



Great Public Schools for Every Student

Activating Community Resources to Support Student Learning

Educator works with other professionals and colleagues to build connections to community resources to support student learning

Key Method

Educator assesses the community resources being offered at a school or district level. The educator expands and/or enriches community relationships and resources to provide necessary supports for students and families. The educator then develops a plan for dissemination of the resources to students and families in need.

Method Components

Advancing Teacher Quality and Student Success

In pursuit of their commitment to advancing teacher quality and student success, educators across the country are raising our voices together for our students, for our schools and for ourselves as educators. Education advocacy and social justice advocacy go hand in hand.

Educators enter the profession because they love teaching and because they have an unwavering belief in their students. Yet, the sad truth is that many teachers aren't earning enough to make ends meet and finding it harder and harder to support their families. To make matters worse, the pay gap between educators and other professionals is vast and growing, forcing many educators out of the profession and creating a teacher shortage crisis that threatens our students and communities.

Students benefit from educators who know them by name, know their community and have a say in the policies that govern their schools.

The current landscape of education requires that teacher leaders, across a wide spectrum of experience, participate in the changes and transformations that are necessary. Teacher leadership is no longer optional. Just as excellent teachers approach their practice from an array of perspectives and with many talents, teacher leadership requires many individuals' strengths and interests, coming together for the benefit of students and the profession.

InTASC Standard 10: Leadership and Collaboration

The InTASC Model Core Teaching Standards shares that treating teaching as a solo act is counter to what we know about effective teaching today. Just as collaboration among learners improves student learning, we know that collaboration among teachers improves practice. The core teaching standards require teachers to

- Open their practice to observation and feedback (transparency);
- Participate in ongoing, embedded professional learning where teachers engage in collective inquiry to improve practice;

- Participate actively as a team member in decision-making processes that include building a shared vision and supportive culture, identifying common goals, and monitoring progress toward those goals;
- Work with and share responsibility with colleagues, administrators, and school leaders as they work together to improve student learning and teacher working conditions;
- Engage in efforts to build a shared vision and supportive culture within a school or learning environment;
- Establish mutual expectations and ongoing communication with families;and.
- Involve the community in meeting common goals (InTASC Model Core Teaching Standards, page 5).

Advocating for Community Resources

In order for students to be successful in school they need to have affordable access to health and wellness programs, including social and emotional well-being. Most schools do not have fully funded health and wellness programs but there are often many community resources and partnerships that can be activated to support the health needs of your school community.

Types of Community Resources

School and district level resources such as counselors, social workers, nurses and health technicians, know what is currently available for students and families.

- Dental Clinics
- Urgent Care
- Health Centers
- Food Banks
- Mental Health
- Clothing Closets
- Hygiene Resources
- Language Acquisition
- Translation Support
- Adult Learning/Citizenship/Resume building
- Tutoring
- Transportation services
- Wifi access
- Before/after school child care
- Lions Clubs/ other volunteer or business groups

Types of Community Relationships/Partnerships

- Local Businesses
- Religious Institutions
- Fraternal Orders
- Neighborhood Associations
- Local Police
- Local libraries
- Senior groups
- After school clubs and programs

Types of Community Events

- Health Fair
- Dental or vision screening
- Meet and greet social for community organizations and families

- Share community resources at a back to school night session
- Fashion show (from clothes closet)
- Cooking Class (partner with a food shelf service)
- Series of guest speakers at PTO meetings

Supporting Research

Osher, D., Moroney, D., & Williamson, S. L. (2018). Creating safe, equitable, engaging schools: A comprehensive, evidence-based approach to supporting students. Cambridge, MA: Harvard Education Press.

<https://www.air.org/resource/creating-safe-equitable-engaging-schools-comprehensive-evidence-based-approach-supporting>

Ascd. (2015, April). Transforming Your School with Digital Communication. Retrieved from

<http://www.ascd.org/publications/educational-leadership/apr15/vol72/num07/Transforming-Your-School-with-Digital-Communication.aspx>

Lbogle. (2018, December 05). Best Practices, Strategies, and Recommendations for Improving School Climate and Culture. Retrieved from

<https://www.air.org/resource/best-practices-strategies-and-recommendations-improving-school-climate-and-culture>

School Climate and Social and Emotional Learning. (2018, June 15). Retrieved from

<https://www.rwjf.org/en/library/research/2018/01/school-climate-and-social-and-emotional-learning.html>

Initiative, T. (2019). Trauma-Sensitive Schools Research Study Released - Trauma Sensitive Schools. Retrieved from

<https://traumasensitiveschools.org/trauma-sensitive-schools-research-study-released/>

Resources

Community Schools Tool Kit

<http://www.nea.org/assets/docs/Comm%20Schools%20ToolKit-final%20digi-web-72617.pdf>

Anon, (2019). *Adverse Childhood Experiences (ACEs)*. [online] Available at:

<https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html>.

InTasc Standards

https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

When Good Intentions Meet Social Realities

<https://www.air.org/resource/when-good-intentions-meet-social-realities>

ESSA School Climate and Safety Tool Kit

<https://www.air.org/resource/essa-school-climate-and-safety>

Quick Guide on Making School Climate Improvements. (2019, April 18). Retrieved from

<https://safesupportivelearning.ed.gov/scirp/quick-guide>

A Framework for Safe and Successful Schools. (2013). Retrieved April 18, 2019, from <https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/a-framework-for-safe-and-successful-schools>

NEA Leadership Competencies

All Competencies

http://www.nea.org/assets/docs/24777_Leadership%20Dev%20Comp%20Guide%202-FINAL-Jan31-2019.pdf

Leading

http://www.nea.org/assets/docs/24777_Leadership%20Dev%20Comp%20Guide%202%20-LEADING%20PROF-FINAL_1-15-19.pdf

Communication

http://www.nea.org/assets/docs/24777_Leadership%20Dev%20Comp%20Guide%202-COMMUNICATION-FINAL-1-15-19.pdf

Advocacy

http://www.nea.org/assets/docs/24777_Leadership%20Dev%20Comp%20Guide%202%20-%20ADVOCACY-FINAL_1-15-19.pdf

Organizing

http://www.nea.org/assets/docs/24777_Leadership%20Dev%20Comp%20Guide%202%20-ORGANIZING-FINAL_1-15-19.pdf

Photo Collage/Essay

What is a Photo Essay

<https://expertphotography.com/17-photo-essay-examples-ideas/>

Animoto

<https://animoto.com>

Canva

<https://www.canva.com>

Be Funky

<https://www.befunky.com>

PicMonkey

<https://www.picmonkey.com/collage>

Other Ideas:

- Microsoft PowerPoint/KeyNote
- Movie Maker
- Imovie

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and receive a proficient for all components in Part 2.

Part 1. Overview Questions

150 - 300 words

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.

1. Prior to this work, what resources were available for students and families at a school or district level?
2. What resources were activated in order to improve school/district and community relationships?
3. How did these new relationships positively impact students/families?

- **Passing:** Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. Educator includes a learning goal that describes what they hope to gain from earning this micro-credential.

Part 2. Work Examples / Artifacts

To earn this micro-credential please submit the following **three 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: Digital List of Compiled Resources

Identify 3-5 areas of high need for your school and community. Then compiled a digital list that can be shared, expanded and updated regularly. For example:

- Google Doc
- Website page
- Livebinder

For each identified area of need you should have 3-5 resources: The list should be organized into categories and information for each resource should include:

- Contact name
- Phone number
- Email address
- Website (if applicable)
- Description of resources provided.

For the next two artifacts you will need to plan and host an event where you can connect your school community to community resources that support student learning.

Artifact 2: Event Flyer

Create a flyer advertising the event where community resources will be made available to the community and school/district personnel. The flyer should be compelling and well-designed and include:

- Date
- Time
- Location
- Additional information (raffles, food trucks, games, etc.)

Artifact 3: Photo Essay/Collage

Create a collage or photo essay. This should include 10-20 photos that tell the story of your event:

- Reflect the attendance of the event
- Showcase the resources/vendors attending the event.
- Each photo should include an annotation or voice over that describes what the photo is and why it was chosen.

To protect the privacy of minor’s please follow your district’s policies regarding photographing students.

| | Proficient | Basic | Developing |
|--|--|---|---|
| Artifact 1: List of Resources based on Identified Need | <p>The list is:</p> <ul style="list-style-type: none">-digital-shareable-editable <p>And shows 3-5 resources from every area identified as a need for students and families at the school and/or district level</p> <p>And each resource includes:</p> <ul style="list-style-type: none">-Contact name-Phone number-Email address-Website (if applicable)-Description of resources provided. | <p>The list is 2 of the following:</p> <ul style="list-style-type: none">-digital-shareable-editable <p>And shows less than 3 resources for each of the identified student and family needs a</p> <p>Most resources include::</p> <ul style="list-style-type: none">-Contact name-Phone number-Email address-Website (if applicable)-Description of resources provided. | <p>List shows resources from identified areas of need for students and families</p> |
| Artifact 2: Event Flyer | <p>Flyer is well organized and easy to read and understand</p> <p>And</p> <ul style="list-style-type: none">-provides date and time of event.-Lists resources available-Provides secondary draw for attendance (raffle, prizes, incentives) | <p>Flyer provides date and time of event</p> <p>And lists resources available.</p> | <p>Flyer provides date and time of event.</p> |

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|---------------------------------|---|--|---|
| Artifact 3: Photo Essay/Collage | <p>Photo Essay/Collage: - provides 10-20 photos showing evidence of event and community participation</p> <p>And</p> <p>-reflects the attendance of the event</p> <p>And</p> <p>-showcases the resources/vendors attending the event.</p> <p>And</p> <p>Each photo includes an annotation or voice over that describes what the photo is and why it was chosen.</p> | <p>Photo Essay/Collage provides 10-20 photos showing evidence of event.</p> <p>But is missing some of these key elements:</p> <p>-reflects the attendance of the event</p> <p>-showcases the resources/vendors attending the event.</p> <p>Not all photos have an annotation or voice over that describes what the photo is and why it was chosen.</p> | <p>Photo Essay/Collage provides less than 10 photos.</p> <p>And is missing most of these key elements:</p> <p>-reflects the attendance of the event</p> <p>-showcases the resources/vendors attending the event.</p> <p>Not all photos have an annotation or voice over that describes what the photo is and why it was chosen.</p> |
|---------------------------------|---|--|---|

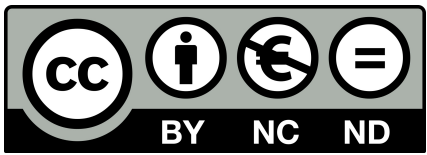
Reflection

150 - 300 words

Please answer the following reflective questions. Please do not include any information that will make you identifiable to your reviewers.

1. How did the identification of needs and resources at the school or district level impact the way you see your students and families?
2. How has the introduction or increased usage of resources impacted your school and community relationships?
3. How will you maintain and update your resources to keep your work relevant and meaningful?

■ **Passing:** Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. 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.



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