IRA HARKAVY, PH.D. • • • MARTIN J. BLANK, J.D. • • • BETTY HALE, ED.M., M.P.A. • • • **ENGAGING ALL LEADERS** Staff director, Coalition for Community President, Institute for Educational Leadership Associate v.p. & director, Center for Com-Schools, Institute for Educational Leadership munity Partnerships, Univ. of Pennsylvania ducating all students is a responsibility shared by school systems, families, communities, businesses, and governments. When community stakeholders work in purposeful partnership, all of the conditions for improved student learnstaying the course to sustain programs and relationships. In addition, each type of leader can contribute—and 🔲 ing can be met. Research shows that creating these conditions will improve student achievement, and inte- 🚇 benefit—in ways that enhance the common good and in the interests of their own institutions. grating community and school assets and services can lead to stronger families and safer, more vibrant communities where students can thrive. Leaders from across a community can contribute by learning about each other's For more information, see "Making the Difference: Research and Practice in Community Schools," a report from the institutional cultures; sharing people, resources, and services that can support student success; and by Institute for Educational Leadership's Coalition for Community Schools. www.communityschools.org. LEADERSHIP LEADERSHIP Challenging curriculum, qualified teachers, high standards and expectations Motivated and engaged students **LEADERS ROLES ACTIONS BENEFITS BENEFITS ACTIONS LEADERS ROLES** Attention to physical, social, and emotional needs of students and families Mutual respect and effective collaboration between families and school • Involved community members Greater More student engaged, success connected Increased community well-being Preparation for citizenship More adults Increased community support for public education Improved academic Safer schools and achievement Better relationship between youth • Individualized teaching strategies • Professional development Volunteer Join safety patrols • Libraries and an arrive de libraries de li • Open technology center for afterschool use Participate in community Convey the value of education to children Be a mentor or tutor to local mand service and service-learning TURING BENEROTHER ASPRILES TO HELD BE A STATE OF THE STAT PUBLICIPATIANE ACENCIES Set high expectations Share expertise as a partner in teaching Join school reform councils Document community history Idult education, health and social services for seniors, recreation Unity access to facilities and services for seniors, and culture • Develop & deliver high-quality curriculum to all students Conduct community research and help solve community problems Identify Connect with neighborhood & community assets • Serve on school planning teams • Know what is expected of parents and students • Help develop student leadership • Work closely with students, parents, community leaders • Instill good learning habits at home • Know the data about how well your kids are doing · Teachers • Library media specialists Expect a student voice in decisions affecting the • Superintendents • Principals • Technology directors school and its programs Represent student interests to school and community leaders • PTASI PTOs • Neighborhood associations • Be a resource to the community • Parents, grandparents & caregivers Community organizations FAMILIES/RESIDENTS Nearly 55 million increasingly diverse children and young people enrolled in America's preK-12 schools • 16 • | Summer 2005 | Threshold Threshold | Summer 2005 | • 17 • www.ciconline.org/threshold A Cable in the Classroom Publication