Assignment #3: Collaborative Planning and Diagnostic Instrument Paper

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As an educator, there are many things that need to be understood in order to be successful. One of the most important things that an educator needs to understand is how to establish and foster mutually collaborative relationships with the community. An educator needs to understand the importance of having good relationships with the community and with students’ parents. One way that mutually collaborative relationships can be applied is by understanding the Collaborative Planning and Diagnostic Instrument (Rubin, 2009). Having a good understanding of this instrument will enable educators to have a mutually collaborative relationship with the community in question.

When looking at the Collaborative Planning and Diagnostic Instrument, it is important to understand phases 6-14 in order to learn how a mutually collaborative relationship with the community can be established and maintained. Rubin (2009) pointed out that the phases 6 through 14 are:

Phase 6 – Building Administrative Structures and Systems

Phase 7 – Develop an Action Plan

Phase 8 – Begin with Successes

Phase 9 – Build Bonds between Partners

Phase 10 – Celebrate Success

Phase 11 – Assess, Adjust, and Reinforce Bonds

Phase 12 – Goal-Centered Accountability

Phase 13 – Scaffold the Change

Phase 14 – Revisit and Renew Mission

By understanding the different phases, one can then look at each phase and see how it can be used to help create and maintain a mutually collaborative relationship with the community. In order to have a good relationship with the community, it is important for the school district to ensure that there are good administrative structures and systems in place to ensure a good community partnership. One way to ensure that a good administrative structure and system is in place is to ensure that the district has a process in place to house documents, materials, lesson plans, and anything else that needs to be shared in order to be accessed quickly by the entire district (Hanover Research, 2013). Doing this will ensure that anything that needs to be shared with the school district from the community partners will be able to be done without any sort of issues. If good structures and systems are not in place within the school district, then it could hurt community partnerships that are in place (Epstein, 2018). Another important phase that needs to be done properly is to develop an action plan. Having a good action plan in place with the school district in regards to working with the community will ensure that everyone understands what is expected. If an action plan is not in place and it is not understood, then it could mean that the faculty and staff of the school district do not understand the importance of working with the community for the success of the students involved (Epstein, 2018). The next step is to build bonds between partners. This step is important in order to establish and maintain successful community relationships. Having good relationships with the community organizations is important and can be achieved if the school district works to ensure that trust, loyalty, and high professionalism are being carried out between the school district and the community organizations (Vaterlaus, Skogrand, Higginbotham, & Bradford, 2016). The next phase is to celebrate success, which can be done by celebrating the good work between the partners. When good relationships are carried out between the different stakeholders and something positive takes place, it is important for the school district to make this known because it will only help build and strengthen the bonds between the different stakeholders (Epstein, 2018). An important step that can be overlooked is to assess, adjust, and then reinforce bonds with the community. This is an important step because if something is not working right with the community, then the school can make adjustments in order to better work with the organization and the community. In other words, if something needs to be adjusted to make a relationship work, it is important for the school district to make the adjustment to make the working relationship with the community better. Another important phase is to hold parties accountable for progress toward established goals for working with the community; this accountability needs to be centered on measurable goals regarding whether the relationships are working and are successful (Vaterlaus, Skogrand, Higginbotham, & Bradford, 2016). When changes need to be made with relationships with the community, it is important that the changes be made by scaffolding the changes (Rubin, 2009). This means that the changes are going to be made gradually in order to ensure that the change is done correctly and the community and the school members understand what is needed to be changed in order to make it successful (Rubin, 2009). The last step that needs to be carried out by the school district is to revisit and renew the mission of working with the community and community organizations (Rubin, 2009). This means that the plans of working together will be looked at on a constant basis to ensure that everything is being done in a manner that has a positive impact on the school and the students involved (Epstein, 2018). Revisiting the plan and making sure that the faculty and staff understand the importance of working together with the community will ensure that everything is being done to help the students who attend the school to be successful.

It is important that schools know and understand that alumni can be used to help support building good and strong community relationships in phases 6-14 of the instrument. One of the most important ways to get the alumni to be engaged with both the school and the community as a whole in order to support the application of building good relationships is to have good, clear, and open commination with the alumni (Dillon, 2017). Doing this will ensure that the school district is able to freely communicate with the alumni. If the school district has a good relationship with the alumni, then it can get the alumni members who now work in the community to build partnerships between the school and the organizations that they work for (Dillon, 2017). In other words, a student who graduated from a school can work within the community and can then have the organization to help the school with what they are trying to achieve (Dillon, 2017). The school can let the alumni know what they need, and the alumni might work for an organization that can help meet the needs of the school district. The school district can stay in communication with the alumni by creating alumni associations and hosting events such as open houses, fundraisers, or other types of events that are open to the alumni of the school (Epstein, 2018). Having these types of events can allow the school district or individual schools to stay in communication with the alumni and can also establish ways for the alumni to give back to the school by attending the events. In other words, the alumni can be used to help spread the word of the school and their needs with the rest of the community.

It is important that educators understand many different things that can be carried out to be successful as a school district. One of the things that needs to be understood to be successful is the importance of having mutually collaborative relationships in place within the community. Having these relationships in place will allow schools to ensure that they are meeting the needs of the students who attend the school. It is extremely important for educators to understand how the Collaborative Planning and Diagnostic Instrument can be used to benefit the school district and individual schools within the district. This understanding will help teachers to do everything that they possibly can to ensure that they are setting the school and individual students up for success.

**References**

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