



# Community Awareness, Engagement, and Advocacy

Educator deepens involvement in community issues.

## Key Method

The educator examines the role they have as a member of a community. They develop this role to bring together community members and stakeholders with the goal of addressing the pre-determined needs and priorities of the community.

## Method Components

The Community Awareness, Engagement, and Advocacy micro-credential is one of three in the Instructional Leadership pathway of the Teacher Leadership Institute. Instructional leadership means helping others improve student learning and professional practice. Below are the method components that teacher leaders must complete in the Instructional Leadership stack.

1. Conduct a self-assessment as a member of an identified community. Ask yourself how your own biases, experiences of privilege, and personal values might impact your leadership. As part of the self-assessment, determine what you are trying to accomplish as a leader.
2. Identify the needs and priorities of the identified community and create a plan for meeting those needs. To conduct a needs assessment of a particular community, gather data on one or more of the following: how qualitative/quantitative data are used, current practices, and what the data and/or analysis reveals about most evident needs. Develop a plan to engage colleagues and/or a diverse range of stakeholders to accomplish one or more needs identified in your needs assessment.
3. Implement the plan by engaging members of a community in a meeting or activity in which community members are brought together to address needs and priorities of the community. The evidence for this micro-credential may be collected from any meeting or activity, not necessarily the first action taken to implement the plan.
4. Reflect on the effectiveness of the meeting or activity and your role as a leader, as well as your efforts to improve your community awareness, engagement, and advocacy skills.

## Supporting Research

Day, D. V., Zaccaro, S. J., & Halpin, S. M. (2004). Leadership development for transforming organizations: Growing leaders for tomorrow. New York, NY: Psychology Press.

This book emphasizes the importance of leaders (using the U.S. Army as an example of a world-class organization in need of transformation) in the development of cultures that are conducive to leadership development.

Hattie, J. (2015). What works best in education: The politics of collaborative expertise (Open Ideas). Pearson.

Retrieved from [https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/hattie/150526\\_ExpertiseWEB\\_V1.pdf](https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/hattie/150526_ExpertiseWEB_V1.pdf)

Hattie makes a strong case for collaborative expertise based on his meta-analyses of effective teaching practices and builds on his visible learning work.

Kraft, M. A., & Papay, J. P. (2016). Developing workplaces where teachers stay, improve, and succeed. The Albert Shanker Institute. Retrieved from [http://distributedleadership.org/assets/asi-\(2016\).pdf](http://distributedleadership.org/assets/asi-(2016).pdf)  
“Teachers working in schools with strong professional environments improved, over 10 years, 38% more than teachers in schools with weak professional environments.”

Leithwood, K., Seashore-Louis, K., Anderson, S., & Wahlstrom, K. (2010). Learning from leadership: Investigating the links to improved student learning. New York, NY: The Wallace Foundation.

In this study commissioned by the Wallace Foundation, researchers from the University of Toronto and University of Minnesota concluded that collective leadership has a stronger influence on student achievement than individual leadership—and higher-performing schools award greater influence to teacher teams, parents, and students. Further, the study found that principals and district leaders do not lose influence as others gain influence.

## Resources

- National Standards for Family-School Partnerships  
<http://www.pta.org/nationalstandards>  
The National PTA curates a set of standards that provide guidelines for creating and sustaining partnerships between schools and the families they serve.
- Excellence Through Equity (*Principles of Action & Courageous Leadership* pages: 39-48 (PDF) 19-28 (document))  
<http://www.ascd.org/ASCD/pdf/siteASCD/publications/books/Excellence-Through-Equity-sample-chapters.pdf>  
Excerpts from an enlightening read on the intersections between inequity, students, and recent research.
- Watch Community Schools Overview Video.  
<http://www.nea.org/home/66157.htm>  
This site contains additional information and links about community schools.
- Family-School-Community Partnerships 2.0: Case Study on Community Schools  
<http://www.nea.org/assets/docs/Family-School-Community-Partnerships-2.0.pdf>  
The 16 programs profiled in this report fall into one of three categories: community and family-community programs, programs to engage parents and other family members, and wraparound social and community services programs. Across these programs, the NEA team identified 10 major strategies and approaches that define the direction of program efforts and appear to be critical to their success.

## Submission Guidelines & Evaluation Criteria

*To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3 and a score of “Proficient” for each component in Part 2.*

### Part 1. Overview Questions

500-word limit

Context for your activity: Provide a self-assessment, which outlines the framework for your community engagement and advocacy, by answering the following questions:

- What is your current role as a teacher leader in engaging your community?
- What is your ideal role as a teacher leader in engaging your community?
- How do the intersections of your culture and the cultures of your community (including dominant and hidden cultures) influence the engagement of members of each culture?

*Community is inclusive of, but not limited to, school staff and personnel, parents and guardians,*

*education organizations, companies, neighborhood associations, community organizations, unions, and faith-based organizations*

**Passing:** The responses clearly and with sufficient detail provide relevant and revealing information about the participant and his/her community.

350-word limit

- What is the context for the meeting presented in your recording?
- What were the intended outcomes? How were the participants in the meeting selected?
- What do we need to know about others who are in the video?

**Passing:** Description is clear, with sufficient detail to know the context and purpose of the meeting, and it provides an insightful description of the other participants and why they were selected for the meeting.

## Part 2. Work Examples/Artifacts

Provide evidence of your activity by submitting:

- The results of a survey of your particular community capturing the unique needs of your community. Community is inclusive of, but not limited to, school staff and personnel, parents/guardians, education organizations, companies, neighborhood associations, community organizations, unions, and faith-based organizations. When designing your survey, be sure to consider the following:
  - access to community members
  - the information your questions will generate
  - how the information will be used and by whom in promoting socially just environments
  - access to technology
  - how your questions will engage the community in issues
  - how your questions will inform you about diversity and inequities in your community
- Evidence from a meeting or event where you implemented part of your plan. You may submit any of the following:
  - An unedited audio or video recording of a meeting or event (10-minute maximum)
  - A written account of the meeting that includes: person(s) in the meeting, your relationship to them, meeting description, and how you demonstrated competence in this skill. (500-word limit)
  - Artifacts, documents, photos, and/or other data which demonstrate evidence of your leadership in a particular meeting/event in your plan. This evidence must be accompanied by a full description of the meeting/event, your relationship to those present, a meeting/event description, and how you demonstrated competence in this skill. (500-word limit)

- Gather feedback from someone attending your meeting or activity. The analysis or feedback should focus on how the submitter effectively organized and led stakeholders. This feedback may be submitted in any of the following formats:
  - a written testimonial (500-word limit)
  - an unedited video or audio (5-minute maximum)
  - a survey of participants

## Part 2. Scoring Guide

Your submission(s) will be assessed based on the following rubric. You must earn a score of “Proficient” on all portions of the submission in order to earn the micro-credential.

	Proficient	Basic	Developing
Survey	The survey is written to effectively identify needs and priorities of the community.	The survey is written to adequately identify needs and priorities of the community.	The survey fails to identify needs and priorities of the community.
Recording	The recording demonstrates a well-structured meeting with stakeholder(s) from the community that effectively addresses a need/priority identified by the survey.	The recording demonstrates a well-structured meeting with stakeholder(s) from the community that adequately addresses a need/priority identified by the survey.	The recording demonstrates a well-structured meeting with stakeholder(s) from the community that fails to address a need/priority identified by the survey.

## Part 3. Reflection

750-word limit

Reflect on and analyze the impact of engaging the community. Your written reflection should answer the following questions:

- What was your purpose in engaging this particular stakeholder and what effort did you make toward that goal?
- Reflect on **how** you engaged the stakeholders of your community, what you would change, and why?
- How has your role in community awareness, engagement, and advocacy impacted your practice and/or personal growth?

**Passing:** Reflection includes a thoughtful self-analysis of strengths, impact, and adaptations of the educator’s role as a member of the community.