

What Structures Can Help Schools Create Effective Family and Community Involvement That Supports Learning Outside of School? (Module 2)

Online version available at <http://www.sedl.org/learning/>

Worksheet Module 2

This document is intended to be used with the CD version for Module 2. For additional information and directions, consult the text-only version available on CD 2.

Defining Learning Outside of School

What do we mean by learning outside of school? How would you define or characterize learning outside of school?

Let's look at the possibilities . . .

Each of the descriptions below describes an event that you might **Associate or Not Associate with Learning Outside of School**. Take a few moments to decide which category each of these descriptions falls into.

Check the box beside each description to mark your response.

Family night at school	<input type="checkbox"/> Associate with Learning Outside of School <input type="checkbox"/> Not Associate with Learning Outside of School
Saturday classes	<input type="checkbox"/> Associate with Learning Outside of School <input type="checkbox"/> Not Associate with Learning Outside of School
Field trip to a local business	<input type="checkbox"/> Associate with Learning Outside of School <input type="checkbox"/> Not Associate with Learning Outside of School
One-on-one tutoring	<input type="checkbox"/> Associate with Learning Outside of School <input type="checkbox"/> Not Associate with Learning Outside of School
Visit to an aquarium	<input type="checkbox"/> Associate with Learning Outside of School <input type="checkbox"/> Not Associate with Learning Outside of School

In reality, each of these described events can fit into both categories. Depending on how you design the experience, each one can be *Associated* with or *Not Associated* with learning outside of school.

Learning outside of school can take on many forms. While there is no one set of descriptors, there are common qualities in successful learning-outside-of-school programs. As you work through this module, you will explore these qualities and plan ways to integrate them into your school's efforts.

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Learning Outside of School—What Are Your Needs?

In the syntheses, we define *learning outside of school* as an effort that uses

strategies that involve families and partner organizations to support learning in a variety of settings other than the classroom.

How your school defines learning outside of school will depend on the needs of the students.

What are their academic needs?

- Help with daily classroom lessons?
- Enrichment to expand on classroom content?
- More instructional time?

What are their emotional or physical needs?

- Protection from being bullied?
- Regular meals?
- Shelter from the weather?
- Medicine to address health problems?
- A place to study?

What *academic needs* would you like to address by fostering family and community involvement in learning outside of school?

Use the box below to record your answer.

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What **emotional or physical needs** would you like to address by fostering family and community involvement in learning outside of school?

Use the box below to record your answer.

What **other needs** would you like to address by fostering family and community involvement in learning outside of school?

Use the box below to record your answer.

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Taking Action

In this module, you have learned about the **characteristics** of successful programs that foster learning outside of school and the **actions** that family and community members and school staff can take to support these qualities.

Take a moment to review the responses you have made as you have gone through this module. Consider your school community.

Have you been involved in activities that sought to promote

Relationships among family, community members, and school staff that foster trust and collaboration?

Yes No

Recognition for families' needs and class and cultural differences that encourage greater understanding and respect among all involved?

Yes No

Involvement of all stakeholders in shared partnerships and mutual responsibility for student learning?

Yes No

Which one of these characteristics would be most important in your school community and why?

Use the box below to record your answer.

Relationships?	Recognition?	Involvement?

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Consider the characteristic you have chosen to address first in your school. **What hands-on actions would you take to *prepare* those involved, staff and families, to do the work?**

Use the box below to record your answer.

As you continue to consider the characteristic you have chosen to address first in your school, **what hands-on actions would you take to *focus* the work on meaningful outcomes and purposes that relate directly to what students are expected to learn?**

Use the box below to record your answer.

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And finally, for this same characteristic, **what hands-on actions would you take to *advocate* an inclusive educational culture for all stakeholders in the work to support students in their academic pursuits?**

Use the box below to record your answer.

