



Working Together for Student Success

Competency

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, acknowledges that inequities exist, and shares information with stakeholders.

Method Components

Involvement with Stakeholders

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;



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- 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
- 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, and produce a visual representation carrying out that plan.
- Reflect on the process for further steps.

Supporting Rationale and Research

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

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

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

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

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



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Resources

Articles

[ESSA Stakeholder Guide](#)

[Opportunity for Every Student](#)-NEA Website ESSA

[ESSA Advocacy in Action: Handbook and Practice Guides](#)

[States 'Setting the Table' for ESSA Implementation](#)

[What States' Non Compliance Means for Underserved Student Groups](#)

[What You Need to Know About ESSA](#)

[Parent and Community Stakeholders](#)

[ESSA Implementation Begins](#)

[Guide for Planning and Implementing Minority Community Outreach](#)

[Your School Checklist](#)

[Stakeholder Engagement](#)

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

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

Videos

[Communicating about ESS](#)



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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 be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(350-450 words)

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers. Use examples from one or more of the above resources and/or your own experience to answer the following:

1. Name at least two ideas on how to engage stakeholders in your area of focus.
2. Name at least two areas in ESSA that you feel are hard to understand for stakeholders in your area of focus.
3. 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/Evidence

To earn this micro-credentials please submit the following **three 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: List of Stakeholders

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: Written Plan



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Choose one specific stakeholder from your list and 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. Choose one of the following to help the assessor visualize your presentation:

- Upload a 2-4 min video showing your presentation. Be sure that voices can be clearly heard as you discuss your three points with the stakeholder. On your plan, indicate the time in the video when each of your three points are addressed.
- 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.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: List of Stakeholders	List of school community stakeholders is complete with a clear statement describing how each stakeholder is relevant to the implementation of ESSA.	List of school community stakeholders is complete but with an unclear statement as to how the stakeholder is relevant to the implementation of ESSA.	List of school and community stakeholders is incomplete with no statements describing how each stakeholder engagement is included.
Artifact 2: Written 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	Presentation is complete but lacks any of the three points stated in the plan. Video is within appropriate time frame of 2-4 minutes	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



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	within appropriate time frame of 2-4 minutes or no more than 20 photos are present.	or more than 20 photos are present.	than 20 photos were submitted.
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Part 3 Reflection

(300-400 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

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 would you do differently?
- Is this plan something you could replicate with other stakeholders?
- How will you continue to proactively engage stakeholders, specifically pertaining to students with disabilities, English learners, and other historically underserved students?

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



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