Community Awareness, Engagement and Advocacy

Educator deepens involvement in community issues.

Key Method

The educator uses the Learn-Design-Do-Reflect cycle to examine the role they have as a member of a community. The educator develops this role to bring together community members and stakeholders with the goal of addressing the predetermined needs and priorities of the community.

Method Components

Instruction is perhaps one of the most basic building blocks of teacher leadership. Leadership in instructional practice means something more than being the best possible teacher within the four walls of one classroom—it means reaching out and sharing great teaching with others, including fellow educators and a broad range of stakeholders. Successful teacher leaders do not keep their effective practices to themselves; they share that knowledge with others in order to benefit all students.

Instructional Competencies for Teacher Leaders

- Coaching and Mentoring

- Community Awareness, Engagement and Advocacy

- Facilitating Collaborative Relationships

Learn-Design-Do-Reflect Cycle

The learn-Design-Do-Reflect Cycle is a tool used in the NEA Teacher Leadership Institute to support the development of teacher leadership. The following descriptors will help you understand your participation in each step of the process.

- Learn- Delve into resources, explore the needs of your school, district or state, and self-assess in order to gain a deep understanding of research, best practice, the needs of your educational setting and your own professional learning needs.

- Design- Design an action plan that addresses at least one of the needs of your school, district or state.

- Do- Implement your plan and collect information and evidence about the challenges and successes of your implementation.

- Reflect- Take time to reflect on the outcomes and the process of implementation of your action plan and consider next steps.

Community Awareness, Engagement, Advocacy and Teacher Leadership

According to the NEA Teacher Leadership Competencies (2018), developing your teacher leadership in the areas of

community engagement, awareness, engagement and advocacy includes the following: See Resource Section for link to the Complete Guide.

Emerging Level

- Recognize the unique needs, culture, and context of students and advocate for their learning and well-being.

- Demonstrate awareness of their community by advocating for unique student needs with sensitivity to culture and context.

Developing Level

- Use a deep understanding of cultural, educational, and political concerns and issues to address student needs.

- Create a strategic plan to engage various communities to address student needs.

Performing Level

- Facilitate the creation of partnerships, including those among colleagues, communities, parents, policymakers, and students.

- Inspire and improve the community.

- Address the current future needs of students.

- Elevate the teaching profession.

Transforming Level

- Lead and support stakeholders to revitalize the culture and community within which students live, grow, and develop.

- Make a deliberate effort to connect to disenfranchised and/or disengaged populations to create a sense of belonging in various educational settings.

Types of Collaborating Purposefully Leadership Plans

- Develop a deep understanding of their cultural, political, and educational settings.

- Develop a strategic plan to create interest and connect with schools, families, community partners, and other stakeholders.

- Facilitate an action plan to create productive partnerships with students and colleagues, parents and community partners, and stakeholders and policymakers to address the needs of students.

- Build and strengthen the school and community connection by connecting schools and families with community partners and other stakeholders.

- Elevate and strengthen the teaching profession—e.g., host a teacher career day or publish an op-ed during American Education Week.

- Effectively lead and strongly support stakeholders and policymakers to impact the culture and community of their students.

- Identify broad and diverse stakeholders to advocate for disenfranchised and/or disengaged members of the community and lead, organize, and support advocacy efforts.

- Foster a spirit of community and sense of belonging.

Supporting Research

Day, D. V., Zaccaro, S. J., & Halpin, S. M. (2004). Leadership development for transforming organizations: Growing leaders for tomorrow. New York, NY: Psychology Press.

This book emphasizes the importance of leaders (using the U.S. Army as an example of a world-class organization in need of transformation) in the development of cultures that are conducive to leadership development.

Hattie, J. (2015). What works best in education: The politics of collaborative expertise (Open Ideas). Pearson. Retrieved from https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/hattie/150526_ExpertiseWEB_V1.pdf

Hattie makes a strong case for collaborative expertise based on his meta-analyses of effective teaching practices and builds on his visible learning work.

Kraft, M. A., & Papay, J. P. (2016). Developing workplaces where teachers stay, improve, and succeed. The Albert Shanker Institute. Retrieved from http://distributedleadership.org/assets/asi-(2016).pdf

"Teachers working in schools with strong professional environments improved, over 10 years, 38% more than teachers in schools with weak professional environments."

Leithwood, K., Seashore-Louis, K., Anderson, S., & Wahlstrom, K. (2010). Learning from leadership: Investigating the links to improved student learning. New York, NY: The Wallace Foundation.

In this study commissioned by the Wallace Foundation, researchers from the University of Toronto and University of Minnesota concluded that collective leadership has a stronger influence on student achievement than individual leadership—and higher-performing schools award greater influence to teacher teams, parents, and students. Further, the study found that principals and district leaders do not lose influence as others gain influence.

Resources

Templates

Teacher Leadership Context Circle Map (Word Doc) for Artifact 1

(To use this one, click the download icon in the top right corner and save to your computer.)

https://docs.google.com/document/d/1ly5pUKQt_T-_mfJIK2fB-h3oObQDSwJ7MYpyizsw7Ec/edit?usp=sharing

2018-Current Teacher Leadership Institute Fellows Action Plan Template for Artifact 3

https://docs.google.com/document/d/1FDD3iyqAS3PA4LJcZpWzlPsPBuSwRPZsbfr2C546Xzw/edit

TLI fellows from 2018-current should have completed this template as part of the institute. Please upload your Action Plan as evidence for this micro-credential.

Action/Design Plan Template for non-Teacher Leadership Institute Fellows for Artifact 3

https://docs.google.com/document/d/1NrRa4G1iG7FNeoKSWUvRg7SoEDk-VPb-fzyn3QN1Y4c/edit?usp=sharing

Any one NOT in the Teacher Leadership Institute should use this template.

Resources

National Standards for Family-School Partnerships

http://www.pta.org/nationalstandards

The National PTA curates a set of standards that provide guidelines for creating and sustaining partnerships between schools and the families they serve.

Excellence Through Equity (Principles of Action & Courageous Leadership pages: 39-48 (PDF) 19-28 (document))

http://www.ascd.org/ASCD/pdf/siteASCD/publications/books/Excellence-Through-Equity-sample-chapters.pdf

Excerpts from an enlightening read on the intersections between inequity, students, and recent research.

 Watch Community Schools Overview Video.

http://www.nea.org/home/66157.htm

This site contains additional information and links about community schools.

Family-School-Community Partnerships 2.0: Case Study on Community Schools

The 16 programs profiled in this report fall into one of three categories: community and family-community programs, programs to engage parents and other family members, and wrap-around social and community services programs. Across these programs, the NEA team identified 10 major strategies and approaches that define the direction of program efforts and appear to be critical to their success.

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3 and a score of "Proficient" for each component in Part 2.

Part 1. Overview Questions

350-500 word limit

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

What is your professional mission and vision for teacher leadership?
Describe your professional learning goals for completing this micro-credential.
Describe the professional context for earning this micro-credential.
Number of years in education, subject area, etc.
School/community e.g., rural, urban, suburban, school level, student/community demographics, socio-economic data, etc.
Share any additional information that may help someone understand your context.
Describe your current roles and general experience of teacher leadership at the school, district and/or state level.
Who are the stakeholders in your community?

- **Passing:** Professional mission and vision clearly states what the educator hopes to achieve in their career and what success will look like when achieved. Professional context is reasonable and accurate and includes specific professional learning goals as an outcome of completing this micro-credential.

## Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following five artifacts as evidence of your learning. Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Teacher Leadership Circle Map

(See template in Resource section.)

Fill in the Circle Map using the template in the resource section, or draw your own on chart paper.

Needs
- 1.
- 2.

Context
- 1.
- 2.

Core Belief/Theme
- 1.
- 2.
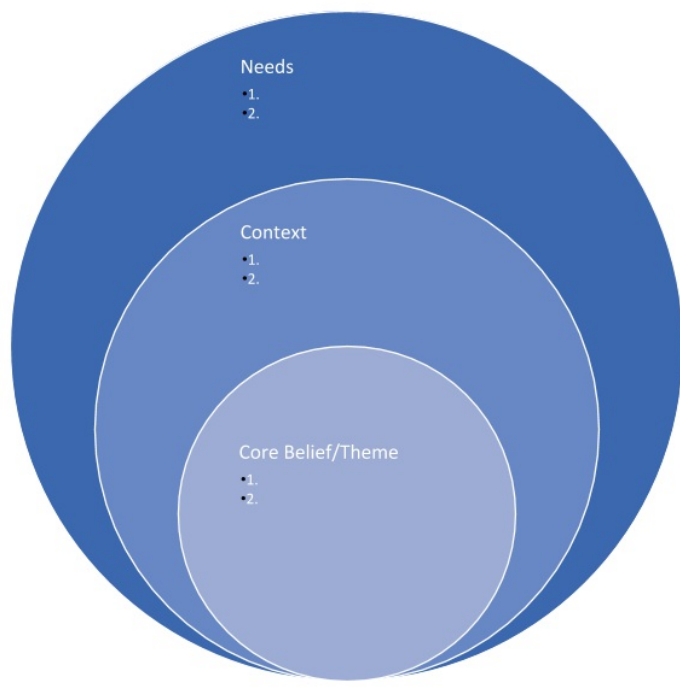
Directions for Circle Map

Center Circle: Core Theme/Belief

Use page 5 of the NEA Teacher Leadership Competencies Booklet (see resource section) to identify the Core Belief/Theme that resonates with you.

Middle Circle: Context

Synthesize the information you gathered in Part 1. You may include any other relevant contextual information to guide your thinking and recording for the middle circle:

- District (Suburban/Rural/ Urban)

- Colleagues

- Site/District Administration

- Teacher Leadership Culture

- Demographics (school, community)

- Who are the stakeholders in your school/district?

Outer Circle: Needs

After identifying your teacher leadership context, identify and record the needs of your school and/or district, in relationship to community engagement, awareness, engagement and advocacy, in the outer circle. Consider the following guiding questions as you identify your contextual needs:

- Is there a stakeholder group that is not represented in decision-making?

- What inequities currently exist in your school/district?

- What resources are needed to address these inequities?

- What are the needs of the community?

- How does the school address the needs of the community?

- What are the needs of my school/district?

- What are the needs of my colleagues/my association?

- How do the needs of my colleagues affect the classroom, school and district?

- What are the needs of my local association?

- How do the needs of my association affect me and my colleagues?

Artifact 2: Review

Connect your Teacher Leader Circle Map to community engagement, awareness, engagement and advocacy by answering the following questions (50-150 words or 3-5 bullet points each):

1. What might your role be as a teacher leader to positively impact the identified community engagement, awareness, engagement and advocacy needs of your stakeholders (students, school, district, association), based on your context, grounded in your core belief/theme?

2. What might your role be as a teacher leader to inspire and support other potential teacher leaders, in effective community engagement, awareness, engagement and advocacy, based on your context, grounded in your core beliefs/theme?

Artifact 3: Design

Use the Teacher Leadership Community Engagement, Awareness, Engagement and Advocacy Competency to design an activity or action that you can do to address an identified need from your Leadership Circle Map.

Complete and upload one of the following design templates

-   Option 1: 2018-Current Teacher Leadership Institute Fellows Action Plan Template (See template in Resource Section or use the one you created in your state cohort.)

-   Option 2: Action/Design Plan Template for non -Teacher Leadership Institute Fellows (See template in Resource Section.)

Artifact 4: Evidence of Implementation-Do (part 1)

Upload 3 different artifacts that show evidence of the implementation of your action plan, annotated with descriptions (20-50 words each)

These artifacts may include:

-   Websites

-   Newsletters

-   Emails

-   Recorded webinars

-   Presentations

-   Emails to and from participants

-   Online Forums (screenshots of conversations)

-   Completed Websites

-   Products developed during the process

-   Artifacts from tools like Remind or Hussle

-   Voice recorded messages for phone lists

-   Group chats/text messages

Description should include:

-   Time/Date

-   Number of Participants

-   Purpose of artifact and how it was used

Artifact 5: Feedback from Participants Do- (part 2)

Obtain feedback from a least two stakeholders in attendance.

Use these prompts to obtain necessary feedback to serve as evidence. Your chosen participants should respond to each prompt in 2-3 sentences, or 2-3 bulleted points.

- How did the teacher leader engage you in community engagement, awareness, engagement and advocacy?

- What were the intended outcomes? To what degree were the outcomes achieved?

- What did you gain from participating in this experience?

- If the teacher leader were to implement this plan again, what could be done differently? Why?

- How did the teacher leader address diversity, equity and cultural competence during this activity?

	Proficient	Basic	Developing
Artifact 1: Teacher Leadership Circle Map	Circle map is complete, and directions were followed closely. Core Theme/Belief is from the Teacher Leadership Book. The context section is complete with enough context to be useful in understanding the full picture. Needs are listed and realistic and within your sphere of influence. Needs are identified using a positive, proactive and professional voice and are facts, not opinions.	Circle map is missing important information. Core Theme/Belief is not from the Teacher Leadership Book. The context is missing some important information. The needs may be too broad and out of your realm of influence. Needs are based on opinion and not fact. Professional or proactive voice is not used.	Circle map is incomplete. Core Theme/ Belief not identified. Very little context given. Needs are not identified or not based on facts. Needs are stated in a negative tone that is not proactive.
Artifact 2: Review	Template is completely filled out. Professional goals are measurable, actionable and relevant to community engagement, awareness, engagement and advocacy. Needs and current reality are based on actual evidence NOT opinion. Results are realistic and focus on affecting the practice of others.	Template is incomplete or not thoughtfully done. Professional goals may not be measurable, actionable and/or relevant to community engagement, awareness, engagement and advocacy. Needs may be based partially on opinion and/or evidence is not substantial. Results may not be realistic and/or do not focus on affecting the	Template is not complete, or it is incorrectly filled out. Professional goals are missing. Needs are missing or based on opinion and/or personal biases. Unrealistic results. Description missing or not understandable.

	Description is clear, and activity directly relates to professional goals, needs, desired results and community engagement, awareness, engagement and advocacy.	practice of others.

Description not clear and or the activity does not directly relate to professional goals, needs, desired results and community engagement, awareness, engagement and advocacy. | |
| Artifact 3: Design | Activity Design Template is completely filled out.

Activity design aligns to your identified needs.

Activity design is actionable. | Activity Design Template is not completely filled out.

Activity design loosely aligns to your identified needs.

Activity design is not actionable. | Activity Design Template is not used.

Activity design does not align to your identified needs.

Activity design is not actionable. |
| Artifact 4: Evidence of Implementation-Do (part 1) | Three artifacts are submitted

Artifacts are from implementation of plan

All artifacts contain a description that includes: Time/Date Number of Participants Purpose of artifact and how it was used. | Less than three artifacts are submitted

Artifacts are not related to implementation

Artifact descriptions are missing key components | Less than three artifacts are submitted

Artifacts are not related to implementation

Artifact descriptions are not included |
| Artifact 5: Feedback from Participants Do- (part 2) | Two participants provided feedback

Feedback is thoughtful and useful for self-reflection | Only one participant provides feedback

Feedback may not be useful for self-reflection | No feedback provided |

Reflection

400-500-word limit

Please answer the following reflective questions. Please do not include any information that will make you identifiable to your reviewers.
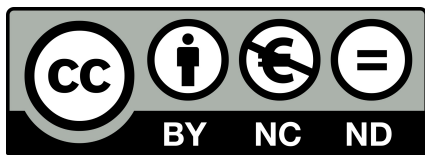How will your knowledge of community engagement, awareness, engagement and advocacy impact your leadership work with others?
How will you continue to lead learning activities to enhance the practice of others at various levels of leadership?
What are your next steps to continue your growth as a teacher leader?

- **Passing:** Reflection provides evidence that this activity has had a positive impact on the teacher leaders, as well as on others in the professional context of earning this micro-credential. Specific examples are cited directly from

personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.