



Great Public Schools for Every Student

Core Proposition #5: Teachers are Members of Learning Communities

Educator works collaboratively with colleagues, families, and the community to support students and their learning.

Key Method

The educator intentionally collaborates with other professionals to improve the effectiveness of schools and partners with families and other stakeholders to promote the education of children and young adults.

Method Components

Educators demonstrate collaborating to impact student learning by:

- Identifying specific student needs and utilizing the expertise of their professional learning community (grade level/department/reading/regional, etc.) to problem-solve student learning challenges
- Examining different family engagement opportunities within your educational context and selecting three ways to use these opportunities to meet student needs
- Assessing a variety of community resources which address both the social-emotional and content learning needs of your students and evaluating how they can effectively use these to meet student needs
- Demonstrating an understanding of the Five Core Propositions (National Board for Professional Teaching Standards)

Supporting Research

Dewitt, P. (2016). *Collaborative Leadership: Six Influences That Matter Most*. Newbury Park, CA: Corwin Press.

Associated Video: <https://www.principalcenter.com/peter-dewitt-collaborative-leadership-six-influences-that-matter-most/>

Donohoo, J. (2013). *Collaborative Inquiry for Educators: A Facilitator's Guide to School Improvement*. Newbury Park, CA: Corwin Press

Associated video:

<https://www.youtube.com/watch?v=9bxZ3HK3iiU>

Dufour, R. (2004). What Is a Professional Learning Community? *Educational Leadership*. 61(8), 6-11. Retrieved from

<http://www.ascd.org/publications/educationalleadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx>

Edutopia. (2013). Resources for Building Community Partnerships. Retrieved from

<https://www.edutopia.org/article/community-businesspartnerships-resources>

Family-School-Community Partnerships 2.0: Collaborative Strategies to Advance Student Learning. (2011). Retrieved from

<http://www.nea.org/assets/docs/FamilySchoolCommunityPartnerships-2.0.pdf>

National Board for Professional Teaching Standards. (2016). What Teachers Should Know and Be Able to Do. Retrieved from http://www.nbpts.org/sites/default/files/what_teachers_should_know.pdf

Resources

Epstein, J. (2002). Epstein’s Framework of Six Types of Involvement. [pdf] Retrieved from <https://www.sps186.org/downloads/table/13040/6TypesJ.Epstien.pdf>

Epstein, J. (2004). Partnering with Families and Communities. *Educational Leadership*. 61(8). Retrieved from http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200405_epstein.pdf

Parent Toolkit. (2017). NBC Universal. Retrieved from <http://www.parenttoolkit.com/>

Dufour, R. (2004, May). Educational Leadership: Schools as Learning Communities: What Is a Professional Learning Community? Retrieved from <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx>

Pirtle, S., & Tobia, E. (2014). Implementing Effective Professional Learning Communities. Retrieved from http://www.sedl.org/insights/2-3/implementing_effective_professional_learning_communities.pdf

Example of Community Resource map - Document: Community Resource Example. Found in the presentation: Test, D., & Peterson, L. (2014). Getting Community Resources into the IEP. Retrieved from <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/NSTTAC%20Getting%20Community%20Resources%20into%20the%20IEP.pdf>

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a passing for Parts 1 and 3 (Overview and Reflection) and a proficient for each component of part 2 (Work Examples/Artifacts).

Part 1. Overview Questions

200 word limit

Answer the following questions:

What are the ages and grade(s) of students featured? What is the subject matter of the class featured?

Describe the demographic characteristics of your school and surrounding community (i.e., rural/urban, EL, socioeconomic, etc.)

What relevant characteristics of this class influence instructional planning (ethnic, cultural, linguistic diversity, range of abilities, personality of class)?

What professional learning community structure is in place in your school?

Give any other information that might help assessors “see” the class featured.

- **Passing:** Responses clearly and completely address each question. Completely answers each of the four questions. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

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

Artifact 1: Professional Learning Community Reflection- (500-word limit) Complete a reflection that addresses the following:

- List of questions presented to PLC related to identified student needs
- Summary of input from colleagues in PLC
- Reflect upon how the collaboration ideas could work to support identified needs of 3 to 5 students
- Plan to advocate and implement solutions

Artifact 2: Family Engagement Reflection-(200-word limit) Complete a reflection that describes how an educator intentionally selects 3 different family engagement opportunities. Explain how you will use them to address the needs of 3 to 5 students. How will you foster positive, collaborative relationships between schools and families?

Artifact 3: Community Resources List and Analysis-(700-word limit) Complete an analysis that addresses the following questions for 3 to 5 students:

- What are the learning and social-emotional needs of each student (special population, social needs, poverty)?
- What community resources are available which could provide student support for social-emotional needs affecting their academic growth (community counseling center, local Boys and Girls Club)?
 - Identify 2-3 different organizations, briefly describe what the organization offers that meets the needs of the student, how it will affect student learning, and how you plan to use it with students.
- What community resources are available to enhance learning content within your classroom or school (libraries, museums, experts, guest speakers)?
 - Identify 2-3 different organizations, briefly describe what the organization offers that meets the needs of the student, how it will affect student learning, and how you plan to use it with students.

How will you work with your colleagues at your worksite to share these community resources and contribute to the ongoing development of strong schools?

null	Proficient	Basic	Developing
PLC Collaboration and Student Solutions Plan	<p>The educator will submit 3-4 questions per student to propose to the PLC that shows understanding of individual students and their needs.</p> <p>Reflection captures shared collegial expertise and problem-solving.</p> <p>Plan addresses 3-4 identified student needs incorporating PLC contributions/solutions for each student.</p>	<p>The educator will submit 1-2 questions per student to propose to the PLC that shows understanding of individual students and their needs.</p> <p>Reflection shares collegial discussion and some problem-solving.</p> <p>Plan addresses 1-2 identified student needs incorporating PLC contributions/solutions for each student.</p>	<p>If PLC work is cited, there may be little or no evidence of their impact on teaching and learning, or the teacher’s contributions in PLC may be very unclear.</p> <p>The plan may address a student but the solution does not reflect the PLC work or collaboration.</p>

Family Engagement
Template

Family engagement planner includes a comprehensive list of district, site, and teacher-led family interactions.

The educator has selected 3 appropriate strategies using two research-based resources.

The educator clearly explains how the educators plan to use the strategies to reach out to more than 3-4 different families focused primarily on teaching and learning issues and individual child progress.

Family engagement planner includes a list of district, site, and teacher-led family interactions.

The educator has selected 3 strategies without using research-based resources.

The educator explained how they plan to use the strategies to reach out to 2-3 different children’s families focused primarily on student learning.

Family engagement planner does not include a list of district, site, and teacher-led family interactions.

The educator has selected 1-2 strategies without using any research-based resources.

The educator explained how they plan to use the strategies to reach out to different children’s families but it does not show evidence of affecting student learning.

Community
Resources

The educator has clearly identified the learning and social-emotional needs of 3 students.

The educator explicitly identifies and describes the following information regarding community resources that could provide student support for social-emotional needs affecting their academic growth: 2-3 community resources, what the organization offers that meets the needs of the student, how the community resource will affect student learning, and a plan to use the community resource with students.

The educator explicitly identifies and describes the following information regarding community resources that could enhance learning content within the educator’s classroom or school: 2-3 community resources, what the organization offers that

The educator has identified the learning and social emotional needs of 2 students.

The educator identifies and describes some, but not all, the following information regarding community resources that could provide student support for social-emotional needs affecting their academic growth: 2-3 community resources, what the organization offers that meets the needs of the student, how the community resource will affect student learning, and a plan to use the community resource with students.

The educator identifies and describes some of the following information regarding community resources that could enhance learning content within the educator’s classroom or school: 2-3 community resources, what

The educator has identified the learning and social-emotional needs of at least 1 student.

The educator inadequately describes some, but not all, of the following information regarding community resources that could provide student support for social-emotional needs affecting their academic growth: 1-2 community resources, what the organization offers that meets the needs of the student, how the community resource will affect student learning, and a plan to use the community resource with students.

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The educator identifies and describes some, but not all, of the following information regarding community resources that could enhance learning content within the educator's classroom or school: 1-2 community resources, what the organization offers that meets the needs of the student, how the community resource will affect student learning, and a plan to use the community resource with students.

Reflection

300 word limit

Reflect on the many avenues of collaboration available to you in your work as an educator and their impact on student learning. Address the following in your reflection:

Which collaborative endeavor within this micro-credential had the greatest impact upon your practice and why?

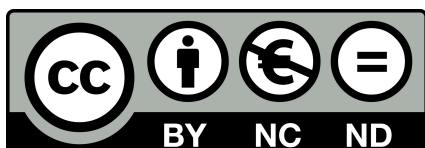
- What new community resources have you engaged with?
- What other resources might you seek out to address the needs of your identified students?

How could you collaborate with other educators to improve school effectiveness?

How will you help your colleagues identify and resolve problems while encouraging them to experiment with different teaching methods and forms of instructional organization to meet student needs?

Use student examples and What Teachers Know and Should be Able to Do to support your claim(s). (See Resources section for "What Teachers Know and Should be Able to Do.")

- **Passing:** The educator reflects on the vital role of collaboration with professional learning communities, families, and the community in meeting student needs. The educator also cites specific examples that support their reasoning and reflection.



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