



Great Public Schools for Every Student

Engaging Your Community to Advocate for Public Schools

Educator works collaboratively with stakeholders to establish mutual expectations and ongoing communication to advocate for public schools.

Key Method

Educator analyzes the needs within the local school district. Based on the identified need(s), the educator creates a list of community members and organizations that are potential resources and/or are supportive of the need(s). Armed with new knowledge and resources, the educator creates an event that addresses the need(s).

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).

Needs Assessment

The needs within each school are different, and the educator should narrow down and prioritize these needs. They could do this through a variety of methods, including, but not limited to, the following:

- Online surveys of stakeholders
- Gap or discrepancy analysis
- Power mapping
- Observation--including clear needs that are evident without any need for data.
- One-on-one conversations with colleagues and community members.

Stakeholders

After you conduct a needs assessment you will need to find stakeholders with similar need(s) and/or who already have the resources and knowledge about the identified need(s). For example:

- Local Business owners
- Health Care Workers
- Mental Health Care Workers
- Political leaders
- Advocacy Groups
- Families
- Churches
- Clubs

Community Engagement

An effective way to engage the community around public educational issues is to host an event that aligns with identified need(s). Examples include but aren't limited to the following:

- Community Forum (for example, a community forum might be appropriate to educate stakeholders about the need for increased funding or effects of vaping).
- Canvassing (for example, canvassing might be appropriate to advocate for an upcoming election, bond, override).
- Townhall
- Something with students (artwork, letters, student panel)

Tips for Hosting a Successful Event

- Invite everyone in the community. Remember, not everyone will come, but the invitation goes a long way.
- Give about 2 weeks notice and follow-up with reminders 1 week and 1 day prior to the event.

- Ask those invited to share thoughts and ideas prior to the event, so you can include their ideas in the agenda.
- Find a space big enough for your group, with plenty of seating.
- Make sure the sound is good, so everyone can hear.
- Make sure seating is placed so everyone feels like part of the group.
- If at all possible, provide childcare for attendees.
- Allow time for questions and discussions so everyone feels like their voice has been heard.

Supporting Research

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

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

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

Resources

General Resources

Butler, Susan Lowell (1987). The National Education Association: A Special Mission. Washington, DC

Council of Chief State School Officers (2013, April) Interstate Teacher Assessment and Support Consortium InTASC *Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: Author.

National Education Association. (retrieved July 17, 2019). What is Red for Ed? NEA Today: Washington, DC <http://neatoday.org/redford/#what-is;>

Teacher Leadership Institute. (2018).The Teacher Leadership Competencies. NEA: Washington, DC http://www.nea.org/assets/docs/NEA_TLCF_20180824.pdf

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/>

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/>

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>

Needs Assessment

ASCD School improvement tool
<https://sitool.ascd.org/Schools/SurveyManagement.aspx>

Resource mapping
[https://static1.squarespace.com/static/5b7c56e255b02c683659fe43/t/5bd7b82871c10b8c9f31c8bc/1540864041923/resour](https://static1.squarespace.com/static/5b7c56e255b02c683659fe43/t/5bd7b82871c10b8c9f31c8bc/1540864041923/resource-mapping.pdf)

School Climate Measurement
<https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement>

My school My Voice -Opportunity Checklist
<http://pages.email.nea.org/your-school-checklist/>

Community Schools Toolkit (page 11-12)
<http://www.nea.org/assets/docs/Comm%20Schools%20ToolKit-final%20digi-web-72617.pdf>

Community Engagement and Partnerships

Community Planning Tool Kit
<https://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf>

Edublog-Family and Community Engagement Partners
<http://edublog.scholastic.com/post/family-and-community-engagement-partnership#>

Strategies for Community Engagement in School Turnaround
<https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/strategies-for-community-engagement-in-school-turnaround.pdf>

Promoting and Hosting an Event

How to Host a Community Event
<https://represent.us/host-community-forum-event/>

10 steps to Plan a Successful Community Event

<https://www.fsresidential.com/corporate/news-and-events/articles/10-steps-to-plan-a-successful-community-event>

200 Event Ideas To Steal Today (2019 edition)

<https://www.eventmanagerblog.com/event-ideas>

How to run a successful Campaign

<https://www.networkforgood.com/nonprofitblog/successful-campaign-planning/>

Fundamentals of Organizing Toolkit

https://www.nea.org/assets/docs/22122_C4O%20Organizing%20Toolkit.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

300 - 400 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. What are the general demographics and needs of your school/district community?
2. Who are the stakeholders in your school/district community? And what power and/or influence do they have to enact change?
3. What is your vision for engaging your community to advocate for public schools?

- **Passing:** Response provides reasonable and accurate information that clearly paints a picture of your community members, power structures and your vision for engagement. Vision puts student success and welfare as a top priority.

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: Needs Assessment Tool

Upload the tool(s) you used to gather the information that identified the needs of your school community. See Method Components section for types of needs assessment tools.

Artifact 2: Needs Assessment Process and Analysis

(1000 - 2000 words)

Describe the process for administering your needs assessment. Your description should include:

- How you planned and built your stakeholder list. Provide as many details as necessary on how you found the groups, what you looked for when searching for groups, what was your sample size, and what considerations you made to identify groups with the diverse needs of your school community.
- What was the process for administering the assessment?
- What was your timeline for administering the assessment?
- What did you hope to learn from this data?

Analyze your results. Your analysis should include:

- What challenges and/or barriers you faced
- What you learned
- Whether or not your questions were answered
- If new questions surfaced from the data
- The top needs you identified as a way to engage your community to advocate for public schools

Artifact 3: Event Planning

(400 - 600 words)

The event plan must answer:

- The purpose for the event (based on identified need(s))
- Description of the Event
- What is the message you wish to convey?
- What are the opportunities for building advocates?
- What opportunities are there for communication between stakeholder groups
- Timeline
- Who was invited to participate in the event (stakeholders)
- Location for the event
- Agenda/schedule
- Who helped with the event and what was their role (you can use initials to protect the identity of your team)
- Materials and/or resources needed

- Promotion and Communication about the event

The event plan may also include:

- Food provided
- Speakers
- Sponsors
- Photographers
- Media invited
- Budget

Artifact 4: Photo Essay

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

- Reflect the attendance of the event
- Showcase the resources/vendors attending the event.
- Include an annotation or voice over for **each** photo that describes what the photo is and why it was chosen.
- Include the flyer or other advertising artifacts

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

	Proficient	Basic	Developing
Artifact 1: Needs Assessment Tool.	<p>The tool explicitly addresses how it best identifies the diverse needs of the school community. The tool is easy to understand and use</p> <p>The tool used is accessible to all stakeholder groups</p> <p>The tool used provided you with enough information to make an informed decision about the highest needs of your community</p>	<p>The tool minimally addresses how it best identifies the diverse needs of the school community.</p> <p>The tool is confusing</p> <p>The tool used provided limited information about community needs</p> <p>The tool used may not be accessible to all stakeholder groups</p>	<p>The tool incompletely or inaccurately addresses how it best identifies the diverse needs of the community.</p> <p>The tool used provided only a narrow lens for community needs</p> <p>The tool used is not accessible to many stakeholder groups</p>
Artifact 2: Needs Assessment Process and Analysis	<p>Description of the process answers all questions thoughtfully and thoroughly</p> <p>Analysis answers all questions thoughtfully and thoroughly</p>	<p>Not all questions are answered</p> <p>Description questions may not be answered thoughtfully or thoroughly</p> <p>Analysis questions may</p>	<p>Not all questions are answered fully</p> <p>Responses are too brief to be thoughtful or thorough</p>

	Writing is organized and easy to follow.	not be answered thoughtfully or thoroughly	Writing is difficult to understand
		Writing not easy to understand or is not well organized	
Artifact 3: Event Planning	<p>All stakeholders are included in the event</p> <p>Purpose for the event is aligned to the identified need</p> <p>And a clear message, about the need is conveyed</p> <p>And Includes opportunities for conversations between stakeholder groups</p> <p>And Includes opportunities to build advocates</p> <p>And All required parts are included:</p> <ul style="list-style-type: none">-Purpose for the event (based on identified need(s))-Description of the Event Timeline-Who was invited to participate in the event (stakeholders)-Location for the event-Agenda/schedule-Who helped with the event and what was their role (you can use initials to protect the identity of your team)-Materials and/or resources needed-Promotion and Communication about the event	<p>Some stakeholders are included in the event</p> <p>Or Purpose for the event is loosely aligned to the identified need</p> <p>Or Message about the need may not be clearly conveyed</p> <p>Or Includes no opportunities for conversations between stakeholder groups</p> <p>Or Includes no opportunities to build advocates</p> <p>Or All required parts are not included:</p> <ul style="list-style-type: none">-Purpose for the event (based on identified need(s))-Description of the Event Timeline-Who was invited to participate in the event (stakeholders)-Location for the event-Agenda/schedule-Who helped with the event and what was their role (you can use initials to protect the identity of your team)-Materials and/or resources needed-Promotion and Communication about the event	<p>One one or two stakeholders are invited to the event</p> <p>Or Event message is not evident</p> <p>Or Purpose for the event is not tied to a need</p> <p>Or There are no opportunities for conversations between stakeholder groups</p> <p>Or No opportunities to build advocates</p> <p>Or Most required parts are missing</p> <ul style="list-style-type: none">-Purpose for the event (based on identified need(s))-Description of the Event Timeline-Who was invited to participate in the event (stakeholders)-Location for the event-Agenda/schedule-Who helped with the event and what was their role (you can use initials to protect the identity of your team)-Materials and/or resources needed
Artifact 4: Photo Essay/Collage	Photo Essay/Collage: - provides 10-20 photos showing evidence of	Photo Essay/Collage provides 10-20 photos showing evidence of	Photo Essay/Collage provides less than 10 photos.

event and community participation

And

-reflects the attendance of the event

And

-showcases the resources/vendors attending the event.

And

Each photo includes an annotation or voice over that describes what the photo is and why it was chosen.

event.

But is missing some of these key elements:

-reflects the attendance of the event

-showcases the resources/vendors attending the event.

Not all photos have an annotation or voice over that describes what the photo is and why it was chosen.

And is missing most of these key elements:

-reflects the attendance of the event

-showcases the resources/vendors attending the event.

Not all photos have an annotation or voice over that describes what the photo is and why it was chosen.

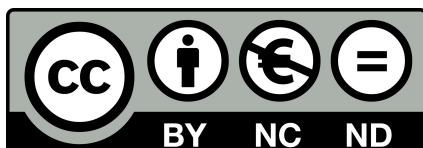
Reflection

200 - 300 words

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

1. What did you learn about needs and the potential solutions to those needs that surprised you?
2. How will you use your new knowledge and/or experiences to benefit your students?
3. How do you plan to continue engaging your community on behalf of meeting the needs you identified in your needs assessment?

- **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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