



Great Public Schools for Every Student

Communicating with Stakeholders

Educator delivers an effective message to learners, families, and colleagues.

Key Method

The educator uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

Method Components

The success of teacher–student relationships are centered around creating positive relationships. Students will more readily engage in the instructional environment when they feel they are in a safe space. Developing a communications plan will enable the educator to be intentional in developing strategies that communicate safety.

The success of the educator and parent/guardian relationships is based on having effective communication methods. Parents feel more empowered when they are involved and knowledgeable about school decisions and initiatives. Creating opportunities for families to be involved should be diverse. Educators are utilizing a variety of digital technologies to make communication with parents easier and more current. Educators are encouraged to go where parents are. Studies show that more parents are apt to be on social media every day. Technology tools can strengthen communication and opportunities between educator and parent/guardian.

To create a safe learning environment, collaborative relationships among colleagues is critical to the overall success of the academic program. Educators who work collaboratively can provide meaningful feedback and assist with making informed decisions.

One methodology for fostering a collaborative learning environment is a communication plan. Things to consider when developing a collaborative home-school connection include the following:

- Know why you need to communicate. What do you want to be different as a result of the communication?
- Identify the audience.
- Identify the audience perspective on the area of concern.
- What do you want your audience to know, think, or do as a result of the communication?
- Write your key messages for each audience. These may be the same for each audience, or you may have to consider addressing their differences. Remember the purpose of your communication.
- Decide when you need to deliver your messages.
- Your timing may determine how you need to communicate.
- Decide how to deliver your messages.
 - If you are trying to generate awareness, written communication may be enough. If the message is complex or controversial, you may need to plan for more interactive approaches, including face-to-face communication.

- What technology tool will you use?
- How will you prepare them?
- What resources are required?
- How will you enable feedback?
- How will you know that your audience has received the communication?
- How will you know if they have understood, acted on, or changed as a result of the communication?
- How will you follow up if additional communication is required?

Supporting Research

Ames, C., de Stefano, L., Watkins, T. and Sheldon, S. (2017). Teachers' School to Home Communications and Parent Involvement: The Role of Parent Perceptions and Beliefs. [online] [Accessed 25 Jun. 2017]. Available at:

<http://files.eric.ed.gov/fulltext/ED383451.pdf>

Council of Chief State School Officers. Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. April 2011.

http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue

Dryden-Peterson, Sarah. 2017. Family-school relationships in immigrant children's well-being: The intersection of demographics and school culture in the experiences of Black African immigrants in the United States. Race Ethnicity and Education. [online] Available at:

https://dash.harvard.edu/bitstream/handle/1/30802655/Family-SchoolRelationships_REE_FINAL.pdf?sequence=3

Kraft, M. and Dougherty, S. (2017). The Effect of Teacher-Family Communication on Student Engagement: Evidence from a Randomized Field Experiment. [online] Available at:

https://scholar.harvard.edu/files/mkraft/files/kraft_dougherty_teacher_communication_jree.pdf[Accessed 25 Jun. 2017].

PDK/Gallup (2014). The PKD/Gallup Poll of the public's attitudes toward the public schools,

<http://pdkpoll.pdkintl.org/october/>

What Teachers Should Know and Be Able to Do

http://www.nbpts.org/sites/default/files/what_teachers_should_know.pdf

Guide from National Board for Professional Teaching Standards, pp. 16–17

Resources

Education Next (2010). The long reach of teachers' unions.

<http://educationnext.org/the-long-reach-of-teachers-unions>

Professional Learning Communities <https://www.commonsense.org/education/professional-learning-communities>

Culturally Proficient Instruction: A Guide for People Who Teach

https://www.austinisd.org/sites/default/files/dept/cpi/docs/CPI_Session_Handout.pdf

Handout about Cultural Proficiency from the Austin Independent School System.

Culturally Proficient Instruction: A Guide for People Who Teach

<https://us.corwin.com/en-us/nam/culturally-proficient-instruction/book235135>

A book about cultural proficiency in learning applications that you can order from Corwin Press

National Association of School Psychologists

Effective Communications Strategies

<https://www.nasponline.org/research-and-policy/advocacy-tools-and-resources/communications-strategies-and-resources/effective-communications-strategies>

Design Thinking for Educators Toolkit free download, pp. 56–65

<http://www.designthinkingforeducators.com/toolkit/>

Local Affiliate Communication Guide

<http://www.nea.org/home/Local-Affiliate-Communication-Guide.html>

An NEA resource to help establish local online communications such as newsletters

Harvard Implicit Bias Test, Test generators for a variety of implicit bias, created by Harvard

<https://implicit.harvard.edu/implicit/takeatest.html>

Purpose and Audience Analysis

http://www.readwritethink.org/files/resources/lesson_images/lesson948/purpose-audience.pdf

Document explaining audience perspectives from Read, Write, Think

Stanford d.school Experiment Mixtape

<http://dschool.stanford.edu/wp-content/uploads/2012/02/experiment-mixtape-v8.pdf>

Guide to prototyping model from d.school at Stanford

Tips for Teachers: How to Use Desktop SMS and Bulk SMS Texting for Effective Student & Parent Communication

<https://vimeo.com/141429541>

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a passing for Parts 1 and 3 (Overview and Reflection) and “Proficient” for both components in Part 2 (Work Examples/Artifacts).

Part 1. Overview Questions

300 word limit

Describe the technology tool you will use for your communication. Based upon the context, explain why this tool was selected/used for communication with learners, parents, and colleagues.

- **Passing:** Educator includes a description of the technology tool and cites evidence to explain why the tool was selected

500 word limit

Answer these questions about your communication:

What student-centered goal(s) do you want to address through this communication plan? Why?

How will you use the knowledge about the learner, parents, and colleagues to design this plan?

What is the timeline for implementation?

What will you use to determine whether you’ve met the goal?

Include any other relevant information that will provide context.

- **Passing:** The description is clear and contains sufficient contextual description of the goal, and knowledge about the learner, parents, and colleagues supports the design of the plan. The educator explains the expected goal and how he/she knows that the goal(s) have been met.

500 word limit

Briefly describe the population that you created the communication plan for, including the following descriptors:

Home access
Grade level of student(s)
Existing differentiation strategies used with respect to technology use

- **Passing:** Educator includes a clear description of the population for which the communication plan was written. This includes the population’s access to technology, grade level, and any special considerations/differentiation strategies used.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following two artifacts:

Artifact 1: A communication plan for **each** of the following groups:

- a. Learners
- b. Families
- c. Colleagues

each plan should include the following:

- a. A clearly stated, measurable, student-centered outcome
- b. Action steps
- c. Timeline

Artifact 2: At least one annotated artifact from **each** of the three groups that shows the implementation of your plan. Artifacts may include, for example, the following:

- a. A screenshot or PDF of an email exchange
- b. A website
- c. Screenshots from a social media account (Twitter, Facebook, Instagram...)
- d. Newsletter
- e. Handbook
- f. Anchor charts for your classroom
- g. Agenda and slide deck from a team or informational meeting or event

Annotations are notes of explanation or comments added to a text or diagram. Annotations should include enough context so that the reviewer can easily identify the context of the artifact.

Note: Please adhere to your district’s policies regarding public release of confidential student, parent, and/or employee information.

null	Proficient	Basic	Developing
Artifact 1: Communication Plan	A communication plan is completed for each of the specified groups: Each plan is completed and includes the	A communication plan is completed for each of the following groups but does not include all the required elements.	All three communication plans are not submitted. Plans are missing one or more of the key

	following:	For example:	elements listed.
	<p>A clearly stated, measurable, and student-centered outcome</p> <p>Clearly defined action steps that are necessary to the completion of the plan</p> <p>Reasonable timeline</p>	<p>The outcome may not be student centered, clear, or measurable.</p> <p>The action steps may not be necessary to the completion of the plan or relevant to the goal.</p> <p>The timeline may be too long or too short for the intended outcome.</p>	
Artifact 2: Annotated Artifacts	<p>One artifact is submitted for each of the following specified plans:</p> <p>The artifacts are directly related to the intended outcome and steps outlined in the action plan.</p> <p>Artifacts are easy to read.</p> <p>Each artifact includes annotations that include enough context so that the reviewer can easily identify the context of the artifact.</p>	<p>Artifacts may be unclear or unrelated to the outcomes.</p> <p>Annotations may be missing, or not enough context is given to understand the relationship to the goal.</p>	<p>Artifacts are missing.</p> <p>Annotations are missing.</p>

Reflection

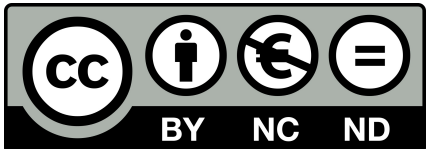
750 words

Submit a reflection on the communication plan and evidence above. Use the following questions as guidance:

What was the impact of the implemented communication plan? Note the communication’s successes, challenges, and opportunities for students, parents/community, and colleagues.

Are there changes you would make? If yes, how would you modify a communication plan to help achieve student-centered goals?

- **Passing:** The reflection clearly states whether the outcomes were reached and addresses the successes, challenges, and opportunities encountered during implementation. If follow-up was needed, its steps and impact or intended impact if not yet implemented is clearly presented. Educator reflects about future modifications, if any, and describes how he/she would make changes.



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