

Performance Based Learning Module Standard Four

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community member, responding to diverse community interests and needs, and mobilizing community resources.**

Knowledge:

The administrator has knowledge and understanding of:

- Emerging issues and trends that potentially impact the school community
- The conditions and dynamics of the diverse school community
- Community resources
- Community relations and marketing strategies and processes
- Successful models of school, family, business, community, government and higher education partnerships.

Performances:

The administrator facilitates processes and engages in activities ensuring that:

- High visibility, active involvement, and communication with the larger community is a priority
- Relationships with community leaders are identified and nurtured
- Information about family and community concerns, expectations, and needs is used regularly
- There is outreach to different business, religious, political, and service agencies and organizations
- Credence is given to individuals and groups whose values and opinions may conflict
- The school and community serve one another as resources
- Available community resources are secured to help the school solve problems and achieve goals
- Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- Community youth family services are integrated with school programs
- Community stakeholders are treated equitably
- Diversity is recognized and valued
- Effective media relations are developed and maintained
- A comprehensive program of community relations is established
- Public resources and funds are used appropriately and wisely
- Community collaboration is modeled for staff
- Opportunities for staff to develop collaboration skills are provided.

Title

Let's Be Partners

Scenario

Just over three years ago you directed the counselor to begin the process of collecting data from employers of your district's graduates. This was a practice that had not been done in the past and you believed it would offer some valuable insight to the programs offered in the district's high school.

At a recent board meeting you and the high school counselor shared the data that had been collected. While the majority of the report was positive there were some gaps in the curriculum that were identified as a result of the feedback from employers and colleges.

As is the custom the local media was present at the board meeting and ran a very unflattering story in the local paper that was picked up on by other media outlets. The story stated that the school was not preparing students for the business world and the curriculum was in a shambles.

You decide to face this bad press head on and attempt to work with the media. In your first conversation with the newspaper editor you outline your vision of a "Partners in Education Coalition" with the area businesses.

You have decided to put together a presentation for the next board meeting as to the pros and cons of developing a "Partners in Education" program within your district. You have also invited the board of the area Chamber of Commerce to help you in this endeavor and have welcomed the media as an observer.

Writing Style

Your written responses will be evaluated based on their responsiveness to the questions and evidence of the relevant ISLLC standards. It should also be representative of graduate level work.

Adequate Rationales

Some questions will require you to explain why you made particular decisions and/or selected certain courses of action. Merely stating that policy guidelines requires you to act in the way that you did will not be an adequate response.

Project Specifications and Guiding Questions:

The presentation to the board should contain the following information and/or understanding of the problem.

I. Community Power Structure

*Who makes up the power sources of the community?
How did they obtain their power?
How do they wield their power?*

II. School and Administrative/Institutional Hierarchy

*What is the organizational structure of the school and/or district?
How does this structure influence your decision-making and your activities as a school leader?*

III. Community's demography and social tensions

*Below are listed some of the most significant demographic features of the community in which your school or district exists. Please respond to the following questions for each feature.
How does this feature affect/impact your decision to use or not use the business as a Partner in Education?
In what way could this feature be a barrier?
How does this feature help shape your decision-making and your activities as a school leader in accordance with this PBL?*

- A. Community Customs/Traditions
- B. Historical Background
- C. Human and Financial Resources
- D. Average Educational Attainment
- E. Occupational Groupings
- F. Racial/Ethnic Composition
- G. Racial Discrimination
- H. Transportation and Communication Services
- I. Economic Rivalry
- J. Cultural Differences
- K. Social Class Competition
- L. Other

IV. District's Profile and Demography

Below are listed some of the most significant demographic features of the school or district. Please respond to the following questions for each feature.

How does this feature affect/impact your decision to use or not use the business as a Partner in Education?

In what way could this feature be a barrier?

How does this feature help shape your decision-making and your activities as a school leader in accordance with this PBL?

- A. Assessed Valuation – Previous five years
- B. Percentage of Income from Local, County, State, and Federal
- C. Number of schools in your district and the number of partners
- D. Number of schools in which a business would like to partner
- E. Selection of school by the business or selection of the business by the school

V. Project Projections

A. Time Line

What would be your timeline for organizing strategies/meetings?

Using Section IV and V, who(m) would you meet with and why?

What responsibilities would you assign, to whom, and why would you assign this responsibility to this individual?

B. Financial Costs

What would be the financial costs to the district for implementation of this program?

C. Internal School Forces

List three comments/questions that would be posed by organizations or individuals within your district who support this program.

List three comments/questions that would be posed by organizations or individuals within your district who oppose this program.

Construct and justify your responses.

D. External School Forces

List three comments/questions that would be posed by organizations or individuals within your community who support this program.

List three comments/questions that would be posed by organizations or individuals within your community who oppose this program.

Construct and justify your responses

VI. Presentation

Design a presentation, to the board using appropriate technology, supporting the implementation of the program.

The presentation should be suitable for a meeting with internal and external publics.

The presentation should be based on the data from Sections IV and V, and in response to the questions cited in Section VI, C and D.

REFLECTION

The reflective piece should respond to the following issues:

How did you effectively communicate the decision with the internal and external communities and stakeholder?

To what extent was the value of internal and external community involved in the decision?

To what extent did the internal and external communities collaborate as partners during the decision process to impact teaching and learning?

To what extent does the school function as a partner within the larger community?

Standard Four Performance Expectations:

- There is collaboration and communication with the community, students, and administrations, and boards of education.
- Involvement of community and other stakeholders in school decision making processes.
- Information about community, students, and board of education concerns, expectations, and needs are considered in decision making processes.

Key Terms

- Collaboration
- Communication
- Public Relations
- Resources
- Partnerships
- Business relations
- Business expectations

Recommended Resources/Support Materials

- Missouri School Public Relations Association – <http://info.csd.org/mospra/mosprahome/html>
- Department of Elementary and Secondary Education – School Finance Section – School Laws and Legislation Section - www.dese.mo.gov/
- School and Community Relations, Bagin, Gallagher, and Kindred. Allyn and Bacon (2002)
- Missouri Association of School Administrators – www.mcsa.org/masa
- Missouri School Boards Association – www.msbanet.org/
- Regional Professional Development Centers

Notes to the Instructor

1. This Problem Based Learning module is one that can be used to determine students' entry level skills in:
 - Communication
 - Collaboration
 - Community relations
 - Working with diverse populations
 - Presentations
2. Students will increase their knowledge of K-12 districts and the unique problems they face through the development and implementation of business partnerships.
3. Students will write a reflection of their findings, conclusions, and recommendations.
4. With the lack of knowledge of most students, concerning Partnerships in Education, this PBL would be better suited as a group activity.

Scoring Guide

Expectations	Little or No	Progressing	Proficient	Exemplary
High visibility, active involvement and communication with the larger community is a priority				
Relationships with community leaders are identified and nurtured				
There is an outreach to different business, religious, political, and service agencies and organizations				

The school and community serve one another as resources				
Partnerships are established with area businesses, institutions of higher learning and community groups to strengthen programs and support school goals.				
Comprehensive program of community relations is established				

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