



Great Public Schools for Every Student

Working Together for Student Success

Educator demonstrates an understanding of how stakeholder engagement leads to student success and contributes to the implementation of ESSA.

Key Method

The educator understands that involving key stakeholders in education means that every student has the opportunity to succeed. The educator researches and reflects on their own community and shares information with stakeholders.

Method Components

In developing state plans, **states** should **engage in timely and meaningful consultation with stakeholders**. Stakeholders should reflect the geographic diversity of the state and include the following individuals and entities (Every Student Succeeds Act, §1111(a)(1)(A) (2015).

Key Stakeholders may include:

- The governor or appropriate officials from the governor's office;
- Members of the state legislature;
- Members of the state board of education (if applicable);
- Local education agencies (LEAs), including LEAs in rural areas;
- Representatives of Indian tribes located in the state;
- Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;
- Charter school leaders, if applicable;
- Parents and families;
- Community-based organizations;
- Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;
- Institutions of higher education (IHEs);
- Employers; and the public

Educators should:

- Become familiar with ESSA and the impact of stakeholder involvement on implementation.
- Create a list of school community stakeholders and describe how they could contribute to the implementation of ESSA.
- Create a plan with three key points to relay to a specific stakeholder, produce a visual representation to carry out

the plan.

- Reflect on the process for further steps.

Supporting Research

Stakeholder guide to the Every Student Succeeds Act (ESSA). (n.d.).

<http://www.parentcenterhub.org/stakeholder-guide-essa/>

Bryan, J. (2005). Fostering educational resilience and achievement in urban schools through school-family-community partnerships.

<http://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1019&context=slcepartnerships>

The Federation for Community Schools. (n.d.). The roles of parent and community engagement in student success: What works in Illinois.

http://www.sedl.org/afterschool/iqa/events/archive/2013-spring-conference/Roles_Engagement_Student_Success.pdf

Resources

ESSA Stakeholder Guide

<http://www.parentcenterhub.org/stakeholder-guide-essa/#stakeholder>

ESSA Puts Equity Front and Center

<http://myschoolmyvoice.nea.org/about/essa-puts-equity-front-and-center/>

NEA's general ESSA website

<http://myschoolmyvoice.nea.org/>

ESSA Practice Guides

<http://myschoolmyvoice.nea.org/practice-guides>

ESSA Implementation in Your State

<http://myschoolmyvoice.nea.org/in-your-state/>

Video about Advice on Talking with Key Stakeholders

https://www.youtube.com/watch?v=tHAzJ_kWiok

What You Need to Know About ESSA

<http://myschoolmyvoice.nea.org/essa-101/need-know-essa/>

Educator Stakeholder

<http://myschoolmyvoice.nea.org/educators/>

Parent and Community Stakeholders

<http://myschoolmyvoice.nea.org/parents-and-community/>

ESSA Implementation Begins

<http://www.nea.org/home/65276.htm>

Minority and Community Outreach. Guide for Planning and Implementing Minority Community Outreach.

https://drive.google.com/drive/folders/0B_ul3N_y73yFLUlvQkEtZnJRRDA

Your School Checklist

<http://myschoolmyvoice.nea.org/your-school-checklist/>

ESSA 101

<http://myschoolmyvoice.nea.org/essa-101/>

Stakeholder Engagement

<http://www.communityschools.org/assets/1/AssetManager/Stakeholder%20Engagement.pdf>

Let's Get This Conversation Started: Strategies, Tools, Examples and Resources to Help States Engage with Stakeholders to Develop and Implement their ESSA Plans

https://drive.google.com/drive/folders/0B_ul3N_y73yFLUlvQkEtZnJRRDA

Partners for Each and Every Child. A District Guide to ESSA and the Importance of Stakeholder Engagement Participation, Preparation & What Comes Next

https://drive.google.com/drive/folders/0B_ul3N_y73yFLUlvQkEtZnJRRDA

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a "passing" score in Parts 1 and 3 (Overview Questions & Reflection) and receive a "proficient" for each component in Part 2 (Work Examples & Artifacts).

Part 1. Overview Questions

350-400 words limit

Use examples from one or more of the above resources and/or your own experience to answer the following:

Name at least two ideas on how to engage stakeholders in your area of focus.

Name at least two areas in ESSA that you feel are hard to understand for stakeholders in your area of focus.

Discuss at least two possible "roadblocks" you may encounter as you engage stakeholders in your area of focus.

- **Passing:** Response addresses the three questions using examples from the articles and/or personal experience concerning ESSA and engagement of key stakeholders. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following three artifacts:

Artifact 1: A list of at least five specific key stakeholders in your local school community with a statement to support why this stakeholder is important to the ESSA implementation in your community.

Artifact 2: After choosing one specific stakeholder from your list, create a written plan of no more than 200-300 words to talk with this stakeholder.

Artifact 3: Visual Presentation- Present three points of information relevant to the specified stakeholder concerning ESSA in your presentation. A choice of one of the following to help the assessor visualize your presentation:

- Upload a 2-4 min video showing your presentation. Remember to review the three points of information relevant for the specified stakeholders concerning ESSA in your presentation.
- Create a photo essay (can be a slideshow or document of no more than 20 photos). Make sure to caption each photo as to its relevance to your plan as well as when each of the three points were discussed..

null	Proficient	Basic	Developing
Artifact 1: List of School Community Stakeholders	List of school community stakeholders is complete with a clear statement describing	List of school community stakeholders is complete but with an unclear statement as to	List of school and community stakeholders is incomplete with no

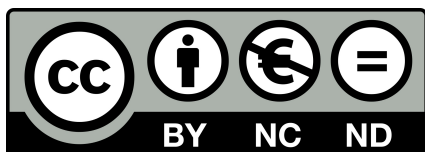
	how each stakeholder is relevant to the implementation of ESSA.	how the stakeholder is relevant to the implementation of ESSA.	statements describing how each stakeholder engagement is included.
Artifact 2: Presentation Plan	Presentation plan is complete with three personal points tailored to a specific stakeholder.	Presentation plan is incomplete with only 2 points covered to engage the stakeholders.	Presentation plan is incomplete with only 1 point covered that is relevant to stakeholders.
Artifact 3: Visual Presentation	Presentation is complete; three points are explicitly covered within the video or the captions on the photos. Video is within appropriate time frame of 2-4 minutes or no more than 20 photos are present.	Presentation is complete but lacks any of the three points stated in the plan. Video is within appropriate time frame of 2-4 minutes or no more than 20 photos are present.	Presentation is incomplete and lacks any of the three points stated in the plan. Video is not within the 2-4 minute time span or more than 20 photos were submitted.

Reflection

300-400 word limit

Based on your experience gathering the list of stakeholders, forming your plan, and presenting it to the intended audience, reflect on your experience. What went well? Is there anything that you would do differently? Is this plan something you could replicate with other stakeholders? Do you intend to do so?

- **Passing:** Reflections address the guiding questions thoughtfully and include specific examples and actionable items for moving forward.



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