



Building Awareness of Non-Academic Indicators

Competency

Educator demonstrates how non-academic indicators (Opportunity Indicators) provide equitable opportunities for student success.

Key Method

The educator evaluates students' needs and identifies appropriate Opportunity Indicators based on research. The educator then advocates for indicators that will be most beneficial to their school or district as informed by the educator's research.

Method Components

The educator locates and interprets information in their state and local report cards, including requirements and elements of each report card.

The educator identifies and defines Opportunity Indicators. (See NEA Opportunity Dashboard in the Resources section.)

The educator demonstrates the value of Opportunity Indicators by collecting research-based evidence of school improvement credited to their introduction. The educator evaluates appropriate Opportunity Indicators for their students based on research.

The educator anticipates consequences and logistical barriers to implementation of proposed Opportunity Indicator.

The educator advocates for the adoption of the Opportunity Indicators most appropriate to his or her target population substantiated by research provided in his or her analysis.



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Last Revised on Jul 4, 2021

Supporting Rationale and Research

Farruggia, S.P., Han, C., Watson, L., Mos, T.P., & Bottoms, B.L. (2016). Noncognitive factors and college student success.

<http://journals.sagepub.com/doi/pdf/10.1177/1521025116666539>

Klugman, J., Gordon, M.F., Bender Sebring, P., & Spote, S.E. (2015). A first look at the 5Essentials in Illinois schools

<https://consortium.uchicago.edu/sites/default/files/publications/Statewide%20E%20Report.pdf>

Resources

Articles

[NEA ESSA Website](#)

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

[ESSA Implementation Begins](#)

[Information about the Opportunity Indicator](#)

[ESSA Implementation in Your State](#)

[Measuring School Quality: Non-Academic Measures in the Every Student Succeeds Act](#)

Resources

[Indicators Overview](#)

[NEA Opportunity Dashboard](#)

[PDF](#) of indicator at the bottom of the page

[School Equity Checklist](#)

[ESSA Practice Guide](#)

[Equity Audit Overview](#)



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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)

(400-500 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 at least two Opportunity Indicators that you feel should be included in your local or state ESSA plan. Provide a rationale about why these should be included.
2. Explain why current supports are insufficient in addressing the need you believe will be fulfilled by inclusion of your Opportunity Indicators in your state/local plan. How are these issues currently being addressed at the level in which you are analyzing?

Passing: Responses address each of the two questions using examples and supporting evidence that clearly illustrate your knowledge of the level you've been working with and your understanding of Opportunity Indicators. Writing is organized and easy to understand.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following **two 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: Evaluation of Resources

An evaluation of two current resources that includes information for the level you're working with that led you to select the Opportunity Indicators for Part 1.



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(Examples might include a state or local Report Card, an article, anecdotal notes, current research, a documented initiative, etc.) (600-word limit)

Artifact 2: Document or Presentation

Create an artifact that demonstrates understanding of how non-academic indicators (Opportunity Indicators) provide equitable opportunities for students' success that can be shared with an audience of stakeholders. (Examples might include a PowerPoint presentation, video, Prezi, infographic, brochure, series of posts on social media, etc.)

Both artifacts should be combined into one document for submission. They can be submitted as links, screenshots, or other types of files.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Evaluation of Resources	<p>Evaluates and describes two resources</p> <p>Both resources are clearly connected to the Opportunity Indicators explained in Part 1</p> <p>Writing is organized and easy to understand</p>	<p>Evaluates and describes one resource, OR evaluates or describes two resources</p> <p>One resource is connected to the Opportunity Indicators explained in Part 1</p>	<p>Does not evaluate a resource</p> <p>The resource(s) chosen are not clearly connected to the Opportunity Indicators explained in Part 1</p>
Artifact 2: Document or Presentation	<p>Artifact is tailored for audience, is engaging, is organized and easily understood, and shows how indicator changes will help students success</p>	<p>Artifact shows some understanding of indicators and how changes will help student success</p> <p>Artifact is unorganized, unclear, or difficult to understand</p>	<p>Artifact not submitted or inaccessible</p>



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Part 3 Reflection

(500-600 words or 4-7 minute video/audio presentation. If you use video, please include a document with timestamps of where each element can be viewed.)

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:

- Provide a reflection on what you learned, using the following questions as guidance Be sure to discuss the research that provides the basis for your conclusions and your method of analysis, and to reference specific information that illustrates your conclusions.
- Which stakeholders should hear your conclusions and why?
- How might sharing your conclusions increase student success?
- What do you envision are your next steps, and how can you continue to proactively seek equitable opportunities for students?

Passing: Reflections address each of the guiding questions using specific examples and supporting evidence that clearly illustrate your ideas and your understanding of the Opportunity Indicators and/or ESSA. Writing/speech is organized and easy to understand.



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