

7.4 Makes links with community resources and learners' other environments to gather background information and foster student learning.

		Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Community Resources	In Instruction	No evidence of use of community resources in teaching plans OR may use resources ineffectively -- as fillers, not connected to learning goals	Plans instruction that utilizes community resources to foster student learning in at least one lesson plan	Plans and implements instruction that utilizes community resources to foster student learning in more than one of the following ways: 1) uses a variety of different community resources 2) uses a variety of different strategies to incorporate community resources into the instructional program (e.g., volunteers, speakers, field trips, evaluators) 3) uses community resources across different curriculum areas (e.g., art, science) 4) uses community resources to meet the needs of specific students in the classroom	Meets criteria for "proficient" and demonstrates 'advanced' understanding and use of community resources by implementing all criteria in "proficient"
	Wrap Around Services	No evidence that s/he is aware of the roles of community agencies in the educational process and does not include these resources in planning programs to meet students' and families' special needs	Demonstrates (through interviews or class assignments) an understanding of the roles of community agencies and services in the educational process and can describe the process for including them in planning changes in students' programs to meet special needs, but no interaction/ collaboration with agencies	Documents collaboration with appropriate community agency or service personnel to improve student's program	Meets criteria for "proficient" and develops and implements ongoing program with others in student's community to improve learning
School & District Resources		Does not seek information from classroom teacher (if a student teacher) or other school personnel about students' backgrounds, histories, and special needs before planning instruction	Seeks information from classroom teacher (if a student teacher) or other school personnel about students' backgrounds, histories, and special needs before planning instruction (but does not implement)	Seeks information from classroom teacher (if a student teacher) and other educators familiar with students concerning students' interests, lifestyles, etc., and incorporates into planning; implements and evaluates plans	Meets criteria for "proficient" and demonstrates advanced skills by working as an active member of a team with various school personnel, planning program changes for more than one student
		No evidence OR appears unaware of the roles of other building educators and cannot describe their roles in planning instruction which meets the needs of all students	Planning indicates s/he understands the roles of other building educators and can include them in planning instruction (demonstrated by inclusion of school/district resources in lesson plan)	Provides documentation of: 1) utilizing other building/district professionals to plan teaching activities or student interventions AND 2) involving students' other teachers in planning learning	

Note: Involvement with parents is addressed in other standards

Operationalization/Criteria:

Guidelines for Admission to Education: *Not evaluated at admission to education*

Guidelines at Admission to Student Teaching: *S/he meets developing criteria for dimension #1: plans instruction that utilizes community resources.*

Examples of Evidence:

Lesson plans, mini-TWS or unit, reflections of meetings attended

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "proficient" on all dimensions of the standard.
2. Review materials in portfolio using the inventory criteria (above) and consult with the cooperating teacher (for student teachers) about nature and quality of interactions.
3. (Alternately) Have teacher complete an evaluation of his/her performance with other professionals in building.
4. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *Integrated engineers from the Department of Water into her TWS on ecology; worked with the school speech pathologist and social worker to implement accommodations for a student.*

Examples of Evidence:

TWS (especially contextual analysis and rationale), lesson plans, unit plan, written plans detailing collaboration with agencies, IEP or other goals/written interventions, examples of communications with others to gain information or plan activities, examples of any written lessons or program changes resulting from collaboration, documentation of team meetings in which participated, log of participation, interview data with teacher and cooperating teacher (for student teachers)

Rationale:

Adger, C.T. (2000). *School/community partnerships to support language minority student success*. Center for Applied Linguistics. Retrieved from http://crede.berkeley.edu/tools/research/fsc_partnerships/rb5.shtml

Adger, C.T., & Locke, J. (2000). *Broadening the base: School/Community partnerships serving language minority students at risk*, *Educational Practice Report 6*. Center for Research on Education, Diversity & Excellence. Retrieved from http://crede.berkeley.edu/tools/research/fsc_partnerships/epr6.shtml.

Bingler, S., Quinn, L., & Sullivan, K. (2003). *Schools as centers of community: A citizen's guide for planning and design*. Washington, DC: National Clearinghouse for Educational Facilities.

Blank, M. J., Melaville, A., & Shah, B. P. (2003, May). *Making the difference: Research and practice in community schools*. Washington, DC: Coalition for Community Schools, Institute for Educational Leadership. Retrieved from <http://www.communityschools.org/mtdhomepage.html>

Blank, M.J., & Shah, B.P. (2004). Educators and community sharing responsibility for student learning. *Info Brief*, 36. Retrieved from <http://www.ascd.org/portal/site/ascd/>

Boethel, M. (2008). *Diversity, school, family, and community connections annual synthesis 2003*. Southwest Educational Development Laboratory, Austin, TX. Retrieved from <http://www.sedl.org/connections/resources/diversity-synthesis.pdf>

Epstein, J. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76, 701-712.

Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.

Henderson, A. T., & Mapp, K. L. (2008). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Southwest Educational Development Laboratory, Austin, TX. Retrieved from <http://www.sedl.org/connections/resources/diversity-synthesis.pdf>

Melaville, A., Berg, A.C., & Blank, M.J. *Community-based learning: Engaging students for success and citizenship*. Coalition for Community Schools. Retrieved from <http://www.communityschools.org/CCSDocuments/CBLFinal.pdf>

Price, H.B. (2008). *Mobilizing the community to help students succeed*. Alexandria, VA: ASCD.

National Coalition for Parental Involvement in Education: <http://www.ncpie.org/DevelopingPartnerships/>

Center for Community School Partnerships: <http://ccsp.ucdavis.edu/>

Wrap Around Services: <http://cecp.air.org/wraparound/default.htm>