



Great Public Schools for Every Student

Creating Professional Learning to Support Educators Advocating for Student Success

Educator creates a series of professional learning opportunities to help educators learn how to engage local and/or state stakeholders in advocating for student success.

Key Method

Educator considers Adult Learning Theory, best practice and delivery models to develop a series of professional learning opportunities that teach educators how to engage stakeholders in advocating for student success.

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. T

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).

Adult Learning Theory

Professional learning for educators should include the principles of adult learning theory. Malcolm Knowles developed the following four principles of andragogy in the 1980s that still apply today.

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for the learning activities.
3. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
4. Adult learning is problem-centered rather than content-oriented. (Kearsley, 2010)

Best Practice

According to The Learning Policy Institute effective educator professional development should have the following seven features:

1. Is content focused
2. Incorporates active learning
3. Supports collaboration
4. Uses model of effective practice
5. Provides coaching and expert support
6. Offers feedback and reflection
7. Is of sustained duration

Types of Professional Learning

Professional learning can happen in formal or informal settings. It can happen in a face to face environment or a virtual environment. Here are some of the most common types:

- Professional Learning Communities
- Webinars
- Blended learning
- Online learning
- Workshops
- Conferences
- Unconferences
- Seminars
- Micro-credentials
- Professional Reading/Book Studies

Development Process

When developing professional learning you must first understand the current systems, practices, policies and priorities of your local or state associations and/or organizations. It is usually beneficial to align yourself with the current priorities. However, sometimes when current practices don't align with student success you may need to push for change. Before you do any type of professional learning you need research priorities and disparities of your educational system, analyze your research to determine the highest areas of need for student success. Once you have identified a need you will then be ready to develop a series of professional learning opportunities for educators to learn

how to use their voice to advocate for student success.

Topics

After identifying the needs of your educational community you will need to determine the big ideas or topics that should be covered. Some examples of these are:

- Understanding Educational Policy
- Understanding Educational Funding
- Whole Child Needs
- School Improvement Models
- Restorative Practices
- Organizing around professional issues
- Equity
- Diversity
- Cultural Competence
- Bullying and Cyber Safety
- Wrap around Services

Supporting Research

Ascd. (n.d.). Aspiring Educators Need to Know the History of Race in America. Retrieved from http://www.ascd.org/ascd-express/vol14/num23/aspiring-educators-need-to-know-the-history-of-race-in-america.aspx?utm_source=ascdexpress&utm_medium=email&utm_campaign=Express 14-23

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. (2019, April 11). Beyond Brown v. Board: Building Culturally Responsive Schools. Retrieved from http://www.ascd.org/ascd-express/vol14/num23/beyond-brown-v-board-building-culturally-responsive-schools.aspx?utm_source=ascdexpress&utm_medium=email&utm_campaign=Express

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>

Garmston, R. J., & Wellman, B. M. (2016). The adaptive school: A sourcebook for developing collaborative groups. Rowman & Littlefield. https://books.google.com/books?hl=en&lr=&id=WjDfDAAQBAJ&oi=fnd&pg=PR7&ots=brFDjLPpFj&sig=2u6uVe1zJ-C_G7Xd_Hjgak6sBmE#v=onepage&q&f=false

Goldhaber, D., Theobald, R., & Tien, C. (2015). The theoretical and empirical arguments for diversifying the teacher workforce: A review of evidence. Seattle, WA: Center for Education Data and Research Policy Brief. Retrieved from <http://m.cedr.us/papers/working/CEDR%20WP%202015-9.pdf>

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA:

Learning Policy Institute.

<https://learningpolicyinstitute.org/product/teacher-prof-dev>

Hammond, Z. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Thousand Oaks, CA: Corwin.

[https://books.google.com/books?](https://books.google.com/books?hl=en&lr=&id=BxGoBQAAQBAJ&oi=fnd&pg=PT9&dq=Culturally+responsive+teaching+and+the+brain:&ots=lc9cSHQ-Zw&sig=R6DXnAiegoX6fSwvLurx8HAeT_Q#v=onepage&q=Culturally%20responsive%20teaching%20and%20the%20brain%3)

[hl=en&lr=&id=BxGoBQAAQBAJ&oi=fnd&pg=PT9&dq=Culturally+responsive+teaching+and+the+brain:&ots=lc9cSHQ-Zw&sig=R6DXnAiegoX6fSwvLurx8HAeT_Q#v=onepage&q=Culturally%20responsive%20teaching%20and%20the%20brain%3](https://books.google.com/books?hl=en&lr=&id=BxGoBQAAQBAJ&oi=fnd&pg=PT9&dq=Culturally+responsive+teaching+and+the+brain:&ots=lc9cSHQ-Zw&sig=R6DXnAiegoX6fSwvLurx8HAeT_Q#v=onepage&q=Culturally%20responsive%20teaching%20and%20the%20brain%3)

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<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>

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Wells, A. S., Fox, L. & Cordova-Cobo, D. (2016, February 9). How racially diverse schools and classrooms can benefit all students. New York: The Century Foundation. Retrieved from <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students>

Resources

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>

Striking Teachers Won But Are School Funding Gains Sustainable and Equitable

<https://psmag.com/education/striking-teachers-won-but-are-school-funding-gains-sustainable-and-equitable>

Arizona Teacher Walkout Timeline Red for Ed

<https://www.azcentral.com/story/news/local/arizona-education/2019/04/11/arizona-teacher-walkout-timeline-red-for-ed/3337757002/>

Confronting the Crisis of Education Inequity

<http://www.ascd.org/ascd-express/vol14/num23/confronting-the-crisis-of-education-inequity.aspx?>

[utm_source=ascdexpress&utm_medium=email&utm_campaign=Express%2014-23](#)

Leading for Equity: 5 Steps from Awareness to Commitment

[http://www.ascd.org/ascd-express/vol14/num23/leading-for-equity-5-steps-from-awareness-to-commitment.aspx?utm_source=ascdexpress&utm_medium=email&utm_campaign=Express%2014-23](#)

The Adaptive School: A Sourcebook for Developing Collaborative Groups, Third Edition, 2016

[https://www.thinkingcollaborative.com/wp-content/uploads/2012/08/Study-Guide-FINAL-JAN-10-2017.pdf](#)

Seven Norms of Collaboration

[https://sites.google.com/site/collaborationskills/Web2collaboration/working-collaboration/garmston-wellman-seven-norms](#)

Why we are Red For Ed

[http://neatoday.org/2018/10/12/why-we-are-red-for-ed/](#)

NEA Teacher Leadership Competencies

[https://www.teacherleadershipinstitute.org/](#)

Conditions of Teaching and Learning

[http://www.nea.org/assets/docs/Conditons_teachinglearning_FINAL.pdf](#)

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](#)

Adult Learning

The Adult Learning Theory-Andragogy of Malcolm Knowles

[https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles](#)

Effective Teacher Professional Development

[https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_FACTSHEET.pdf](#)

NEA Leadership Competencies

All Competencies

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

Submission Guidelines & Evaluation Criteria
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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

200 - 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. Please share your reasons for wanting to help your colleagues become strong advocates for student success?
2. Why do you feel the need to openly advocate for your students?
3. What outcome do you hope to achieve through empowering your colleagues to be strong advocates?

- **Passing:** Response provides reasonable and accurate information that justifies the reason for wanting to help your colleagues become strong advocates to address specific needs for student success.

Part 2. Work Examples / Artifacts

To earn this micro-credential please submit the following **four 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: Research

Create a list of at least five different sources, include links when possible, that were used to research local and/or state's educational priorities and disparities from at least the last decade. Then answer the following questions:

(400-800 Words)

1. What priorities, policies, practices align with student success?
2. What disparities did you discover?
3. What did you learn about the history of your educational systems priorities? How have they changed? Did they change for the better or not? Why?
4. Are there places that you can align your work with the current practices, policies and priorities of your local or state associations and/or organizations.
5. What need(s) will focus on?

Artifact 2: Professional Learning Outline

Create and outline for 4-5 hours of professional learning. You need to include:

- Audience for professional learning
- How will you promote, invite and entice educators to attend

For each session include:

- Learning Outcomes (Related to Advocating for Student Success)
- Type of activity and/or delivery model
- Title of session
- Topics covered
- Resources
- Materials (including any handouts or flyers)

Artifact 3: Professional Learning Artifacts

Submit your course syllabus, slide decks, agendas, schedules, handbook or other artifact that you will use to deliver your professional learning. You may structure it in one or two hour increments, or a 4 hour event. The artifacts you submit will depend on the type of professional learning you will be leading. For example: if you are doing a workshop you may have agendas and slide decks, if you are doing a blended learning course you will need to submit a syllabus or if you are doing a conference you would submit a conference schedule and event guide.

Artifact 4: Professional Learning Feedback Survey

Create a simple feedback survey to administer to your participants after participating in the professional learning. You should have 3-5 questions on your survey. Submit 3 completed surveys.

	Proficient	Basic	Developing
Artifact 1: Research	<div>Lists at least five credible sources and includes links when applicable</div> <div>Resources provide historical context as well as current realities</div> <div>All questions are answered completely and thoughtfully</div>	<div>Lists less than five credible sources Links may not be included</div> <div>Resources provide information on current realities only</div> <div>All questions may not be answered completely and/or thoughtfully</div>	<div>Lists less than 3 sources</div> <div>Resources provide very little information and may not be from credible sources</div> <div>All questions are not answered completely or thoughtfully</div>
Artifact 2: Professional Learning Outline	<div>Professional learning outlines all of the required information</div> <div>Professional learning is deep enough to account for 4-5 hours of learning</div> <div>The audience is clearly defined</div> <div>Information about Promotion, invitations and enticement is included</div> <div>Best practices are evident in the planning</div> <div>Adult learning theory was considered</div> <div>Delivery model is clearly defined</div> <div>Outcomes tied directly to the identified need</div> <div>All information listed is included for each session of the professional learning</div>	<div>Professional learning outlines most of the required information</div> <div>Professional learning may not be deep enough to account for 4-5 hours of learning</div> <div>The audience may not be clearly defined</div> <div>Information about Promotion, invitations and enticement may not be included</div> <div>Best practices are not evident in the planning</div> <div>Adult learning theory was not considered</div> <div>Delivery model is not clearly defined</div> <div>Outcomes may not be tied directly to the identified need</div> <div>All information listed is not included for each</div>	<div>Professional learning outlines is missing most of the required information</div> <div>Professional learning accounts for less than 2 hours</div> <div>The audience is not defined</div> <div>Information about Promotion, invitations and enticement is not included</div> <div>Best practices are not evident in the planning</div> <div>Adult learning theory was not considered</div> <div>Delivery model is not defined</div> <div>Outcomes are missing</div> <div>All information listed is not included for each session of the professional learning</div>

Artifact 3: Professional Learning Artifacts	<p>Artifacts show evidence that the professional learning was fully developed and ready to be implemented</p> <p>The professional learning aligns with needs and outcomes identified and brings awareness and advocacy for an issue that would improve student success.</p>	<p>session of the professional learning</p> <p>Proof that an event was created and the information that was covered. Explain the outcome of the event.</p>	Proof that an event was created.
Artifact 4: Feedback Survey	<p>Feedback tool includes at least 3 questions that provide relevant information about the success, challenges and next steps of the professional learning</p> <p>Feedback tool is organized and easy to understand and complete</p> <p>3 surveys were submitted that show evidence that participants engaged in the professional learning</p>	<p>Feedback tool includes less than 2 questions</p> <p>Questions may not provide relevant information about the success, challenges and next steps of the professional learning</p> <p>Feedback tool is difficult to understand and complete</p> <p>Less than 3 surveys were submitted and/or they do not show evidence that participants engaged in the professional learning</p>	<p>Feedback tool includes only one questions</p> <p>The question is does not provide relevant information about the success, challenges or next steps for the professional learning</p> <p>Feedback tool is not usable</p> <p>No completed surveys were submitted</p>

Reflection

300 - 500 words

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

1. Did you meet your intended outcomes? Why or why not?
2. How do you think your professional learning will impact advocacy for student success in your district/state?
3. Were there any unexpected outcomes?
4. What challenges did you have? How did you overcome them?
5. What was your biggest success?
6. How will you continue to be a leader for advocating for student success?

- **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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