Using ESSA to Advocate to Meet the Needs of Your Students and/or School

Competency

Educator demonstrates an understanding of the needs of the students in their school and/or district and leverages the opportunities provided by the Every Student Succeeds Act (ESSA) to meet those needs.

Key Method

The educator identifies one specific need of the students they serve and uses resources to develop a plan to advocate locally for that need to be met using the opportunities provided by ESSA.

Method Components

Effective educators continuously identify the needs of the schools and the students they serve. They further understand that when students' needs are identified and met, significant learning occurs, which in turn has a profound impact on students and their community. One way to identify these needs is through a survey sent to all stakeholders.

ESSA provides many opportunities for those identified needs to be met. Educators need to take advantage of these opportunities for their students' benefit. Some areas of need for students and schools an educator might find are:
- Over-testing
- Classroom size
- Teachers without certification or teaching out of their field
- Unsafe facilities

- Lack of school nurse
- Lack of school counselor
- Lack of librarian or media specialist
- Lack of technology
- Lack of ample classroom supplies
- Lack of community involvement
- Lack of parental involvement
- Lack of advanced courses/foreign language/career and technical training
- No preschool and/or full-day kindergarten
- A school climate that does not celebrate diversity
- A school climate that is not free of bullying and harassment
- Not enough paraeducators
- Not enough relevant, timely professional development
- No time for colleagues to collaborate
- Support for vulnerable student groups including: racial minorities, students with disabilities, and English learners.

This list in no way is to be considered complete. Educators may find a need for their students and school that is not on this list, and educators are encouraged to share that work with their colleagues.

Supporting Rationale and Research

Cook-Harvey, C. M., & Stosich, E. L. (2016). Redesigning school accountability and support: Progress in pioneering states https://edpolicy.stanford.edu/sites/default/files/publications/redesigning-school-accountability-and-support.pdf

Darling-Hammond, L., Bae, S., Cook-Harvey, C. M., Lam, L., Mercer, C., Podolsky, A., & Stosich, E. L. (2016). Pathways to new accountability through the Every Student Succeeds Act. https://learningpolicyinstitute.org/sites/default/files/product-files/Pathways_New-Accountability_Through_Every_Student_Succeeds_Act_04202016.pdf

Lam, L., Mercer, C., Podolsky, A., & Darling-Hammond, L. (2016). Evidence-based interventions: A guide for states. Policy Brief, 1-8. https://learningpolicyinstitute.org/sites/default/files/product-files/Evidence_Based_Interventions_Guide_for_States.pdf

Resource equity provisions in the Every Student Succeeds Act (ESSA). (2016). http://civilrightsdocs.info/pdf/education/ESSA-Resource-Equity-Fact-Sheet.pdf

Resources

Articles

[The Teacher as Everyday Advocate](#)

[Opportunities in ESSA: Inside the Every Student Succeeds Act](#)

[Stakeholder Engagement](#)

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

[ESSA Stakeholder Guide](#)

[ESSA Implementation Begins – Opportunity Dashboard](#)

[Your School Checklist](#)

[Educator Empowerment under ESSA](#)

[Opportunity Dashboard](#)

[Using Data to Improve Schools](#)

[How States Should Navigate New Opportunities Under ESSA Part 1](#)

[ESSA Practice Guides](#)

[Five Ways to Use Your School Checklist](#)

[What States' Non Compliance Means for Underserved Student Groups](#)-You may get an error when accessing this page. Click to proceed.

Video
[Communicating about ESSA](#)

Resources
[ASCD Advocacy Guide](#)

[ESSA Essentials for Educators](#)

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)

(250-300 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.
1. Describe your school setting. Include demographics such as size of community, rural or urban, poverty rate, number of students, current position, etc.
2. Describe steps you have taken or can take to learn about the demographics of your community.

Passing: Response sufficiently describes the school setting, including the requested specific information.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following **one artifact** as evidence of your learning.

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

Artifact 1: Advocacy Plan
To earn this micro credential, please submit a plan to implement your advocacy for the chosen need of your student and/or school. The plan can be in any chosen format as long as it includes the following components:

- A need of the student and/or school with evidence provided that illustrates this need.

- The data used to determine the need.

- Explanation of how the opportunities in ESSA can help meet the chosen need.

- Describe the selection criteria of the appropriate person and/or group to address the need, specifying how that person/group can help meet the chosen need. Be sure to lay out how the need will be presented to the person and/or group.

Although this is one artifact, you might submit in parts. However, ensure they are in one single document.

They can be submitted as links, screenshots, or other types of files. If you use video, please include a document with timestamps of where each element can be viewed.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Advocacy Plan	Plan clearly shows a need of the students and/or school. Chosen need is backed by clear and reliable data. Clearly shows how opportunities in ESSA can address the needs of the student and/or school. Plan lists an appropriate person and/or group that can address the chosen need and clearly discusses how they can help meet the need. Plan clearly lays out how the need will be presented to the	Plan lists a person and/or group that can address the chosen need, but does not clearly connect how they can help.	Plan does not clearly show a need of the students and/or school. Chosen need is not backed by data. Does not show how opportunities in ESSA can address the need for the student and/or school. Plan does not list a person and/or group that can address the chosen need. Plan does not lay out how the need will be presented to the person and/or group selected.

| | person and/or group selected.

Resource(s) are cited and reliable. | | |
|---|---|---|---|

Part 3 Reflection

(500-600 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 answer each of the following questions. *Please do not include any information that will make you identifiable to your reviewers.*

1. After the execution of the plan, please take some time to reflect on the results of the plan. In your reflection, please address the following guiding questions:

2. What are the indicators that the plan was a success?

3. What might have been done differently? What worked well?

4. Are there any next steps that can/must be done? Should this plan be shared with other educators to use and why? How will you continue to proactively engage stakeholders, specifically pertaining to students with disabilities, English learners, and other historically underserved students?

Passing: Reflection thoughtfully and completely addresses all questions. Reflection is based on the actual implementation of the plan, and specific examples are cited. Writing is organized and easy to understand.