

School-Community Partnership



Creating School Community Business Partnerships Fastback

Y Pai



Creating School Community Business Partnerships Fastback:

Creating School-community-business Partnerships Barbara Jo Glass Hopkins, Frederick C. Wendel, 1997 Exploration into creating developing and implementing school business partnerships **Resources in Education** ,1998-05 **Politics, Economics, and Ethics** Nancy Karlin Flynn, 2006 **Vertical File Index** ,1997 *How to Start a School/business Partnership* Carol O'Connell, 1985 The purpose of this practical guide is to increase the awareness of both educators who are responsible for building school partnerships and corporate leaders as to how school partnerships can contribute to education Kinds of school business partnerships are discussed and the services provided by partners are listed These steps in establishing and maintaining partnerships are then outlined planning organizing implementing and evaluating Samples and examples are provided Organization of an education foundation is also described and sources of more information on organizing and managing them are cited An appendix provides a list of corporations or professional organizations involved in partnerships and their addresses and a brief description of the activities they sponsor A bibliography is included YLB

Creating Professional Development Schools Alan Colburn, 1993 Discussion on overcoming the barrier between schools and universities **Building the School-to-work System** Barbara Jo Glass Hopkins, Darl Naumann, Frederick C. Wendel, 1999 Describes work based learning school based learning and connecting activities between school and work as a basis for research in the school to work system of education **Resources in Education** ,1997 **Using Computer Technology to Create a Global Classroom** Dan H. Wishnietsky, 1993 Defines global education and describes how to use computers to teach students about the necessity of thinking globally *Adopt a School-- Adopt a Business* Alton C. Manning, 1987 This booklet provides information on developing and implementing a school business relationship through its description of a successful partnership program in the Springfield Missouri Public Schools The guide is organized in seven sections The first section provides a rationale for school business partnerships and the second section explains how Springfield s partnership program got started The third section outlines the brochures that the school developed for the program and how they were used successfully to recruit businesses and to implement the program In the fourth section successful school business partnerships within the school system are described The following section describes the perceptions of Springfield s Adopt a School program from the perspectives of the business partners the community agencies and the principals The final section indicates what has been learned from the program describes the program s strengths and proposes some cautions for others starting similar programs The booklet concludes with note of enthusiasm for the program A bibliography is included KC **The School Administrator's Resource Guide** Katherine Clay, 1988 Teaching in the Middle and Secondary Schools Joseph F. Callahan, Leonard H. Clark, Richard Dean Kellough, 1998 This book is designed to provide a practical criterion referenced performance based model for general secondary or middle school methods The text s unique modular format allows students to work through each module at their own pace building confidence as each skill is

mastered Using current and practical methods of teaching this latest edition incorporates constructivist based theory social interactive learning strategies and inquiry learning which involve students in problem solving situations *Secondary School Teaching* Richard Dean Kellough, Noreen G. Kellough, 1999 Focusing specifically on teaching in grades 7 12 this comprehensive resource guide workbook involves readers interactively through discussions exercises vignettes and case studies with the why what how and how well of a performance based competency based criterion referenced approach to teaching Explores instructional planning strategy implementation discipline legal issues and both student and teacher evaluation Reflects the latest developments in cognitive learning theory the constructivist approach to learning social interactive learning the current school funding environment and the growing diversity of the student population Emphasizes an eclectic model of teaching which encourages readers to choose effective approaches from a variety of possible teaching models Connects strategies rather than teaching them as separate entities For prospective secondary school teachers grades 7 12

Developing an Effective Teacher Mentor Program Melvin P. Heller, Nancy W. Sindelar, 1991 School districts considering a mentoring program need to consider four things 1 the reasons for a teacher mentor program 2 how to start such a program 3 administrative support needed for a successful program and 4 pitfalls to avoid The reasons for having a mentor program are that it benefits the new teacher the mentor and the school The new teacher s opportunities to exchange views with an experienced teacher is a distinct benefit to him her The mentor benefits also however because of the opportunity to share views experiences and strategies The improved teaching that usually results is an asset to the school Starting a program involves six stages establishing a rationale setting criteria for the selection of mentors defining roles inviting the mentors training the mentors and evaluating the program To be successful the program must have administrative support from the board of education the superintendent the central office staff the teacher union and the principal As with any new program anticipating problems can help to avoid them Some pitfalls are overdependence on the part of the protege ego problems on the part of the mentor and the evaluation dilemma arising from the mentor s dual role of confidant and evaluator Mentorship programs promote professionalism by providing continuous staff development during the first year of teaching AMH

Developing Effective Drug Education Programs Lowell Horton, 1992 This booklet discusses obstacles to effective drug education programs and suggests components that should be included in order to ensure effective programs The first section presents six questions to ask of one s drug education program noting that a poorly conceived program can do more harm than good The second section focuses on convincing students to delay beginning use of alcohol Ten warning signs of drug and alcohol use are presented in the third section These signs range from a drop in grades to a display of obvious behavior associated with intoxication or drug use The fourth section discusses confronting social attitudes toward alcohol use This section describes myths associated with alcohol use and the distorted messages which children receive from beer commercials The fifth section provides the following suggestions for designing effective drug education programs 1

articulate goals of the program 2 focus on the gateway drugs 3 start early 4 plan a comprehensive program 5 provide teacher inservice 6 mobilize positive peer pressure 7 involve parent networking and 8 build evaluation into the program An annotated bibliography of references and resources is included ABL Developing Children's Creative Thinking Through the Arts Florence Christoplos, Peter J. Valletutti, 1990 Discussion of painting music dance and movement and drama as creative expression and activity **Illinois School Research and Development**, 1993 **Creating, Managing and Sustaining School-community-business Partnerships**, 2001 **Teaching Young Adolescents** Richard Dean Kellough, Noreen G. Kellough, 2003 Everything future teachers of young adolescents need to know is here covered thoroughly and presented in a down to earth manner that emphasizes the practical as well as the theoretical These authors encourage future teachers to take an eclectic approach to teaching one that actively engages the adolescent in his or her own learning and gives every student an equal chance to participate learn grow and succeed A wealth of examples and exercises model the book's tenets while the authors' keen understanding of their subject keeps content to the point Coverage includes the characteristics of young adolescents planning for their instruction implementing instruction and assessing their learning For professionals in the field of teaching **Career Beginnings** William M. Bloomfield, 1989 Career Beginnings CB is a national program begun in 1985 to increase the likelihood of minority and other disadvantaged urban students to participate in postsecondary education or to obtain a good job CB unites high schools businesses and local colleges in working partnerships to develop the potential of moderately achieving high school students and help them overcome their social and educational deficiencies by exposing them to the college environment and the world of work in a personal way The program provides the following services 1 college and career preparation 2 summer and school year work experience 3 academic tutoring 4 counseling and support services and 5 individual guidance and encouragement from adult mentors from the business and professional communities Participants are targeted during the beginning of their junior year in high school and attend a series of structured workshops to assist them make the transition from youth to adulthood Each student is matched with a mentor who meets with the student at least once a month to discuss career and college planning Students have the opportunity to work in entry level jobs with career potential to teach them the demands of the workplace Ongoing advising advocacy and counseling is provided year round to keep the student focused on his/her goals In the first three years of the program 95 percent of the participants graduated from high school 65 percent attended college and 80 percent of those students completed their second year of college In October 1988 90 percent of the graduates were either in college enrolled in training programs in the military or on the job A list of 16 references and a list of titles in the Phi Delta Kappa Fastback Series are appended FMW

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