



Diverse Partnerships for Student Success: Strategies and Tools to Help School Leaders

Larry E. Decker, Virginia E. Decker, Pamela M. Brown

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Diverse Partnerships for Student Success is based on the deep conviction that schools function best in collaboration with the larger community. It offers strategies and tools to help educational leaders create successful partnerships in a socioeconomically and culturally diverse society and presents information on how to identify relevant demographic trends to address the educational, cultural, vocational, and recreational needs of students and citizens. Grounded in ISLLC and NCATE standards, the book offers comprehensive, research-based information; concrete program ideas; and numerous Internet sites for additional help in creating and sustaining family and community engagement. It presents strategies for involving people individually and collectively in agencies, businesses, and organizations to mobilize the resources of the entire community. Diverse Partnerships for Student Success will assist educational and community leaders in developing, implementing, and sustaining a comprehensive partnership system that helps all children succeed academically.

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Frequent, thoughtful, and diverse methods of communicating provide the strongest signals of genuine collaboration. Evaluation - Periodic reflection on the progress of family and community involvement helps to assure that the partnerships are serving the needs and utilizing the most valuable strengths of each partner. Stories. Eastridge Community Elementary School. The site is designed to help educators facilitate decision-making, planning, and benchmarking for improved teaching and learning through collaborative activities. Are there other resources on The Knowledge Loom? As in any relationship, family-school partnerships depend on the willingness and readiness of each partner to collaborate. Partnerships for students success. Strategies for Culturally and Ethnically Diverse Students. Generally, U.S. schools provide students of diverse backgrounds with instruction quite different from that provided to students of mainstream backgrounds. For example, poor children and culturally and linguistically diverse students tend to receive inferior instruction because they are usually placed in the bottom reading groups or sent out of the classroom for remedial instruction. Intact family and home support systems are associated with success in school. Not surprisingly, unaccompanied minors and students from single-parent families are at greater risk of failure in school. In this context, it is important to understand how we define various ethnic groups (see "Major U.S. Ethnic Groups," p. 48).