



Great Public Schools for Every Student

Establishing, Maintaining and Supporting Relationships with Parents and Community

Educator creates a coalition of stakeholders to work collaboratively with to advocate for fully funded public schools and/or support the needs of students.

Key Method

Educator develops an action cycle that includes gathering data, hosting a recurring event/meeting and reflecting on the progress of shared goals with parents and community members.

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).

Mutual Expectations

Establishing mutual expectations and ongoing communication with parents and community, while respecting beliefs and norms, is vital to the success of public education.

Steps to Developing a Successful Action Cycle

1. Gather Data

Educators create a survey to assess issues and/or needs as well as gather basic background information while being cognizant of accessibility for all stakeholders (limited access to internet or computers, multiple languages, print vs. digital). Some tools you may want to use are:

- Action Network
- Google Doc
- Survey Monkey

2. Identify Stakeholders and Establishing Contact

Educator actively identifies and recruits stakeholders to advocate for fully funded public schools and/or student needs, through a variety of methods including, but not limited to:

- Interview administration to obtain stakeholder information
- Canvas community (door-to-door)
- Host a walk-in
- Informational picketing/stand out
- Attend a school board meeting
- Attend chamber of commerce meetings
- Send out informative flyer via email or mail

This group will become a school and community coalition working together on securing a fully funded education for the students. This means hiring highly qualified educators and staff members to support all the needs of the students as well as ensuring that the students have all the necessary materials needed to be successful.

3. Set up a system for ongoing collaboration

Educator uses survey data to plan and host an event or meeting that addresses the specific issue and/or needs. Follow these steps to set up a system for ongoing collaboration:

- Invite stakeholders
- Create an agenda
- Facilitate discussion
- Record pertinent information and action steps
- Gather feedback via exit ticket

4. Reflection

Educator uses personal experience and feedback from stakeholders to plan future or follow up meetings and/or actions. Educator shares successes and next steps with stakeholders.

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>

Zeichner, K., Bowman, M., Guillen, L., & Napolitan, K. (2016). Engaging and working in solidarity with local communities in preparing the teachers of their children. Journal of Teacher Education, 67(4), 277+. Retrieved from

<https://link.galegroup.com/apps/doc/A462141338/AONE?u=azstatelibdev&sid=AONE&xid=2793aab5>

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\[1\]\[2\]](https://www.rwjf.org/en/library/research/2018/01/school-climate-and-social-and-emotional-learning.html[1][2])

Segura Pertle, S., PhD, & Doggett, D., MEd. (2013). Leadership Actions for Transforming Schools. SEDL Insights,1(1).

Retrieved from http://www.sedl.org/insights/1-1/leadership_actions.pdf

http://www.sedl.org/insights/1-1/leadership_actions.pdf

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

NEA - 10 Ideas for Engaging Parents

<http://www.nea.org/tools/56945.htm>

Effective Strategies for Engaging Parents

<https://www.expandinglearning.org/expandingminds/article/effective-strategies-engaging-parents-real-life-experiences-make-difference>

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>

Ready or Not? Why Future Educators Need a College Course on School, Family, and Community Partnerships

<http://learningfoundation.org.uk/wp-content/uploads/2016/03/GEMS-Parent-Engagement6604327.pdf#page=14>

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/>

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>

NEA Leadership Competencies

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

300 word limit for each response

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. Describe the current relationship between your school and community stakeholders.
2. What current systems do you have for establishing, maintaining and supporting ongoing relationships with parents and communities?
3. Describe the current needs /issues of the students/school/district (including demographic information, etc.)
4. What challenges or barriers do you think you have for establishing, maintaining and supporting ongoing relationships with parents and communities?

- **Passing:** Response provides reasonable and accurate information and includes specific needs of the students, educators, school/district and community.

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 your students identifiable to your reviewers.*

Data Collection

Artifact 1a: Data Collection Tool

Create a tool that will help you gather data about the needs of your school/district and community. You may use one or more of the tools listed in the method components section for this micro-credential.

Artifact 1b: Data Collection Process

(500-700 words)

Write a summary of the process you used to collect data. Your summary should include:

- How you gathered your data, including any accommodations you made for those with limited access to technology.
- How did you decide what questions to ask?
- What were the specific issues/concerns identified as a need in your community?
- How effective do you think your data collection tool was? Did you get the information you need? Was there any information that you did not get that you wish you would have?

Artifact 1c: Flyer or Infographic

Create a flyer or infographic to distribute to your community. This should be visually pleasing and inspire your community to want to learn more or act on an issue. Your artifact should include:

- Relevant and accurate data about the needs of your community
- A call to action or invitation to engage in a collaborative effort to advocate for fully funded public schools and/or student needs.

Stakeholders

Identify and recruit stakeholders

Artifact 2a: Identifying Stakeholders

Submit a list of at least 8 people from different stakeholder groups, that represent the community you serve. Use initials or nicknames to protect your identity and the identity of your stakeholder group.

Artifact 2b: Contact Log

Contact your identified stakeholders and invite them to participate on an ongoing committee to advocate for fully funded schools and/or student needs. Get a commitment from at least 3 stakeholders. Submit a contact log with at least 5 entries. Your log should include:

- The initials or nicknames of the person you contacted
- The date you contacted them
- The purpose for the contact
- The outcome of the contact

System of Collaboration

Create and Maintain a System for School and Community Collaboration

Artifact 3a: Agenda

Create an agenda for your first meeting. Your agenda should include:

- Time, Date and Place for meeting
- Outcomes
- Required Attendees
- Discussion Topics
- Action Items (if any)

Artifact 3b: Meeting Minutes or Notes

Submit your notes or minutes after you facilitate your first meeting. This should include:

- Summary of the discussion in the event/meeting
- Next Steps/Actions Items
- When/where the next meeting/event will be held

Analysis

Artifact 4: Meeting Analysis

(300-500 words)

Analyze the results of your first meeting and answer the following questions

- Was the discussion purposeful and on topic?
- Were there actions/events planned to address the topic?
- Will there be a future meeting? If so, when? Why?
- How will you maintain communication with the group prior to, during and after action or event?
- How do you know you reached all colleagues?

	Proficient	Basic	Developing
Artifact 1a, 1b and 1c: Data Collection	<div>Data collection tool is appropriate for the audience it is intended</div> <div>Accommodations are made for those with limited access to</div>	<div>Data collection tool may not be appropriate for the audience it is intended</div> <div>No accommodations are made for those with</div>	<div>Data collection tool is not be appropriate for the audience it is intended</div> <div>No accommodations are made for those with</div>

	<p>technology</p> <p>Questions are relevant to your community</p> <p>All questions are answered and responses clearly describe your process for gathering data</p> <p>Flyer or infographic is visually pleasing, engaging, includes a call to action or engagement opportunity and has accurate information that educates the community about an identified need.</p> <p>Grammar, spelling and sentence structure enhances clear communication.</p>	<p>limited access to technology</p> <p>Questions may not be relevant to your community</p> <p>Not all questions are answered and/or responses do not clearly describe your process for gathering data</p> <p>Flyer or infographic is not visually pleasing, engaging, it may not include a call to action or engagement opportunity and may not have accurate information that educates the community about an identified need.</p> <p>Grammar, spelling and sentence structure allows clear communication.</p>	<p>limited access to technology</p> <p>Questions are not relevant to your community</p> <p>Most questions are notn answered and/or responses do not clearly describe your process for gathering data</p> <p>Flyer or infographic is not visually pleasing, engaging, it may not include a call to action or engagement opportunity and may not have accurate information that educates the community about an identified need.</p> <p>Grammar, spelling and sentence structure inhibits clear communication.</p>
Artifact 2a and 2b: Stakeholders	<p>At least 8 stakeholders were identified as possible collaborators</p> <p>Multiple stakeholder groups are represented</p> <p>Call log has all of the required information for at least 5 contacts logged.</p> <p>At least 3 stakeholders committed to collaboration</p> <p>Summary includes all information requested</p> <p>Grammar, spelling and sentence structure enhances clear communication.</p>	<p>Less than 8 stakeholders were identified as possible collaborators</p> <p>Only one or two stakeholder groups are represented</p> <p>Call log has some of the required information and may have less than 5 contacts logged.</p> <p>Less than 3 stakeholders committed to collaboration</p> <p>Summary is missing important information requested</p> <p>Grammar, spelling and sentence structure allows clear communication.</p>	<p>Less than 3 stakeholders were identified as possible collaborators</p> <p>Only one stakeholder group is represented</p> <p>Call log has only one or two pieces of information and may have less than2 contacts logged.</p> <p>No stakeholders committed to collaboration</p> <p>Summary is missing most of the information requested</p> <p>Grammar, spelling and sentence structure allows clear communication.</p>
Artifact 3a-3b: System of	<p>Agenda is organized, easy to read AND</p>	<p>Agenda may not be organized or easy to</p>	<p>Agenda is not organized, easy to read and doesn't</p>

Collaboration	<p>includes all required parts</p> <p>Minutes or notes are easy to read and understand AND include all important parts</p> <p>Grammar, spelling and sentence structure enhances clear communication.</p>	<p>read or doesn't includes all required parts</p> <p>Minutes or notes are not easy to read and understand or may not include all important parts</p> <p>Grammar, spelling and sentence structure enhances clear communication.</p>	<p>include all required parts</p> <p>Minutes or notes are not easy to read and understand and most important parts are missing</p> <p>Grammar, spelling and sentence structure enhances clear communication.</p>
Artifact 4: Analysis	<p>Sufficiently reflects on the event/meeting and includes answers to the provided questions.</p> <p>Grammar, spelling and sentence structure enhances clear communication.</p>	<p>Reflects on the event/meeting and includes answers to the provided questions.</p> <p>Grammar, spelling and sentence structure allows clear communication.</p>	<p>Insufficiently reflects on the event/meeting and does not include answers to the provided questions.</p> <p>Grammar, spelling and sentence structure inhibits clear communication.</p>

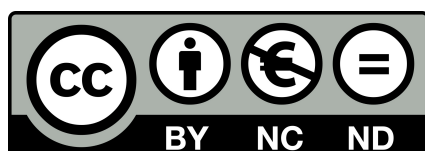
Reflection

400 - 500 words

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

1. How successful was the initial contact with stakeholders within the community? How could it be improved upon
2. How successful was the event/meeting planned? Were there future actions or events planned?
3. How will any actions or events planned improve the school?
4. Do you feel this helped improve the relationship between the school and the community stakeholders? How?
5. Will the school and the stakeholders work together in the future to meet the needs of the school and its students?

- **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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