Organizing your Work Site/Local

Educator takes responsibility for contributing to and advancing the profession by communicating with educators to engage, educate, and escalate actions based on data.

Key Method

Educator forms a PLC (professional learning community) to gather data and host events/meetings with the focus on informing educators and moving them to engagement and escalated actions based on data and progress.

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).

Transformative Organizing Model

Recognize that the power of the transformative organizing model comes from its application of the following overarching principles:

1. Walk with Vision
2. Reach Out to Listen and Learn
3. Revolutionary Edge of Reform
4. Democracy is Power
5. Cultivate Leaders
6. Build Strategic Alliances
7. Commit to Movement
8. Extract Every Lesson
9. Personal is Political.

Ongoing Organizing Goals

Listening
It is critical to listen regularly to other members and potential members to verify and frame relevant issues.
● Ask "What is important to you?"
● Involve people at work sites
● Be one-on-one as much as possible
● Establish a membership recruitment goal
● Set a participating goal
● Include education about issues and agitation toward action

Planning
Use an action planning document to calendar events and to be strategic
● Who: Identify the people responsible for each part of the activity
● When: communicate the date
● Program: Set a membership goa, a participation goal, and a new leader identification goal
● Visibility: Create a presence at your site. Use the activity to create awareness about the association and how to get involved.
● Promotion: Utilize the issue to generate excitement or urgency for individuals at your site. Make it easy to get involved at some level.
● Membership: How do you use the activity to promote and to grow membership?
● Help: Identify what help you might need from others to make the event a success

Action
Action steps should be graduated in perceived risk levels, starting at a low level and escalating with subsequent actions. Actions must be a reasonable first step toward causing the change you want. You must identify the decision-maker, frame the issue, and define the win for the action carefully.
● How will you define the win?
● Will the action be seen as a step in causing the desired change?
● What is the perceived level of risk for the action?
● Who is the decision-maker?
● Who are the potential allies/

- What are the levels of participation within the action?
- What is your membership goal for this step?
- What is your participation goal for this action?
- How will you report the action and results to your constituency?

Evaluation
Check your results of the work done with regard to the organizing issue as measured against your established criteria. Summarize the results of your efforts and record the next steps - organizing is cyclical.

PLC Structure

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve public education.

1. *Promote and Invite to PLC*

- Set a goal for attendance
- Promote the Event through various modes (canvass door-to-door, hold informational picketing before school, hand out invitations a parent drop-off and pick-up, social media events, email blast, word of mouth)

2. *Create Agenda Using Public School Issues as Topic*

Should include the following:

- More than one method for attendance/information gathering (paper/pencil sign-in and electronic data capture. Be sure to capture personal email for future communication)
- Welcome and introductions
- Purpose
- Education component (sharing of issue/topic and background information)
- Discussion
- Action Plan/Next Steps
- Closing/What's Next?

3. *Host Event*

- Include goals/intended outcomes
- Implement agenda
- Take minutes/notes
- Ask for colleagues' feedback via exit ticket

4. *Reflect*

Reflect on the process and consider the next steps

Supporting Research

Admin. (2016, March 02). Organizing Transformation: Best Practices in the Transformative Organizing Model. Retrieved from **https://leftroots.net/organizing-transformation-best-practices-in-the-transformative-organizing-model/?**

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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

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

Resources

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

Organizing

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

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

Why we are Red For Ed
http://neatoday.org/2018/10/12/why-we-are-red-for-ed/

Collaboration

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

Quality Schools for Student Success

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

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

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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

200 - 300 words per 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 makeup of your local association and/or school site: active members, inactive dues paying members, active colleagues who are non-members and inactive non-members. In your description, also include how you determined activity and specific actions educators completed.

2. Describe the current issue(s)/need(s) related to your site and/or district. Include a brief history of how this issue or need came to be.

- **Passing:** Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of the educator, 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 you or your colleagues identifiable to your reviewers.*

Artifact 1: Promotion Strategies

Write a brief description of your promotion strategies (200-250 words)Be sure to include:

- Attendance Goal(s)
- Promotional Plan
    - Who are you inviting
    - How will you invite them
    - Why did you choose these invitation methods
    - When you will invite (Timeline, first invitation, any follow up communication and/or reminders)
    - A digital copy of your Invitation (If necessary, include photos or screenshots if communicated via social media.)

Artifact 2: Agenda

Submit your agenda for the event; your agenda should include:

- Required attendees
- Outcomes
- Topics Time frames for each topic
- Who will present or lead each topic
- Action items

Artifact 3: Host PLC

Submit these 4 pieces of evidence from you PLC.

- Notes or minutes.
- Exit tickets that asks for feedback
- Summary of the discussion (200-25 words)
- Next steps and Action Items (100-200 words)

Artifact 4: PLC Analysis

- Use the artifacts you collected for Artifact 3 to answer the following questions regarding the effectiveness of the PLC. (300-500 words):
    - Did you meet or exceed your attendance goals? Why?
    - How was the education on the topic purposeful?
    - How was the information understandable by all stakeholders?
    - How was the discussion purposeful and on topic?
    - How did the actions/events planned 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?

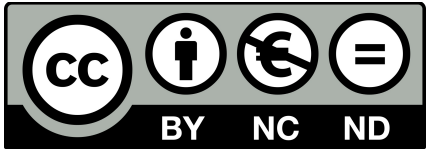|	Proficient	Basic	Developing
Artifact 1: Promotion Strategies	Includes all information requested Invitation is clear and includes important information about the PLC including: time, place and enticing language and/or images Grammar, spelling and sentence structure enhances clear communication.	Includes most of the information requested Invitation includes time and place Grammar, spelling and sentence structure allows clear communication.	I missing most of the information requested Provides no specific physical evidence of invitations. Grammar, spelling and sentence structure inhibits clear communication.
Artifact 2: Agenda	Agenda includes all requested information Agenda is organized and easy to read Grammar, spelling and sentence structure enhances clear communication.	Some of the items requested are missing Agenda may not be easy to read Grammar, spelling and sentence structure allows clear communication.	Most of the requested items are missing Grammar, spelling and sentence structure inhibits clear communication.
Artifact 3: Host PLC	All four artifacts are included Notes or minutes are easy to read and understand Exit ticket asks for meaningful feedback Summary is clear and covers the highlights from the PLC Action items and/or next steps are clearly aligned with the outcomes of the PLC Action items and/or next steps include a time frame and a person responsible Grammar, spelling and sentence structure enhances clear communication.	Only three of the four artifacts are included Notes or minutes are hard to read and understand Exit ticket included but may not ask for meaningful feedback Summary may be missing important highlights from the PLC Action items and/or next steps are clearly aligned with the outcomes of the PLC Action items and/or next steps include a time frame and a person responsible	Only one or two of the artifacts are included Insufficiently summarizes the discussion in the PLC. Provides no specific physical evidence of notes or minutes. Provides no specific physical evidence of example exit tickets that surveyed colleagues. Grammar, spelling and sentence structure inhibits clear communication.

| Artifact 4: PLC Analysis | Analysis refers to specific details that connect to the outcomes of the PLC and includes answers to the provided questions.

Grammar, spelling and sentence structure enhances clear communication. | Analysis is loosely connected to the outcomes of the meeting and includes answers to some of the provided questions.

Grammar, spelling and sentence structure allows clear communication. | Analysis is lacking details and not all questions are answered.

Grammar, spelling and sentence structure inhibits clear communication. |

Reflection

500 - 800 words

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

1. How did your attendance impact your intended outcome?
2. How did your PLC and/or subsequent actions impact your site, district or local association AND how will this process continue at your site, district or local association?
3. How valuable was this experience to improving your leadership within your site, district, or local association?

- **Passing:** Reflection provides specific evidence that this activity has had a positive impact on both educator and site, district or local association. 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.