

G. Community Relations by:			
Code	Explores	Implements	Designs, Evaluates, Improves
1.G.1	Understanding program and organization purpose and priorities.	Articulating program and organizational purpose and priorities to the community and media.	Assessing and responding to how the community and media view and understand program and organizational purpose and priorities.
Q:	<i>What is the mission and vision of your program and district? What are the goals, purposes, and priorities? How are these articulated to the community and media? What is your role in communicating with media and community? How do you assess this process?</i>		
S-A or Goals			
1.G.2	Understanding or generating process for soliciting and responding to feedback from the community.	Requesting and responding to community feedback.	Evaluating and improving the process for requesting and responding to community feedback.
Q:	<i>What is your program's and district's process for requesting community feedback? When is it beneficial to request community feedback? In what situations do you need to request community feedback? How do you respond to community feedback?</i>		
S-A or Goals			
1.G.3	Investigating ways to build consensus.	Demonstrating the ability to build community consensus.	Evaluating and enhancing the ability to build community consensus among diverse groups and stakeholders.
Q:	<i>What are ways in which you can build community consensus? In what ways do you currently build community consensus? How do you evaluate and enhance this process?</i>		
S-A or Goals			
1.G.4	Understanding political initiatives and stakeholders.	Relating political initiatives to stakeholders, including parental involvement programs.	Evaluating and enhancing the ability to relate political initiatives to stakeholders, including parental involvement programs.
Q:	<i>How do you tie political initiatives to stakeholders? What are the political initiatives of your various stakeholders?</i>		
S-A or Goals			

1.G.5	Identifying internal and external publics.	Identifying and interacting with internal and external publics.	Communicating and building relationships with internal and external publics; evaluating process.
Q:	<i>What are internal and external publics? What is internal public relations and how do you prioritize it? How do you interact with and perform internal and external public relations? How do you evaluate and enhance the process?</i>		
S-A or Goals			
1.G.6	Identifying and understanding the news media.	Understanding and responding to the news media.	Monitoring, evaluating, and engaging the news media.
Q:	<i>What is the news media in your district/community? What is your program/district process for responding to news media?</i>		
S-A or Goals			
1.G.7	Investigating ways to promote a positive image of schools and the school district.	Promoting a positive image of schools and the school district.	Developing and evaluating ways to promote a positive image of schools and the school district.
Q:	<i>What are ways in which you can promote a positive image of your program, schools, and district? How do you promote a positive image of your program, schools, and district? How do you develop new ways of promotion, and evaluate effectiveness?</i>		
S-A or Goals			
1.G.8	Exploring perceptions about school-community issues.	Addressing perceptions about school-community issues.	Monitoring, evaluating, and addressing perceptions about school-community issues.
Q:	<i>In your school and community, what are perceptions about school-community issues? How do you learn about school-community issues? How do you address perceptions about school-community issues? How do you monitor and evaluate the process?</i>		
S-A or Goals			
1.G.9	Identifying critical community issues that may impact local education.	Demonstrating the ability to identify and articulate critical community issues that may impact local education.	Evaluating and enhancing the ability to identify, articulate, and respond to critical community issues that may impact local education.
Q:	<i>How do you identify critical community issues that may impact local education? How do you articulate the issue and develop a response? How do you evaluate the effectiveness of the response and outcomes?</i>		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Goals, Resources

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