

Academic Development Institute

School Community Facilitator's Guide

The Curriculum of the Home
Shared Leadership and Goals and Roles
The Compact
Homework and Studying and Reading at Home
A Welcoming Place and a Connected Community

Indicators in
 **ACTION**[™]

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Information Tools Training

Positive results for students will come from changes in the knowledge, skill, and behavior of their teachers and parents. State policies and programs must provide the opportunity, support, incentive, and expectation for adults close to the lives of children to make wise decisions.

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Facilitator's Guide Overview

This is the Facilitator's Guide for Indicators in Action™ School Community Course. This course is one of three in the Indicators in Action™ series: Instruction, Leadership, and School Community. School Community includes five modules – Curriculum of the Home, Shared Leadership and Goals and Roles, The Compact, Homework and Studying and Reading at Home, A Welcoming Place and a Connected Community.

Indicators in Action™ is different from other online professional development offerings because it gets into the specifics, the nitty-gritty details, of how to achieve exceptional leadership, great instruction, and strong school communities – all fundamental elements of rapid and sustained school improvement. Through Indicators in Action™, we'll show you how to plan, implement, and sustain great practice in leadership, instruction, and school communities.

There are a variety of ways that participants can engage in Indicators in Action™ courses: individual self-paced learning, group self-paced learning, and facilitated group learning.

We developed the Facilitator's Guides to provide you with ideas for the facilitated approach. Use the guide to drive your facilitated approach, supplement it, spark it, or to shake things up – but don't feel bound to it. In fact, we are pretty sure that you'll come up with strategies and approaches of your own. We hope that you will share what is working for you so that we can include it in future versions.

Accompanying this course is a workbook. The workbook is referenced throughout the course and contains material, templates, and tools that participants will be encouraged to review. It is also referenced in this Facilitator's Guide. (Just a tip – plan in advance whether or not you will expect participants to print their own copy of the workbook or if you will provide copies.)

Finally, if you haven't already, be sure to review the Overview of Indicators in Action™, which is accessible on our website: www.centerii.org/action and on the DVD. The Overview provides information on how the courses were developed, what they include, and how to maximize their impact. Watch the Overview yourself, and make sure to show it to the participants.

If you have any questions don't hesitate to email us at action@adi.org.

Throughout this guide, you will see these icons. Here is a key that explains what they indicate:



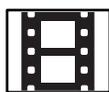
Facilitator commentary



Work in small group



Share with the group



Show video



Handouts



Workbook

There are approximate times given after each Part title. These times are for viewing the video only and not for presentation (facilitator's commentary), length of time given for group discussions, or time given for reporting out.

Throughout the facilitator's guide, you will be instructed to play segments of the video, or slides. The slide count is displayed in the lower right hand side of the screen, right above the logo. You can pause the video by clicking on the Stop button and resume by clicking on the Play button.

The screenshot shows a video player interface. On the left, there is a small video window showing a man in a dark jacket. Below it is a table of contents with the following items:

Outline	Notes
Course Overview 00:40	
Define School Community 00:17	
Victoria AS a Community 00:39	
School and Home 00:21	
Shared Beliefs 00:36	
Building Blocks 00:14	
Building Blocks Explained 00:59	
Modules of Course 00:50	
Modules Continued 00:18	
Course Objectives 00:39	
Overview Conclusion 00:24	

The main slide area displays the title 'School Community Course Overview' and a cartoon illustration of a diverse group of people. Below the illustration is the text 'School Community'. The video player control bar at the bottom shows a play button circled in red, a progress bar, and a slide counter 'Slide 1 of 11' circled in blue. The logo 'Indicators in ACTION' is visible in the bottom right corner.

Handouts to have ready for this course are:

- A. Reflection and Planning Table: The School Community Council
- B. Reflection and Planning Table: Goals and Roles in a Strong Community
- C. Reflection and Planning Table: On-going Review of Goals and Roles
- D. Reflection and Planning Table: Communication About the Compact
- E. Reflection and Planning Table: Education About the Compact
- F. Reflection and Planning Table: The Compact
- G. Reflection and Planning Table: Education and Connection
- H. Reflection and Planning Table: A Welcoming Place
- I. Reflection and Planning Table: Communication and Classroom Visits
- J. Reflection and Planning Table: Teachers Working Effectively With Parents
- K. Reflection and Planning Table: School Community
- L. Reflection and Planning Table: School Community Success and Recognition

These can be found in the appendix of this facilitator's guide.

Module I: Curriculum of the Home

Introduction (approximately 6 minutes)



1. Welcome and Introductions



2. Review workbook

Note: Either have copies of the workbook printed out for participants or ask them to bring copies with them. Have extras on hand.

3. Before getting started with the course, ground participants in the concept of school community. Use this prompt to guide them in their first activity:



Take a minute to think about and write down what you think makes up a school community and why it is or isn't important to student and school success. Record your responses in the "notes" section of your workbook. Here are some prompts to guide you.

- Who comprises the school community in my school?
- Is this a comprehensive list? Who is missing?
- Is the school community "active" in my school? In what way?
- Is it important for a school community to be involved in its school? How?

Hold on to your responses; we'll revisit them later in the course.



4. Play slides 1-3, which outline the modules of the course and define school community.

5. Pause the video after slide 3 and ask participants to react to what they just heard. Put the definition of school community in a prominent place where all participants will be able to read it.

Definition: A school community is the people intimately connected with a school—students, teachers, administrators, other staff, parents, and volunteers—bound together by a common interest: the students.



6. Ask participants to compare their thoughts on WHO comprises a school community with those identified in this definition. Do they agree? Disagree? Encourage discussion for a couple of minutes before moving on. Take note of any interesting comments, points of view, and questions.



7. Play slides 4-5, which briefly focus on parent participation in the school community. Engage in a brief discussion regarding this role. Use the following prompts if they are helpful:

- Can you name some of the overlapping roles between school and home?
- What are the advantages to having parents involved in the school community?
- What happens when they are not involved?
- Is there room for improving family engagement in your school community?



The role of parents will be revisited throughout the course. Now, we will look at how the course is organized, hear an overview of the building blocks of a school community, and finally, review the course objectives.



8. Play slides 6-11. Direct participants to a list of the building blocks, order of modules, and course objectives in their workbooks.



9. Ask participants if they have any questions about what they just heard – related to the building blocks or the course objectives.

Part I: Parent-Child Relationship (approximately 10 minutes)



1. Play slides 1-13. Ask participants to take notes on what they hear, specifically, how the Curriculum of the Home is defined and what makes it different than just saying a school promotes “parent involvement” (i.e., the Curriculum of the Home provides a framework and a structure for engaging parents in their child’s learning...much like a math curriculum or a science curriculum...and it encourages teaming between the teacher, the parent, and the student).



2. Now ask participants to share what they’ve noted (in small groups or as a large group). This might include:



- How the Curriculum of the Home is similar or dissimilar to the way their school approaches parent involvement;
- Their understanding of the Curriculum of the Home and its benefits; and
- Questions that they have about the Curriculum of the Home and how it is implemented.

Use the following prompts to guide your discussion:

- What did you hear in those clips that resonated with you?
- What questions do you have about what you heard?
- Can you think of other benefits of the Curriculum of the Home?



3. If working in small groups, ask participants to direct their attention to the larger group. Ask for highlights of the discussion and notice common themes or patterns that emerge. Encourage participants to help one another along in their understanding where questions arise.



4. Play slides 14-21.



5. Ask participants to:

- Share their experiences with parent involvement and the impact it has had on student learning.
- Discuss whether or not anything they have heard so far has challenged their understanding of the parent’s role in learning, or helped them see activities they can encourage parents and children to engage in at home.
- Share their experiences about how meaningful parent involvement has evolved in their school? What did it take to get there?



6. Before moving on to Part II: Routine of Family Life, ask participants if they have any further questions or comments about what they've heard so far. Summarize (as a group or in small groups) the two or three take aways of Part I.

Part II: Routine of Family Life (approximately 6 minutes)



1. Play Slides 1-9.
2. This part is pretty self-explanatory. Provide participants an opportunity to reflect on the following prompts independently. Ask them to record their thoughts in their workbook.
 - You heard some school officials talk about the ways they communicate with and educate parents on establishing routines for learning, reading, and homework at home. What needs, ideas, or thoughts did this spark?
 - Is this currently a practice that your school promotes and engages parents in establishing (routines for learning, reading, and homework)? Is this an area that your school could improve on? What kinds of things could you do now to get started?

Part III: Family Expectations and Supervision (approximately 7 minutes)



1. Play slides 1-2. Ask participants to brainstorm (individually or as a group) some of the common excuses/road blocks they hear related to why some children are not successful. Ask them to consider how these "road blocks" affect teaching, learning, and meaningful parent engagement.



2. Play slides 3-12, completing Module I. Ask participants to take a moment to write down the three main points from Part III. Share as a large group, then move on to Module Two.

Note: In subsequent modules (II-V), participants will complete a reflection tool at the end of each module that asks them to assess their current status against each of the indicators. Since there are no indicators for Module I, they will only record their main points or "take aways."

End Module I: Curriculum of the Home

Module II: Shared Leadership and Goals and Roles

PART I: The School Community Council (approximately 19 minutes)



1. Welcome and Introductions

2. Before playing the slides, ask participants to think for a moment (and write down) what they believe shared leadership is and whom the leadership should be shared among.



3. Play slides 1-12. Ask participants to respond to the following prompts individually or in small groups:



- What did you hear in those clips that resonated with you?



- What questions do you have about what you heard?
- What are your experiences with shared leadership? What made it a positive experience, or a negative one? Why?
- Can you think of other benefits of shared leadership?

Follow-up with more specific questions (for large or small group discussions) such as:

- Why is the composition of the School Community Council (SCC) so important? Does the SCC in your school look like this?
- What is the role of the SCC? Does the SCC in your school function this way?
- What impact can this type of shared leadership have on a school? (Consider what you heard and also what you did not.)



4. Play slides 13-17, which provide testimonials from SCC members on its value. State the following:



For the next several slides, you will listen to teachers, parents, principals, and students – all SCC members – discuss the value of the School Community Council.



5. Pause after slide 17. Invite participants to work in small or large groups. Use this prompt as it is helpful:



We heard a lot of testimonial from SCC members about their role, the role of the Council, and its value on school operations and student learning. What recurring themes or points did you hear regarding the value of the SCC? Why is it important for parents? Why is it important for teachers? Why is it important for instructional leaders?

- Did you hear anything new in these testimonials that sparked your interest or a question?
- We heard from a teacher who shared that working to communicate, educate, and connect parents to their children's learning is hard work, but that it needs to be done. Do you agree? Why?
- Is this work happening in your school to the degree that it needs to? What steps can you take now to get it where it needs to be? What will you take back to your school? Who will you enlist to help you?

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Note: Depending on how participants engaged with these questions (individually or small group) convene them for a large group discussion and ask them to share the main points of their conversation, or anything they'd like the large group to address. If this discussion occurred in a large group, take a moment to summarize what was said. *Be sure to place emphasis on the last question, in particular; provide an opportunity for participants to share what they plan to take back to their schools.*



6. The last few slides of Part I will address the logistical aspects of the School Community Council – those practices that will make it most effective. Play slides 18-21.



7. Share the following with participants, then engage in a brief discussion:

Let's take a quick look at the resources provided in the workbook. What are some benefits to using meeting agendas and taking minutes? What happens to teams when they don't operate from agendas and reflect on minutes? How can teams get in a routine of creating agendas and taking minutes so that other "busyness" doesn't stop it from happening?



8. Ask participants to take a moment to complete Handout A: Reflection and Planning Table.



Before we move on, please take a minute to work individually or in groups to complete this reflection tool.

Part II: Goals and Roles in a Strong Community (approximately 35 minutes)



1. Play slides 1-6, which address the school's mission statement. Don't spend too much time on this part, but you can ask by a show of hands how many participants know what their school's mission statement is and how it is communicated.



2. State to participants:

The first "key document" that we will hear about is the Compact. Take notes about what is included in the Compact as well as the role it plays in building a strong community.



3. Play slides 7-17, which focus on the Compact—a document that outlines the expectations and responsibilities of parents, teachers, and students. You can activate participants' prior knowledge by asking them how many have knowledge of their school's Compact and the purpose of the Compact.

4. Ask participants to take a few minutes to write down what they heard and any ideas or questions about the Compact that they'd like to ask the group or ask when they return to their school. Provide a moment for discussion if questions are posed to the group.
5. Direct participants' attention back to the course. The next topic focuses on the Compact and its relationship to the Curriculum of the Home.



6. Play slides 18-28.

Note: There is a lot of good information in slides 26 and 28. You will probably want to stop it at various points and give participants an opportunity to reflect on what they hear. Specifically, in slide 2 the School Community Council talks about how they have incorporated academic learning goals into parent activities and family nights.

7. At the end of this segment (slide 28) use the following prompt, as it is helpful:



You heard school staff and parents talk about what they wanted their Compact to do, for example, establish clear responsibilities and provide specific examples of how parents can use everyday activities to engage their children in discussions about learning. The Compact reinforces and draws from the Curriculum of the Home.

What do you need to create a Compact that draws from the Curriculum of the Home? What resources—human, material, time—will it require? How can you get started?

8. The next several slides focus on homework guidelines. Before playing, ask participants to reflect on these questions and write down their thoughts in their workbook:

- What is homework? What should homework be?



9. Play slides 29-34. Pause after 34 and use the following prompt, as it is helpful. Ask participants to work in small groups or as a large group for discussion:



Reflect on your response to the question that was posed before we started this segment, "What should homework be?" Would you change anything in your initial response? Add to it?

We heard a principal talk about his staff's struggle with answering the "what is homework" question. Ultimately, they decided on "practice"—homework should be practice. Do you agree with this approach? How does homework function currently in your school? What struggles do you run into where homework is concerned? How would the establishment of clear guidelines help to address those struggles?



10. If working in small groups, allow participants an opportunity to share highlights of their discussion with the whole group. Return to the course and finish the segment on homework, which outlines what is included in homework guidelines. Participants will also hear teachers describe their process for providing feedback and keeping parents informed of their child's progress.



11. Play slides 35-45.



12. Direct participants to the section "Sample Classroom Visit Guidelines" in their workbook. In the video, several questions were listed that the classroom visit procedures should address:

- Is advanced notice required? If so, how much?
- Who should the parent contact to request a visit?
- Where does the visitor report when entering the school?
- How is the teacher notified?
- Where is the parent expected to sit?
- How much involvement is the parent expected to have?
- What is the teacher's role?
- Does he greet and introduce the parent? Take time to explain what is happening in the classroom?

13. Provide participants a moment to review the sample procedures in the workbook and reflect on the questions as it relates to their CURRENT classroom visit procedures. Ask them to take a moment to record what is needed in their school or ideas they have for improving the process and communication to parents for visiting the classroom.



14. Ask participants to take a moment to complete Handout B: Reflection and Planning Table.



Before we move on, please take a minute to work individually or in groups to complete this reflection tool.

You will see that it asks you to assess where you currently are with regard to each indicator, how you feel you can improve, and the first step you'll take to ensure improvement.

Concluding discussion prompt: After a few moments, ask them to share a top "take away" from Part II. What needs have they identified in their school, and what will be their first step in addressing them?

Part III: Ongoing Review of Goals and Roles (approximately 7 minutes)



1. Play slides 1-8. These slides provide a brief overview of how schools continuously re-view, and update the contents of the school improvement plan and other key documents (e.g., the Compact) and how they communicate with parents and the community about these documents.



2. Ask participants to take a moment to complete Handout C: Reflection and Planning Table.



Before we move on, please take a minute to work individually or in groups to complete this reflection tool.

You will see that it asks you to assess where you currently are with regard to each indicator, how you feel you can improve, and the first step you'll take to ensure improvement.

Concluding discussion prompt: How does the communication, reviewing, and updating of these important documents happen in their school? Ask participants to specifically address how updating is coordinated among the key documents – in other words, how changes in one document are carried over into another. Does their current process lend itself naturally to this alignment?

End Module II: Shared Leadership and Goals and Roles

Module III: The Compact

Part I: Communication About the Compact (approximately 21 minutes)



1. Welcome and Introductions.



2. Play slides 1-11.

3. Ask participants to take a moment individually, in small groups, or as a large group to review the first two communication-related indicators:

- The on-going conversation between school personnel and parents is candid, supportive, and flows in both directions.
- The school's key documents (Parent Involvement Guidelines, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed to teachers, school personnel, parents, and students.



Take a moment to reflect on the status of these practices in your school. Are they happening? To what extent? How could they be improved? Did you hear anything from these clips that might work in your school?

4. Refocus participants. Ask them to take notes for the remaining video clips that provide examples from practitioners on how they address the communication-related indicators. They can use these notes to complete their reflection tool.



5. Play slides 11-17.



6. Give participants an opportunity to discuss or ask questions about what they heard prior to completing Handout D: Reflection and Planning Table.

Part II: Education About the Compact (approximately 34 minutes)



1. Play slides 1-7.



2. Ask participants to briefly discuss in small groups or as a large group their responses to the following prompts:

- What did you hear in those clips that resonated with you?
- Does your school currently have a family resource library? Is it utilized? Why or why not?

3. Reconvene or refocus the group and inform them that the next several slides address training for parents to be successful in their role.



4. Play slides 8-16. Ask participants to take notes on what they hear and also what questions they have.

5. Pause at the end of slide 16. Use the following prompt:



First, what did you hear in those clips that you would like to try in your school? What benefit would these activities promote that are not currently present in your school?

Second, what activities does your school offer related to parent training?

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Last, what did you think about the example of bringing parents in prior to their children's enrollment in a grade level to learn what they can be doing NOW to promote their child's success later? Would this work in your school? How could you incorporate it?

6. Refocus participants. The next set of slides will address the development and implementation of parent education programs.



7. Play slides 17-32.

8. Before turning to the workbook to review sample parent education program ideas, allow participants an opportunity to discuss what they've heard so far:

- What is your initial reaction to these clips?
- What questions do you have about what you heard?
- What training does your school offer to parents regarding what they can do at home to support their child's learning? Is there room for improvement?
- What ideas will you take back to your school?



9. Take a look at the sample provided in the workbook.



10. Play slides 33-38, which will address parent facilitator training.

11. Ask the participants to reflect on this question:

- What were the benefits to training parents to work with other parents?



12. Direct participants' attention to Handout E: Reflection and Planning Table.



Before we move on, please take a minute to work individually or in groups to complete this reflection tool.

You will see that it asks you to assess where you currently are with regard to each indicator, how you feel you can improve, and the first step you'll take to ensure improvement.

Part III: Connection—The Compact (approximately 20 minutes)



1. Play slides 1-8. Pause and allow participants an opportunity to review the materials in their workbook:

- Student Report Card Evaluation rubric
- Parent-Teacher Conference and Agenda sample
- Open House planning template
- Family Event Feedback Form



2. Once participants have had an opportunity to review the materials, allow a few minutes for discussion. The questions for discussion might include:

- What opportunities are offered for parents to connect with the school and support their child's learning?
- How are parent-teacher conferences currently run in your school? What does a typical conference look like, sound like? What is discussed, and how often do they occur? Do you feel that parents really have an opportunity to "connect" with their child's learning through this experience?
- Are Open Houses learning-focused in your school? Do they currently provide parents the opportunity to both learn how to support their child's learning and also connect with the school on what is happening?



3. Play slides 9-25, which will focus on additional connections – parent to parent, and parent to child. Remind participants to take notes on what they hear. It will help them as they complete their Reflection and Planning Table at the end.



4. Give participants a moment to share their notes with their small group or as a whole. If discussion prompts are needed, you can ask them:



- What are your initial reactions to these clips?
- What opportunities are offered to parents to connect and apply what they've learned regarding the Curriculum of the Home?



5. Ask participants to take a moment to complete Handout F: Reflection and Planning Table.



You will see that it asks you to assess where you currently are with regard to each indicator, how you feel you can improve, and the first step you'll take to ensure improvement.

End Module III: The Compact

Module IV: Homework and Studying and Reading at Home

Part I: Communication (approximately 5 minutes)



1. Play slides 1-8.
2. Give participants an opportunity to review the materials provided in the workbook.
 - Teacher's Homework Report sample
 - Sample homework tabulation
3. Allow time for a brief discussion about the materials in the workbook and any other questions or ideas that participants have regarding the communication about homework.



Part II: Education (approximately 7 minutes)

Part III: Connection (approximately 2 minutes)

Note: These parts are short; please review them consecutively.



1. Play slides 1-7 of Part II and slides 1-2 of Part III.
2. Give participants an opportunity to reflect on the clips:
 - What did you hear in those clips that resonated with you?
 - What questions do you have about what you heard?
 - What educational opportunities does your school provide to parents in supporting their child's homework, studying, and reading at home?
3. Ask participants to take a moment to complete **Handout G: Reflection and Planning Table**.



You will see that it asks you to assess where you currently are with regard to each indicator, how you feel you can improve, and the first step you'll take to ensure improvement.

End Module IV: Homework and Studying and Reading at Home

Module V: A Welcoming Place and Connected Community

Part I: A Welcoming Place (approximately 14 minutes)



1. Play slides 1-7.



2. Direct participants to their workbook to review:

- Welcoming Place Training Worksheet
- Sample Welcoming Letter for Families and Visitors



3. Invite participants to briefly reflect on the following questions in small groups or as a large group.

- What did you hear in those clips or review in the documents that resonated with you?
- What questions do you have about what you heard or read?
- What kinds of training and practices does your school employ to ensure a welcoming place and connected community?
- What could be improved?



4. Reconvene group and ask them to share highlights of their discussion.



5. Ask participants to take a moment to complete Handout H: Reflection and Planning Table.



You will see that it asks you to assess where you currently are with regard to each indicator, how you feel you can improve, and the first step you'll take to ensure improvement.

Part II: Communication about Classroom Visits (approximately 3 minutes)



1. Play slides 1-4.



2. Invite participants to briefly reflect on the following questions in small groups or as a large group.

- What did you hear in those clips that resonated with you?
- What questions do you have about what you heard or read?
- How do you communicate with your school community about classroom visits?



3. Reconvene the group and ask them to share highlights of their discussion.



4. Ask participants to take a moment to complete Handout I: Reflection and Planning Table.



You will see that it asks you to assess where you currently are with regard to each indicator, how you feel you can improve, and the first step you'll take to ensure improvement.

Part III: Education—Teachers Working Effectively With Parents (approximately 2 minutes)



1. Play slides 1-3.



2. Ask participants to respond to the following prompts:

- Are teachers trained to work effectively with parents in your school?
- Share experiences, positive and negative, that you have had in working with parents. How were difficult situations addressed? What was learned from positive and negative experiences?

Part IV: Connection—School Community (approximately 31 minutes)



1. Play slides 1-9.



2. Ask participants to reflect briefly on the following prompt in small groups:

- How do you encourage meaningful involvement in your school?
- What opportunities exist for “intra-generational” associations in your school?
- What benefits have you witnessed from both of these practices – encouraging meaningful involvement from parents and community members AND from using older children to assist younger children with their learning?



3. Provide a moment for groups to share highlights or ask questions. Then return to the course.



4. Play slides 10-21, which will focus on Home Visits and connecting with families outside of school.



5. At the conclusion of slide 21, ask participants to review the “How to Have a Successful Home Visit” in their workbook. Ask them to reflect on some or all of the following prompts in small groups:



- What experiences have you had in conducting home visits or participating in programs like Cradle to Cubby?
- What impact do you feel that these experiences have had on children’s learning and attitudes toward school?
- What are some of the advantages to home visits that you heard? What are some others that you’ve experienced?
- What options or approaches for conducting home visits were new to you in these clips? Do you have others to add?
- What kinds of training does your school offer to people conducting home visits? What are some essential components of the training that you heard and that you have personally experienced?



6. **Allow participants an opportunity to share highlights of their discussion with the large group.**



7. **Ask participants to take a moment to complete Handout J: Reflection and Planning Table.**



You will see that it asks you to assess where you currently are with regard to each indicator, how you feel you can improve, and the first step you'll take to ensure improvement.

Part V: School Community Success and Recognition (approximately 13 minutes)



1. **Play slides 1-12.**



2. **In small groups, or as a large group discussion, ask participants to reflect on the following prompts:**

- What practices for recognizing and celebrating accomplishments were new to you that you would be interested in trying?
- What opportunities for recognizing and celebrating success currently exist in your school?
- Why do you feel it is important to celebrate student, teacher, and team successes?
- How do you build intrinsic motivation to continue achieving success? What were some simple and low-cost/no-cost ways schools and principals shared for doing this? What are some ways your school does this?



3. **Allow participants to share highlights from their discussion (if working in small groups).**



4. **Ask participants to take a moment to complete Handout K: Reflection and Planning Table.**



You will see that it asks you to assess where you currently are with regard to each indicator, how you feel you can improve, and the first step you'll take to ensure improvement.



5. **Ask participants to share their reflections and next steps. Also use this time to reference back to comments, experiences, or questions that came out of the course and determine steps for follow up (if necessary).**

End Module V: A Welcoming Place and Connected Community

Appendix

- A. Reflection and Planning Table: The School Community Council**
- B. Reflection and Planning Table: Goals and Roles in a Strong Community**
- C. Reflection and Planning Table: On-going Review of Goals and Roles**
- D. Reflection and Planning Table: Communication About the Compact**
- E. Reflection and Planning Table: Education About the Compact**
- F. Reflection and Planning Table: The Compact**
- G. Reflection and Planning Table: Education and Connection**
- H. Reflection and Planning Table: A Welcoming Place**
- I. Reflection and Planning Table: Communication and Classroom Visits**
- J. Reflection and Planning Table: Teachers Working Effectively With Parents**
- K. Reflection and Planning Table: School Community**
- L. Reflection and Planning Table: School Community Success and Recognition**

A. Reflection and Planning Table: The School Community Council

The School Community Council Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
<p>A School Community Council (SCC) consisting of the principal, parent facilitator, social worker or counselor, teachers, and parents oversees family-school relationships and helps parents to be better equipped to support their student's learning at home.</p>			
<p>A majority of the members of the School Community Council are parents of currently enrolled students and are not also employees of the school.</p>			
<p>The School Community Council (SCC) meets twice a month and keeps an agenda and minutes of the meetings.</p>			

B. Reflection and Planning Table: Goals and Roles in a Strong Community

The School Community Council Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
The school's mission is distinct, clear, and focused on student learning.			
The school's Compact outlines the responsibilities (expectations) of teachers, parents, and students.			
The school's Compact includes responsibilities (expectations) of parents drawn from the curriculum of the home.			
The school's homework guidelines require homework at all levels.			
The school's homework guidelines stress the importance of checking, marking, and promptly returning homework.			

The School Community Council Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
<p>The school's homework guidelines make homework a part of the student's report card grade.</p>			
<p>The school's Homework Guidelines show the minimum amount of daily study time at home by grade level.</p>			
<p>The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are included in the school improvement plan and other official documents.</p>			
<p>The school's Parent Involvement Policy, Compact, and Classroom Visit Procedures encourage parents to visit classrooms.</p>			
<p>Classroom Visit Procedures are clear, constructive, welcoming, and available for visitors in the office.</p>			

C. Reflection and Planning Table: On-going Review of Goals and Roles

The School Community Council Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are included in the school improvement plan and other official documents.			

D. Reflection and Planning Table: Communication About the Compact

The School Community Council Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
<p>The “ongoing conversation” between school personnel and parents is candid, supportive, and flows in both directions.</p>			
<p>The school’s key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed to teachers, school personnel, parents, and students.</p>			
<p>The school regularly communicates with parents about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children’s learning).</p>			
<p>Teachers are familiar with the curriculum of the home (what parents can do at home to support their children’s learning) and discuss it with them.</p>			

E. Reflection and Planning Table: Education About the Compact

The School Community Council Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
<p>The school provides a family resource library that includes materials with information about parenting and parents' role in children's education.</p>			
<p>The school offers parent education programs focused on building skills relative to the curriculum of the home (what parents can do at home to support their children's learning).</p>			
<p>The school provides parents with practical guidance to establish a quiet place for children's studying at home and consistent discipline for studying at home.</p>			
<p>The school provides parents with practical guidance to encourage their children's regular reading habits at home.</p>			

<p>The School Community Council Success Indicators</p>	<p>What Do We Do Now?</p>	<p>How Can It Be Improved?</p>	<p>What Is the First Step?</p>
<p>The school provides parents with practical guidance to model and encourage respectful and responsible behaviors.</p>			
<p>Parent education programs include some multi-session group experiences with specific agendas.</p>			
<p>Parent education programs are led by trained parent leaders.</p>			

F. Reflection and Planning Table: The Compact

The School Community Council Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
<p>Parent-teacher conferences are held at least twice per year and include students at least once a year.</p>			
<p>Parents are given opportunities at parent-teacher conferences to discuss both their children’s progress in school and their children’s home-based study and reading habits.</p>			
<p>All teachers use a common agenda with Next Steps for teachers, parents, and students in the parent-teacher (and parent-teacher-student) conferences.</p>			
<p>The school uses Open House as an opportunity to convey to parents that what goes on at home impacts student’s academic performance.</p>			
<p>The school provides Family-School Nights where families and school personnel get to know each other and discuss their mutual roles in students’ learning.</p>			

The School Community Council Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
The school provides a room for parents to meet.			
The school provides parents with practical guidance to maintain regular and supportive verbal interactions with their children.			
All-school events (e.g., Family-School Nights) include parent-child interactive activities.			

G. Reflection and Planning Table: Education and Connection

The School Community Council Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
<p>The school provides parents with practical guidance to establish a quiet place for children's studying at home and consistent discipline for studying at home.</p>			
<p>The school provides parents with practical guidance to encourage their children's regular reading habits at home.</p>			
<p>Parents are given opportunities at parent-teacher conferences to discuss both their children's progress in school and their children's home-based study and reading habits.</p>			
<p>The student report card provides parents an opportunity to report on the student's home-based study and reading habits.</p>			
<p>The Student Report Card includes the student's progress toward learning standards.</p>			

H. Reflection and Planning Table: A Welcoming Place

The School Community Council Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
Office and support staff are trained to make the school a "welcoming place" for parents.			
The school team annually conducts a "walk-through" the school, parking lot, and grounds to suggest ways to make the school a more welcoming place.			
The office staff provides families and visitors with a friendly letter of greeting that explains the School and Classroom Visit Procedures.			
Signs at all school entrances clearly welcome and guide families and visitors to the main office to sign in.			

I. Reflection and Planning Table: Communication and Classroom Visits

The School Community Council Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
The school provides parents and other visitors a friendly document that outlines the ground rules for visits to the school and classrooms.			

J. Reflection and Planning Table: Teachers Working Effectively With Parents

The School Community Council Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
Professional development programs for teachers include assistance in working effectively with parents.			

K. Reflection and Planning Table: Connection—School Community

The School Community Council Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
The school provides “intra-generational associations” in which parents or community volunteers assist in the classroom.			
The school encourages parents to volunteer and provides orientation and training for them.			
The school provides “intra-generational associations” in which students of different ages are brought together to learn.			
The school maintains a program of home gatherings, with groups of parents meeting in a home with a teacher.			
The school maintains a program of home visits by teachers, staff, and/or trained community members.			

L. Reflection and Planning Table: School Community Success and Recognition

The School Community Council Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
School celebrates its accomplishments.			
School recognizes the individual accomplishments of teachers.			
The school recognizes the accomplishments of teams (e. g., teacher teams, School Community Council (SCC), and parent-teacher organization).			

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