



4. Using Diagrams and Charts to Analyze Needs/Asset Assessment Data and Sharing the Results

Note: This micro-credential is the fourth of eight in the Community Schools stack. The micro-credentials in this stack follow a sequence to best support educators in developing their capacity to support community schools.

Competency

Stakeholder or Community School Coordinator, with a team of stakeholders, use diagrams, charts, and other tools to visually represent the qualitative and quantitative data from the needs and asset assessment process.

Key Method

Stakeholder or Community School Coordinator, with a team of stakeholders, creates a plan that communicates the need and assets assessment results to the majority of students, families, and staff at the school and to the broader community. The plan should include tools that can clearly articulate the percentage participation for each stakeholder group, the responses for each group, and the responses for all stakeholder groups combined.

Method Components

Distribution Plan

In order to share the results of the needs/asset assessment, stakeholders will need to develop a distribution plan. This plan should include materials customized for each stakeholder group (i.e., students, staff, families, and community)



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Participation Percent

Stakeholders presenting the needs and assessment results should use a tool to display the aggregate results for the total participation rate and the overall participation rates for each stakeholder group (student, staff, families, and community) and subcategories within each of the groups (for example, ELL students, early career educators, etc.).

Sharing the Findings

Broad:

Stakeholders that present the needs and assessment results should use various tools to display the most popular areas where all or many stakeholders feel they should work together to create a change. For example, surveys and focus groups and large group discussions could all point toward school and community safety and improved culturally relevant curriculum.

Deep:

In the previous MC, you/others conducted focus groups to gain a better understanding of what stakeholders meant when they reported their priorities that you have represented in the word clouds. In this micro-credential, you should develop a set of slides for each stakeholder group that explains and clarifies the meaning behind their top priorities.

Make a Choice

The ultimate goal of this MC is to identify the top areas to go deep in during the fishbone phase, which is the next MC. Meaning, this MC will help you understand areas of priority (e.g., school safety, chronic tardiness, and more sports options), but it will not get you to the depth of understanding that you need to solve any one problem. The fishbone MC includes the protocols necessary to understand all of “the whys” behind why your school doesn’t have something.

Next Steps

Stakeholders use the fishbone diagram in the next Community School MC and other tools to diagram all of the contributing factors associated with each chosen focus area. For example, the fishbone tool might be used to deeply understand all of the contributing root causes behind lack of school safety or lack of a culturally relevant curriculum.



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Supporting Rationale and Research

Chun, R. (2015). 6 Lessons academic research tells us about making data visualizations. Poynter. Retrieved May 2018 from <https://www.poynter.org/reporting-editing/2015/6-lessons-academic-research-tells-us-about-making-data-visualizations/>

Few, S. (2014): Data Visualization for Human Perception. In Soegaard, Mads and Dam, Rikke Friis (eds.). The Encyclopedia of Human-Computer Interaction, 2nd Ed. Aarhus, Denmark: The Interaction Design Foundation. Retrieved May 2018 from https://www.interaction-design.org/encyclopedia/data_visualization_for_human_perception.html

Krauss, J. (2012). Infographics: More than words can say. Learning & Leading with Technology, 39(5), 10-14. <https://eric.ed.gov/?id=EJ982831>

National Center for Education Statistics (2016). Forum guide to data visualization: A resource for education agencies. Washington DC: Author. Retrieved from <https://nces.ed.gov/pubs2017/NFES2017016.pdf>

Resources

[Community Schools The Six Pillars | NEA](#)

[How to Display Data the Right Way in Presentations](#)

[5 Top Tips For Presenting Data More Effectively](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive proficiency for all components in Part 2.



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Part 1. Overview Questions (Provides Context)

(300-500 words)

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

Briefly describe your district and campus:

- How did you and others decide to make your school into a community school?
- How many schools are in your district?
- How many students attend your school?
- What grades does your school include?
- What is your role in the school?
- Is your district rural, suburban, or urban?
- Are there other schools doing this MC stack?

Diagrams & Charts Context Questions

- Who else are you working with to complete this MC? Describe the team and their roles (without names).
- Did you complete the preceding MC in this Community School MC stack? If not, describe the process and activities you and others have taken to reach this point.

Passing: Response provides reasonable and accurate information that justifies choosing this micro-credential to address specific needs of local stakeholders. Stakeholder/s includes a learning goal that describes what they hope to gain from earning this micro-credential.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **four artifacts** in one document as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Distribution Plan

Develop and submit a draft distribution plan that includes each of the four stakeholder groups. The plan should include various methodologies and artifacts based on the goals and needs of each group. Include:



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- Specific plan for feedback from various school stakeholders and the leadership team.
- Various methodologies for reaching different stakeholder groups and subcategories of each stakeholder group (for example, chronically tardy students, ELL students).
- A timeline.
- Benchmarks on percentage engagement for each stakeholder group.
- Description of the types of charts and diagrams and tools that will be used for each stakeholder group.

Artifact 2: Participation Percent Charts

Combine all graphs/charts into one document and submit. Include all of the following charts/graphs:

- Total percentage of participation
- Percentage of participation for each stakeholder group.
- Percentage of participation of at least three subcategories within each stakeholder group (for example, ELL students, early career educators, etc.).

Artifact 3: Word Clouds

Combine all word clouds into one documents and submit the following:

- A word cloud or visual for each stakeholder group.
- A word cloud or visual for at least three subcategories of each stakeholder group.
- A word cloud or visual for all of the stakeholder groups combined.

View the Resources section for how to create a word cloud.

Artifact 4: Presentations (4 total)

Submit a presentation for each stakeholder group (four total presentations) that explains and clarifies the meaning behind their top priorities that are visually displayed in the word clouds (derived from focus groups). You should use the charts, graphs, and word clouds you created to help provide evidence for the needs identified by each stakeholder group.



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Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Distribution Plan	<p>The distribution plan includes all of the following:</p> <ul style="list-style-type: none"> -A specific plan for feedback from various school stakeholders and the leadership team -Various methodologies for reaching different stakeholder groups and subcategories of each stakeholder group (for example, chronically tardy students, ELL students) -A timeline -Benchmarks on percentage engagement for each stakeholder group -Description of the types of charts and diagrams and tools that will be used for each stakeholder group 	<p>The distribution plan includes some of the following:</p> <ul style="list-style-type: none"> -A specific plan for feedback from various school stakeholders and the leadership team -Various methodologies for reaching different stakeholder groups and subcategories of each stakeholder group (for example, chronically tardy students, ELL students) -A timeline -Benchmarks on percentage engagement for each stakeholder group -Description of the types of charts and diagrams and tools that will be used for each stakeholder group 	<p>The distribution plan includes only a few of the following:</p> <ul style="list-style-type: none"> -A specific plan for feedback from various school stakeholders and the leadership team -Various methodologies for reaching different stakeholder groups and subcategories of each stakeholder group (for example, chronically tardy students, ELL students) -A timeline -Benchmarks on percentage engagement for each stakeholder group -Description of the types of charts and diagrams and tools that will be used for each stakeholder group
Artifact 2: Participation	<p>Percentage participation charts and diagrams include all of the following:</p>	<p>Percentage participation charts and diagrams may</p>	<p>Percentage participation charts and diagrams include</p>



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<p>Percent Charts</p>	<p>-Type of each stakeholder group engaged in the needs/asset assessment process (e.g., students, families, teachers, ESPs, community members)</p> <p>-3 subcategories for each stakeholder group that you tracked</p> <p>-Total number of stakeholders</p> <p>-Total number of stakeholders <u>engaged</u> in the needs/asset assessment</p> <p>-Total number for <u>each</u> of the 4 stakeholder groups that were <u>engaged</u> in the needs/asset assessment process</p> <p>-The number of each stakeholder group who were involved in a particular part of the needs/asset assessment. For example, 85 students out of 105 students filled out a survey; 23 students out of 105 were engaged in a focus group.</p>	<p>include some of the following:</p> <p>-Type of each stakeholder group engaged in the needs/asset assessment process (e.g., students, families, teachers, ESPs, community members)</p> <p>-3 subcategories for each stakeholder group that you tracked</p> <p>-Total number of stakeholders</p> <p>-Total number of stakeholders <u>engaged</u> in the needs/asset assessment.</p> <p>-Total number for <u>each</u> of the 4 stakeholder groups that were <u>engaged</u> in the needs/asset assessment process</p> <p>-The number of each stakeholder group who were involved in a particular part of the needs/asset assessment. For example, 85 students out of 105 students filled out a survey; 23 students out of 105 were engaged in a focus group.</p>	<p>only a few of the following:</p> <p>-Type of each stakeholder group engaged in the needs/asset assessment process (e.g., students, families, teachers, ESPs, community members)</p> <p>-3 subcategories for each stakeholder group that you tracked</p> <p>-Total number of stakeholders</p> <p>-Total number of stakeholders <u>engaged</u> in the needs/asset assessment</p> <p>-Total number for <u>each</u> of the 4 stakeholder groups that were <u>engaged</u> in the needs/asset assessment process</p> <p>-The number of each stakeholder group who were involved in a particular part of the needs/asset assessment. For example, 85 students out of 105 students filled out a survey; 23 students out of 105 were engaged in a focus group.</p>
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	-Diagrams that clearly and compellingly display the above data visually	Diagrams that clearly and compellingly display the above data visually	-Diagrams that clearly and compellingly display the above data visually
Artifact 3: Word Clouds	<p>Word clouds or visual include all of the following:</p> <ul style="list-style-type: none"> -Articulate the priorities of all stakeholders -Articulate the priorities of each stakeholder group -Articulate the priorities of subcategories of each stakeholder group -Are compelling and attractive 	<p>Word clouds or visual include some of the following:</p> <ul style="list-style-type: none"> -Articulate the priorities of all stakeholders -Articulate the priorities of each stakeholder group -Articulate the priorities of subcategories of each stakeholder group -Are compelling and attractive 	<p>Word clouds or visual include a few of the following:</p> <ul style="list-style-type: none"> -Articulate the priorities of all stakeholders -Articulate the priorities of each stakeholder group -Articulate the priorities of subcategories of each stakeholder group -Are compelling and attractive
Artifact 4: Presentations (4 total)	<p>4 presentations were submitted</p> <p>Each of the 4 presentations:</p> <ul style="list-style-type: none"> -Clearly names the intended audience (stakeholder group) -Uses word clouds and charts to present evidence for the top priorities for each group -Summarizes the process and the results of the needs assessment 	<p>Less than 4 presentations were submitted</p> <p>Each of the presentations achieves only some of the following:</p> <ul style="list-style-type: none"> -Clearly names the intended audience (stakeholder group) -Uses word clouds and charts to present evidence for the top priorities for each group -Summarizes the process and the results 	<p>Only one presentation was submitted</p> <p>Presentation(s) is fails to achieve most of the following:</p> <ul style="list-style-type: none"> -Clearly names the intended audience (stakeholder group) -Uses word clouds and charts to present evidence for the top priorities for each group -Summarizes the process and the results of the needs assessment



	<p>-Is visually pleasing and easy to read (i.e., large fonts, consistent colors and styles)</p> <p>-Has charts, word clouds, and other images that are clear and relevant to the topic</p>	<p>of the needs assessment</p> <p>-Is visually pleasing and easy to read (i.e., large fonts, consistent colors and styles)</p> <p>-Has charts, word clouds, and other images that are clear and relevant to the topic</p>	<p>-Is visually pleasing and easy to read (i.e., large fonts, consistent colors and styles)</p> <p>-Has charts, word clouds, and other images that are clear and relevant to the topic</p>
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Part 3. Reflection

(400-500 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.

1. Reflect on the process of developing a distribution plan related to the results.
2. Reflect on the results for each stakeholder group and each subcategory of each stakeholder group. What surprised you and others?
3. What was the reaction of the stakeholders to the results?
4. Describe if and why you plan to proceed to the next MC step, which involves leading a process that dives deeply into your priority areas.

Passing: Reflection provides evidence that this activity has had a positive impact on educator practice, student success, family engagement, and community engagement. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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