard VI: Collaborating with Community.

**Say:** Module 6 focuses on strategies to strengthen schools, families and student learning through the use of community resources.





Goals for Module 6

- Explore the benefits of developing partnerships with local business, community organizations, and service groups to advance learning and assist schools and families.
- Identify potential community partners and strategies to foster student participation in community service.
- Develop strategies to involve community members, institutions, and organizations in curricular activities.

4. Goals for Module 6

**Instructions to Facilitator:** It is suggested that you review the goals prior to the professional development session and add any that meet your needs. Read the slide *Goals for Module 6* to participants.

On chart paper, add any goals that you or participants contribute.

New Mexico Teacher Competencies

- The *New Mexico 3-Tiered Licensure System* includes competencies and indicators that apply to  
**Module 6:**  
***Collaborating with the Community***
- This training can assist in fulfilling requirements for Teacher Professional Development Plans (PDP).

5. New Mexico Teacher Competencies

**Instructions to Facilitator:** Share the slide with participants.

**Say:** The *New Mexico 3-Tiered Licensure System* provides the framework for documenting teacher qualifications. In collaboration with the principal or designated administrator, New Mexico teachers are required to develop and maintain Professional Development Plans (PDP) based on nine teacher competencies and accompanying differentiated indicators for their respective level of licensure (Level I, II, or III).

This module on *Collaborating with the Community* addresses New Mexico Teacher Competencies 4, 7 and 9. Let's review them on the following slides.

Competency 4

**The teacher comprehends the principles of student growth, development, and learning and applies them appropriately.**

Relevant Master Teacher Level III Indicator:

**D. Integrates community resources, service agencies, other school personnel, parents, and community members into the curriculum.**

6. Competency 4

**Instructions to Facilitator:** Share slide with participants. Remind participants that they may be familiar with these competencies and indicators through their work on Professional Development Plans (PDP). Participants may raise questions or experiences regarding the development of a PDP.

**Say:** Competency 4 and the Level III Indicator focus on the importance of teachers' knowledge of the stages of student cognitive and social development as it applies to instruction and student learning. The indicator stresses the value and necessity of integrating community resources – including parents – into curricular activities.

### 7. Competency 7

**Say:** Competency 7 and the Level III Indicator focus on the importance of actively recognizing that the diverse cultures and languages that students and their families bring to the classroom can be used as resources for student engagement and building self-esteem.

**Competency 7**

**The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.**

Relevant Master Teacher - Level III Indicator:

**C. Demonstrates an awareness of the influences of context, disability, language, and culture on student learning.**

### 8. Competency 9

**Say:** Competency 9 and the Level III Indicator focus on developing partnerships with local business, community organizations, and service groups to advance student learning and assist schools and families.

For a complete list and more information on the New Mexico Teacher Competencies, visit the web site listed on the slide.

Next we will take a look at the *Teacher Self-Assessment Rubric* for this module that addresses these competencies and indicators.

**Competency 9**

**The teacher works productively with colleagues, parents and community members.**

Relevant Master Teacher – Level III Indicator:

**B. Demonstrates knowledge of specific school, family, and community resources that can support student learning.**

For more information and a complete listing of competencies and leveled performance indicators visit [www.teachnm.org](http://www.teachnm.org)

### 9. Activity: Teacher Self-Assessment

**Materials:** Handout: *Teacher Self-Assessment Rubric for Module 6: Collaborating with the Community*, chart paper and markers.

**Say:** The inquiry process asks teachers to become actively involved in reflecting on their own practices. Reflection often takes more time than we have now, but let's begin the process by reviewing the *Teacher Self-Assessment Rubric for Module 6: Collaborating with the Community* in your handouts. Follow the instructions on the slide.

Toward the end of this workshop, you will be completing a self-reflection that will allow for you to record plans for improvement based on the information we share today.

**Instructions to Facilitator:** Allow about 15-20 minutes for participants to review and complete the rubric activity. Follow up with whole group reactions, questions, responses and discussion about how the rubric may be used as part of a teacher PDP.

**Activity: Teacher Self-Assessment**

- Divide into small groups of no more than six.
- Individually, complete and date the *Teacher Self-Assessment Rubric for Collaborating with the Community* included in the handouts.
- Discuss findings as a small group and record strengths and needs.
- Discuss how you may be able to use this rubric in a teacher PDP.
- Report out to the group.



**Collaborating with the Community**

**Results for Students:**

- Increased skills and talents through enriched curricular and extracurricular activities;
- Awareness of careers and options for future education and work; and
- Service learning opportunities that connect students to organizations and individuals in meaningful ways.

**10. Results for Students**

**Say:** Partnerships with community organizations and individuals have significant results for students, parents, and teachers. Let's discuss some of these important results.

**Instructions to Facilitator:** Ask a participant to read the slide. Allow time for comments.

**Collaborating with the Community**

**Results for Parents:**

- Improved knowledge of local resources and services;
- Interactions with other families in community activities; and
- Awareness of the reciprocal relationship between the school and community.

**11. Results for Parents**

**Say:** Consider these results for parents. Are there any that you would add to this list based on your experiences as educators and parents?

**Instructions to Facilitator:** Ask a participant to read the slide. Allow time for comments.

**Collaborating with the Community**

**Results for Teachers:**

- Expanded awareness of community resources to enrich curriculum and instruction;
- Openness to and skills in using mentors, business partners, and volunteers to assist students and augment teaching practice; and
- Helpful referrals of families to needed services.

Adapted from Epstein et al., (2004)

**12. Results for Teachers**

**Instructions to Facilitator:** Ask another participant to read the slide. Allow time for comments or additions.

### 13. Redefinitions of Familiar Terms

**Say:** It is important that we expand our definition of some of the common terms we use every day such as “community”.

**Instructions to Facilitator:** Ask a participant to read the redefinitions of “community”. Ask if there are there any reactions to the redefinitions on the slide.

**Redefinitions of Familiar Terms**

- “Community” means not only the neighborhoods where students’ homes and schools are located but also the neighborhoods that influence student learning.
- “Community” is rated not only by high or low economic or social status, but also by strengths and talents of families.
- “Community” includes all who are interested in or affected by the quality of education, not just families or children in schools.

Adapted from Epstein et al., (2004)

### 14. Why Partner with the Community

**Say:** Given this broad definition of community, it is clear that teachers can partner with community organizations and individuals to enhance and enrich the school’s curriculum and engage students. School and community collaboration may also enable families to get the services they need for themselves and their children. Also the *No Child Left Behind (NCLB) Act* and the *New Mexico Educational Plan for Student Success (EPSS)* mandate parental and community involvement as part of the school’s action plan.

**Instructions to Facilitator:** Review the four statements and allow participants to comment on each one.

**Why Partner with the Community**

- The task of educating children is complex and is the shared responsibility of the whole community.
- Community resources can enrich curriculum and instruction.
- Children and families need to be connected to social services.
- Federal mandates require partnerships.

### 15. How to Form School-Community Partnerships

**Instructions to Facilitator:** Review the statements and allow for individuals to comment on each one.

**Say:** Student achievement and well-being is everybody’s business. Many community entities wish to bring their education programs to the school (such as health and wellness, environmental education, wildlife education, conservation etc.). School/community partnerships should be appropriate, planned, and maintained so they benefit both the school and community.

**How to Form School-Community Partnerships**

- Directly link school achievement to community development and community wellness in staff discussions, action planning, and grants.
- Seek school/community collaborations that are appropriate and unique to your respective community and school.
- Partnerships don’t just happen. Structure and monitor school/community collaborations through careful planning and evaluation.



**Activity: Understanding Partnerships**

Handout: *Understanding Partnerships*

- Different Degrees of Resource Involvement
- Different Degrees of Power Sharing
- Moving From Cooperating to Collaborating

**16. Activity: Understanding Partnerships**

**Materials:** Handout: *Understanding Partnerships*

**Say:** Refer to the handout titled *Understanding Partnerships* and review the different squares. Consider how the levels of partnership progress according to the Degree of Resource Involvement and the Degree of Power Sharing. For instance, the bottom left square (Sharing Information) is a beginning point for most collaboration. The top right square (Sharing Program Responsibilities) is a very dynamic stage where long-term partnerships collaborate on many different levels.

**Instructions to Facilitator:** Have participants provide examples of where they see present collaborations with different entities.

Example: When helping the police department with their gang prevention education, what level of partnership exists?

**Say:** Building Partnerships is a dynamic and lengthy process. Some long term partnerships may move through different levels indicated in the graph.

**Stages for Partnership Collaborations**

**Planning and Development:** Take time. Nurture partnerships through discussions and relationship-building. Define how the collaboration benefits the community *and* the school.

**Implementation and Management:** Address immediate and doable concerns. Be clear about the goals, objectives, and management responsibilities of the partnership.

**Monitoring and Evaluation:** Use locally relevant assessment criteria and participatory evaluation strategies. Partners should all understand and support desired outcomes.

**17. Stages for Partnership Collaborations**

**Say:** The **Planning and Development Stage** for collaborating with the community depends on clear communication between partners to define possible avenues of collaboration. These initial meetings serve to establish a common vision and help identify responsibilities and leadership roles. Initial meetings should be held in different facilities (not just school meeting spaces). During the **Implementation and Management Stage**, make sure that identified concerns are doable and immediately relevant. Try to support bottom-up decision making on what the collaboration may look like. During the **Monitoring and Evaluation Stage**, use evaluation methods that are beneficial to all partners. Bring evaluation in alignment with the EPSS.

**Instructions to Facilitator:** Ask participants about their experiences in forming collaborations that did or did not have all three stages.

**Activity: Identifying Potential Community Partners/Collaborators**

- Divide into small groups of no more than 6.
- Review the Handout: *How to Use "Community Assets Mapping" for Community Building*.
- Complete exercises 2 and 3 in the handout.
- Prepare to present out to the whole group after 15 minutes.

**18. Activity: Identifying Potential Community Partners/Collaborators**

**Materials:** Handout: *How to Use "Community Assets Mapping" for Community Building*

**Instructions to the Facilitator:** Refer to Handout *How to use "Community Assets Mapping" for Community Building*. Have participants divide into small groups and follow the instructions on the slide. Allow participants to record examples of each category. Ask participants to consider community entities that are less commonly identified in each category. (Example: Fraternal Organizations and Clubs can include youth and adult groups such as Knights of Columbus, Low-Rider Car Club, Boy Scouts or Habitat for Humanity.) Participants will often identify a large spectrum of community entities. Have each group present several of their ideas.

### 19. Sources for Identifying Community Partners

**Say:** There are a variety of sources other than personal knowledge for further identifying potential partners for your classroom and school.

**Instructions to Facilitator:** Have a participant read the slide.

**Say:** What additional sources could your group have recorded given the ideas on the slide?

**Sources for Identifying Community Partners**

- Lists and resource guides such as the telephone book or social services guide.
- Lists of Board Members of local and regional non-profit organizations.
- Websites of civic and government entities such as the State Game and Fish or US Geological Service.
- Personal knowledge of community partners.
- Federal office directories for the Forest Service, USDA Extension Service, and National Parks.

### 20. Activity: Integrating Community Partners into the School or Classroom

**Materials:** Handout: *Integrating Community Partners Into the School or Classroom*

**Say:** Once we have identified potential community partners, we have to be creative in finding ways to integrate them into our lesson plans and instructional practice. In small groups, follow the steps on the slide and share your ideas for incorporating community partners into the core curriculum and activities of the school. Take 15 minutes then we will report to the whole group.

**Activity: Integrating Community Partners into the School or Classroom**

Work in small groups.

Refer to the Handout: ***Integrating Community Partners into the School or Classroom***

- Choose one partner organization example under each category in the middle column.
- In the third column, record ways you could integrate people or materials from each organization into your curriculum or the activities of the school.
- Present out to the whole group.

### 21. Identifying School Assets

**Materials:** Handout: *How to Map School Assets*

**Say:** Collaborations with the community is a two-way process. In this reciprocal relationship, the school can be viewed by the community as being rich in human and physical resources. We will now assess your respective school for knowledge, skills and resources that can be valuable to community entities. Let's take a look at the handout titled *How to Map School Assets* so we can identify different resources internal to schools such as facilities, equipment and people who are possible assets. Work in your small groups and use the chart paper and markers to record all the school assets you can identify. Take 15 minutes.

**Instructions to Facilitator:** When the small groups report out, use chart paper or white board to list all resources mentioned by participants. Include students as one of the most valuable resources if anyone fails to mention them. Discuss how these resources and assets may be useful to community entities.

**Say:** Schools do have some limitations but they can provide great resources for communities including student energy, teacher knowledge and physical space. How can these resources and assets be utilized by community members and organizations? What are you already doing in this area?

**Activity: Identifying School Assets**

- School/Community partnerships are two-way or reciprocal.
- Your schools have many human and material assets that can benefit community members and organizations.
- Identify the positive things your school is doing already.
- Identify what else can be done by the school to use its assets to serve the community.



**Challenges of Collaborating with the Community**

- Time to establish authentic relationships that benefit both school and community.
- Turf problems.
- Who funds collaborations?
- Ensuring equal opportunity for all students and families.
- Thinking "outside the box of the school" when developing curriculum and activities.
- Transportation issues.
- Developing place-based curriculum that connects the students to community members as intellectual resources.

**22. Challenges of Collaborating with the Community**

**Say:** Let's review some of the key challenges in creating two-way relationships with the community.

**Instructions to Facilitator:** Read each challenge and allow time for discussion of possible solutions to the challenges.

**Best Practice Recommendations**

- Distribute information to staff and families about community resources that serve the cultural, recreational, academic, health, social, and other needs of families within the community.
- Develop partnerships with local business, community organizations, and service groups to advance student learning and assist schools and families.
- Foster student participation in community service and involve community members in school volunteer programs.
- View the *Toolkit* on the web or CD and utilize the resources in the *Teacher Tools* and *Family Tools* for this module.

**23. Best Practice Recommendations**

**Say:** Let's review some of the key points that were covered during this session.

Remember that the *Toolkit* is available in hard copy, on a CD, and on the web. There are useful resources related to all the topics we discussed today.

**Instructions to Facilitator:** Review the practices included on the slide and ask participants what else they would add to the list based on the information shared during the professional development session.

**Activity: Teacher Reflection**

- Reflect on the workshop and the strategies you have learned to enhance student learning at school and home.
- Refer again to the *Teacher Self-Assessment Rubric*. How would you rate yourself now?
- Take 10 minutes to *individually* complete the Plan for Improvement Column in the *Teacher Reflection Tool* for this module.

**24. Activity: Teacher Reflection**

**Materials:** Handout: *Teacher Reflection for Module 6*

**Say:** Now refer to the *Teacher Self-Assessment Rubric* completed earlier and pull out the *Teacher Reflection Tool* included in the handouts. These evaluation tools will help us reflect on what we have learned and make plans for improvement through implementation of some of the workshop strategies discussed during this session. Please take about 10 minutes now to reflect on what we have learned by following the instructions on the slide.

**Say:** (After 10 minutes) In the months that follow, you can revisit the *Teacher Reflection Tool* and add examples of Evidence of Mastery in the third column. Consider using the Rubric and Reflection Tool in your PDP or dossier. What are some of the plans for improvement that you included on this reflection?

**Instructions to Facilitator:** This activity can be adapted to include follow-up discussion on plans for revising the schoolwide EPSS, next steps and establishing task groups.

**25. Inside the Toolkit: Teacher Tools Resources**

**Say:** There are numerous useful resources in the *Toolkit for this section*.

**Instructions to Facilitator:** Point out where the resources are located within the *Toolkit*. Show the participants the *Toolkit* notebook and CD you are working from. Review where they can find the *Toolkit* and how they can access it on the CD and on the web.

**Optional Extension:** Tour the resources using the CD and/or provide hard copies of the *Teacher Tools Resources* for Module 6 for all participants or small groups to share.

*Inside the Toolkit*

**Teacher Tools Resources**

- Worth a Click Links
- Understanding Partnerships
- Promoting Community Events and Resources
- Integrating Community Partners into the School
- Place-Based Learning Projects
- Creating a Desire to Go to College
- Life-Long Learning and Community Education
- Mapping School Assets
- Service-Learning Partnerships
- Organizing Oral History Projects



**26. Inside the Toolkit: Family Tools Resources**

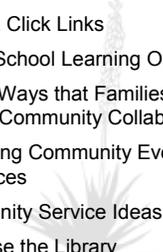
**Instructions to Facilitator:** As you did with the *Teacher Tools Resources*, point out that there is a complete set of useful *Family Tools Resources* included in the *Toolkit*.

**Optional Extension:** Tour the resources using the CD and/or provide hard copies of the *Family Tools Resources* for Module 6 for all participants or small groups to share.

*Inside the Toolkit*

**Family Tools Resources**

- Worth a Click Links
- Out-of-School Learning Opportunities
- Fifteen Ways that Families Can Help School-Community Collaboration
- Promoting Community Events and Resources
- Community Service Ideas for Families
- Let's Use the Library



**27. Activity : Where do we go from here?**

**Instructions to Facilitator:** This is a fun and interactive capacity building activity that will strengthen participants' ability to share and implement strategies learned during this session with students, colleagues, families and community members.

**Say:** Work in small groups to develop a script of what you might say to students, families, colleagues or community members about this module, and what you plan to do as follow-up to improve collaboration with the community. Take 15 minutes to develop a short script. Each group will role play the script as it would be delivered to someone who was not at this professional development session.

**Optional Activity:** Use this time to make plans for next steps, strengthening/updating the school EPSS and establishing task groups.

*Activity: Where do we go from here?*

How can we use what we learned in this workshop in our schools, homes, and communities?





**To Learn More:**

- Access the complete School-Family Partnerships Toolkit with resources, references, and websites at:
  - [www.ped.state.nm.us](http://www.ped.state.nm.us)
  - [www.cesdp.nmhu.edu](http://www.cesdp.nmhu.edu)
- Complete Evaluation Form

**28. To Learn More**

**Materials: Handout:** *Evaluation Form*

**Instructions to Facilitator:** Encourage participants to find out more, and see what else the *Toolkit* has to offer. Use the CD to tour the *Toolkit* with participants pointing out the *Teacher Tools* and *Family Tools* and the numerous resources.

Ask participants to complete the *Evaluation Form* for Module 6 found in the handout section of this module. Thank participants.



**29. Certificates of Completion**

**Materials: Handout:** *Certificate of Completion*

**Instructions to Facilitator:** Have each participant write their name on the *Certificate of Completion* found in the handouts. As the facilitator, sign and date each certificate. If the facilitator is not the school principal, also arrange for the principal to sign and date each certificate. Distribute completed certificates and celebrate engagement in professional development in the area of school-family-community partnerships.

Another option is to print out the certificates prior to the session, include participants' names, facilitator and/or principal's name and dates, as appropriate.

# Notes





**Handouts**

**Module 6**

**Collaborating with the Community**



## Teacher Self-Assessment Rubric

Use this rubric to help evaluate how well you collaborate with the community. Think about where you see yourself in the process and strategies on how to improve community collaboration by marking the box that most clearly matches what you are doing now.

COLLABORATING WITH THE COMMUNITY			
ELEMENT	BEGINNING	DEVELOPING	PROFICIENT
<p>Information regarding community activities and resources is provided to staff and families.</p>	<p>I am somewhat familiar with community services and resources, but at this time do not know how to communicate this information to parents.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>I provide families with information available from community resources when it is available.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>I provide families with information available from community resources on a regular basis through newsletters, guest speakers, school-led workshops and/or a posted calendar of community functions and events.</p> <p>___ I also attend and participate in these functions to take advantage of opportunities to learn more about the community. <input type="checkbox"/></p>
<p>Partnerships with various community entities are developed and strengthened to promote and enhance student learning, as well as serve and enhance the community.</p>	<p>I am aware of local businesses and their availability to our school.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>I locate and research opportunities for a variety of partnerships with businesses and community members.</p> <p>I seek opportunities that link learning to the students' community to both motivate students and to assist the community as a whole.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>I provide an avenue for students to research and locate opportunities for a variety of partnerships with businesses and community members including cultural, recreational, academic, health, social, commercial and faith-based entities.</p> <p>___ I encourage students to seek activities that link learning to their community to both motivate students and to assist the community as a whole. <input type="checkbox"/></p>



COLLABORATING WITH THE COMMUNITY			
ELEMENT	BEGINNING	DEVELOPING	PROFICIENT
<p>Out-of-school learning opportunities are established both at the school and within the community.</p>	<p>I inform parents and families of some opportunities available to students at school which are offered outside of the regular school day.</p>	<p>I inform parents and families of learning opportunities available to students outside of the regular school day, such as after school programs, mentoring or tutoring programs, and programs provided by museums, libraries and other learning institutions.</p>	<p>I act as a liaison between home, school and community to provide and encourage learning opportunities outside of the regular school day, such as after school programs, mentoring or tutoring programs and programs provided by museums, libraries and other learning institutions.</p> <p>___ I actively reach out to the community and create opportunities for families and community members to participate in educational activities that influence student learning and development.</p>
<p>Integrated services between school and community are established and maintained.</p>	<p>I have limited knowledge about services provided by outside agencies that may benefit families.</p>	<p>I make efforts to link families, through the referral process, with available community services.</p> <p>I recognize the importance of informal strategies to understand family and community needs and link them with community resources.</p>	<p>I provide information to families on the integration of services available through community partnerships involving the school, such as civic, counseling, health, recreation and other agencies, organizations and businesses.</p> <p>___ I also serve as a liaison in the areas where families identify needed services and assist with the referral process.</p>
<p>Collaborative opportunities such as community service and service learning projects are organized and monitored at the school level.</p>	<p>I utilize some instructional strategies for students to learn content in areas relevant to the community.</p>	<p>I support service to the community by students, families and schools such as recycling projects, activities for seniors and community beautification.</p>	<p>I identify community partners that would appreciate and benefit from student generated knowledge and projects. I use instructional methods that help students research and better understand their communities.</p> <p>___ Students are involved in service learning projects which allow for the learning of specific academic objectives through a mutual benefit of community and academic growth.</p>

# Understanding Partnerships

School/community partnerships are more than a one-sided relationship that provides resources and support to schools. A true partnership is beneficial to all collaborators. Use this tool to determine the level of partnership your school is at in working with community entities.

		-----Degree of Power Sharing-----		
		<b>Cooperating</b>	<b>Coordinating</b>	<b>Collaborating</b>
		Using resources to assist other agencies	Organizing or combining resources to more effectively reach a mutual goal	Collectively applying resources toward problems which lack clear ownership
Degree of Resource Sharing	<b>Contributing Resources</b>	School and community contribute resources to project or effort; contribution is clearly defined and usually material.	<b>Reconciling Activities</b>	<b>Sharing Program Responsibilities</b>
		School and community adjust or combine existing programs in order to deliver services more effectively; usually entails on going relationships among partners.		School and community come together as a new entity to provide services or to manage a resource.
	<b>Promoting Others</b>	School and community willingly share information about the work and services of others.	<b>Sharing Resources</b>	<b>Creating New Systems or Programs</b>
		School and community, which use the same goods or service, agree to share costs often defined by a contract.		School and community work to create and implement a new model to deliver services or address a public problem.
	<b>Sharing Information</b>	School and community share information on a formal or informal basis.	<b>Joint Projects</b>	<b>Collective Planning</b>
		School and community depend upon each other to produce a specific product or event; generally involves short-term commitments.		School and community develop a collective vision (and/or study) to identify community assets and for the management of resources to alleviate social problems.



# How to Use “Community Assets Mapping” for Community Building

Too often communities focus on their deficiencies and problems rather than on their assets, including tangible and intangible resources that can be built upon to strengthen the community. Use this tool to help you to recognize individual and community assets and begin the process of community building.

Objectives:

- Identify key components (people, institutions, organizations) of local communities
- Envision strategies to involve the diverse groups of community stakeholders as partners in planning and implementing educational work
- Develop strategies to ensure participation from traditionally under-represented groups in the community
- Identify community expertise and knowledge

## Exercise 1. Identifying Personal Knowledge, Skills and Assets

Use the following diagram to explore your own gifts, talents, interests and skills. Feel free to identify non-academic skills and insights. Your personal assets may include:

### Abilities and Interests

cosmetology, carpentry, gardening, photography, crafts, entertaining, dancing, etc.

### Expertise

accounting, foreign languages, local history, computers, healthy behaviors, cultural insights, etc.

### Outdoor Activities and Athletics

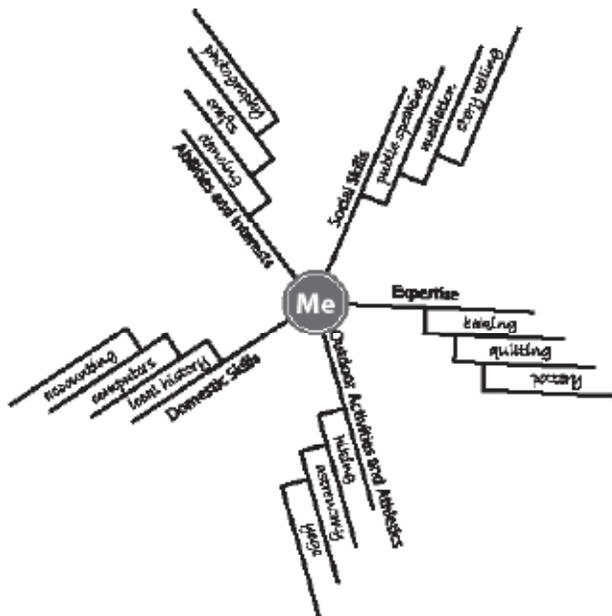
hiking, hot air ballooning, skiing, fly fishing, astronomy, yoga, etc.

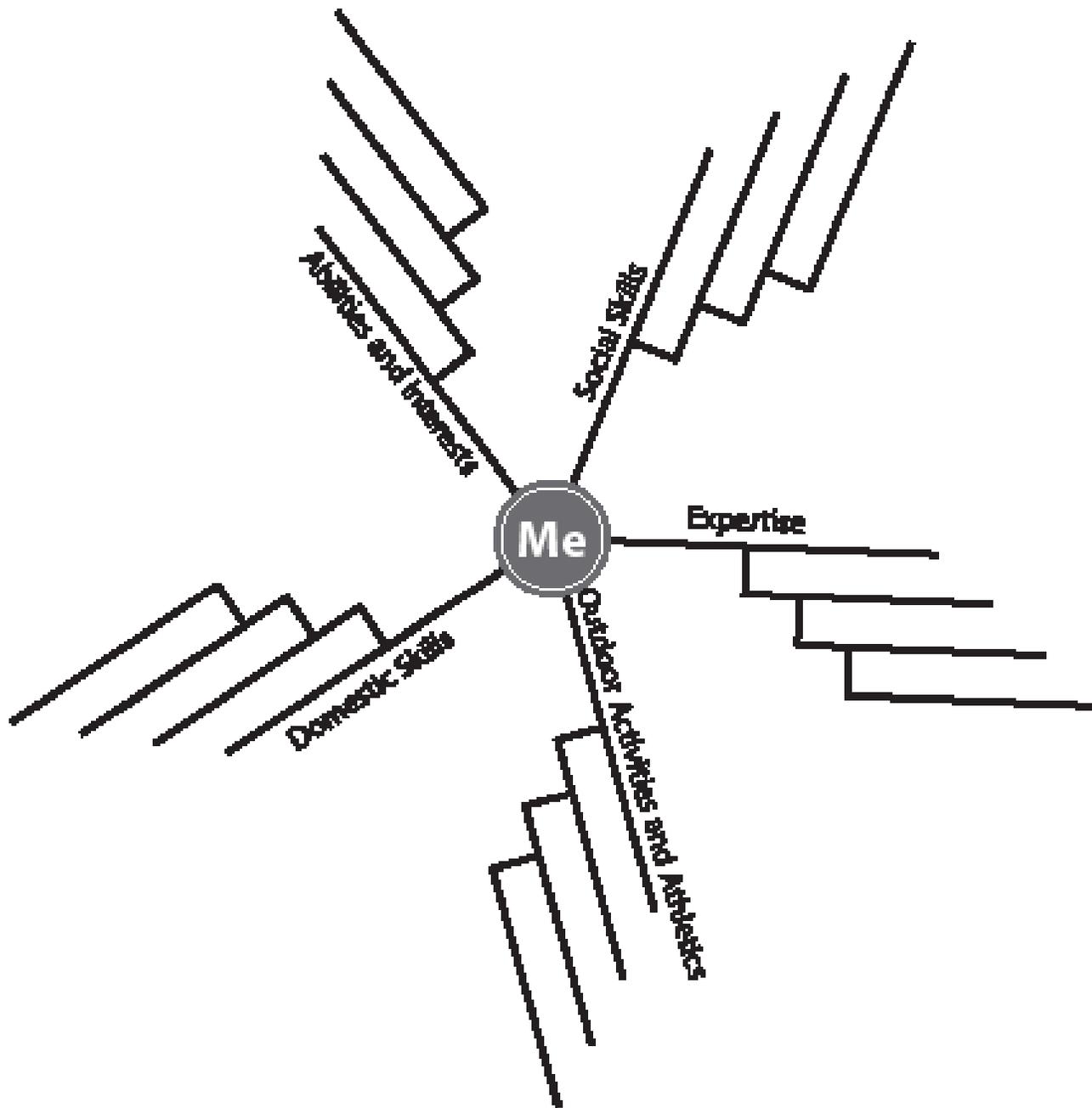
### Domestic Skills

baking, piñon picking, canning, quilting, pottery, doll collecting, etc.

### Social Skills

public speaking, listening and interviewing, mediation, story telling, etc







**Exercise 2. Identify Community Resources**

List your knowledge on any of the following resources in your community. Share a few of these identified assets with your colleagues.

Artists and cultural institutions \_\_\_\_\_

Social service agencies \_\_\_\_\_

Senior citizen organizations and individuals \_\_\_\_\_

Libraries and bookstores \_\_\_\_\_

Higher education opportunities \_\_\_\_\_

Churches and faith-based organizations \_\_\_\_\_

Childcare providers \_\_\_\_\_

Fraternal organizations and clubs \_\_\_\_\_

Law enforcement offices \_\_\_\_\_

Media and publication agencies \_\_\_\_\_

Locally-owned and large businesses \_\_\_\_\_

Health providers and services \_\_\_\_\_

Food services and restaurants \_\_\_\_\_

Banking and credit institutions \_\_\_\_\_

Community-based organizations \_\_\_\_\_

Entertainment groups and offices \_\_\_\_\_

**Exercise 3. Identifying Skills and Knowledge in Community Resources**

A strategy to develop long-range partnerships is to visualize the knowledge and skills that are embedded in our communities. Often community partners are not invited to contribute to school activities or need some coaching to bring their resources into the schools.

Use this tool to list the knowledge, skills and human resources in your community.

Organization/Entity	Knowledge Base and Skills	Possible Collaboration
Example: Kiwanis	Fund-raising, community welfare, civic projects, leadership training, public speaking, rules of order for meetings	Teach students about how to conduct effective meetings, leadership skill training, scholarships



# Integrating Community Partners into the School or Classroom

Look at the Community Partners list below. Use this tool to think about how you can engage some of these partners in your classroom or school.

Types of Community Partners	Examples:	Plan to Integrate
<b>Business/Corporations</b>	Local businesses, national corporations and franchises	
<b>Universities and Educational Institutions</b>	Colleges, universities, high schools and other educational institutions	
<b>Health Care Organizations</b>	Hospitals, health care centers, mental health facilities, health departments, health foundations and associations	
<b>Government and Military Agencies</b>	Fire departments, police departments, city councils, other local and state government agencies and departments	
<b>Faith-Based Organizations</b>	Churches, mosques, synagogues, other religious organizations and charities	
<b>Senior Citizen Organizations</b>	Nursing homes, senior volunteer and service organizations	
<b>Cultural and Recreational Institutions</b>	Zoos, museums, libraries and recreational centers	

## How to Map School Assets

Community partners must view the school as a rich collection of physical and human resources. The following list of school facilities and assets can help identify potential partnerships. Use this tool to determine the assets and resources of your school.

<b>Facilities</b>	Schools are places where community groups can meet. Are there meeting rooms, computer labs, auditoriums and other areas that can be used by community members?
Your assets and resources:	
<b>Materials and Equipment</b>	Even resource-strapped, economically disadvantaged schools have at least some of the following resources which can be shared with and/or used in support of various local community groups: computers, copy machines, books, videos and other media materials.
Your assets and resources:	
<b>Purchasing Power</b>	The materials, commodities and services purchased by schools can be directed to initiate, support or expand neighborhood enterprises, including those created by local youth.
Your assets and resources:	
<b>Employment and Training Practices</b>	The school's hiring practices can include local residents. Professional development opportunities can include other educational service providers in the community.
Your assets and resources:	
<b>Courses</b>	Through existing or newly created evening courses, schools can provide education and training for residents or groups who seek to participate in the area's development efforts.
Your assets and resources:	
<b>Teachers</b>	Teachers are a concentrated pool of highly trained adults with critical skills and essential knowledge that can contribute to the efforts of local groups involved in development activities.
Your assets and resources:	
<b>Financial Capacity</b>	Schools have the local power to generate and receive special funds through bond issues and proposals to government agencies, corporations and foundations not usually accessible to other community groups. This special capacity can be an important resource in a community development strategy.
Your assets and resources:	
<b>Youth</b>	Students with ideas, energy and motivation can participate in classes, projects and internships which involve them in the local community development process.
Your assets and resources:	

Source: Kretzman and McKnight (1993).



### Teacher Reflection

## What will I do to make sure families are aware of community resources that may support families and children?

Reflect on your current practices in each of the elements highlighted. Develop a plan for improvement which includes support needed, how strategies will be implemented and how you will know if each element has been accomplished (Evidence of Mastery). Use the resources provided in this module to support your efforts.

Collaborating with the Community	Plans for Improvement	Evidence of Mastery
I distribute information about cultural, recreational, academic, health, social and other resources that serve families in the community.		
I am aware of and use local businesses and community organizations to enhance student learning and skill development.		
I contribute to the development of after-school, summer and community education programs that utilize the school facility for more than student learning objectives.		
I help bring about partnerships that provide integrated services and help to meet the needs of students.		
I coordinate education and service-related activities that support student interaction and contribution to community development and welfare.		



**Evaluation Form**  
**Working Together:**  
**School-Family-Community Partnerships**  
*Professional Development Session*  
**Module 6: Collaborating with the Community**

Facilitator \_\_\_\_\_ Date of Training \_\_\_\_\_

Overall session rating: \_\_\_\_\_ Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor

WHAT WORKED WELL?	WHAT COULD IMPROVE?
WHAT IDEAS WILL YOU USE IN YOUR CLASSROOM/SCHOOL?	WHAT AREAS WOULD YOU IDENTIFY FOR MORE IN-DEPTH TRAINING





# Notes



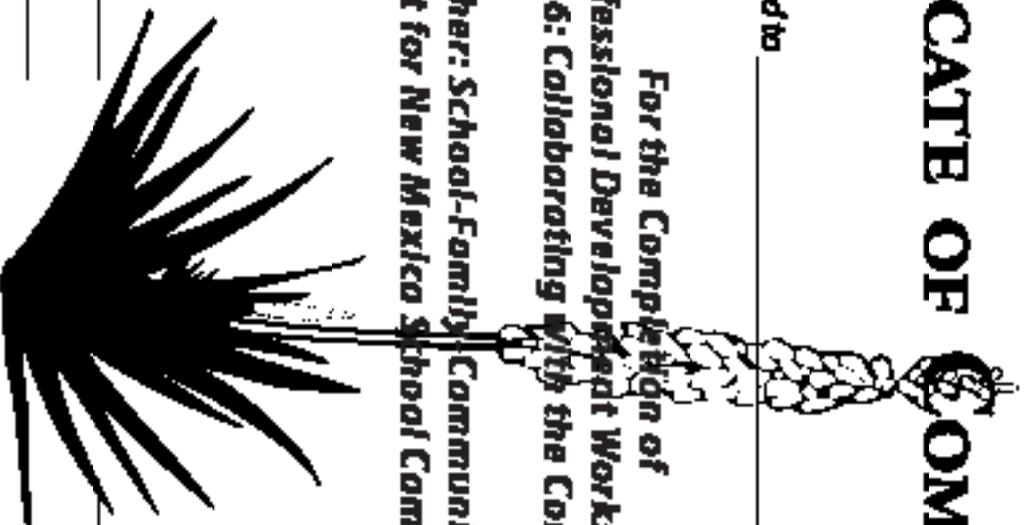
## Notes

# CERTIFICATE OF COMPLETION

*Is hereby awarded to* \_\_\_\_\_

*For the Completion of  
Professional Development Workshop  
Module 6: Collaborating with the Community*

*Working Together: School-Family-Community Partnerships  
A Toolkit for New Mexico School Communities*



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# Notes



## Notes