Getting Involved with ESSA

Competency

Educator develops an understanding of the opportunities the Every Student Succeeds Act (ESSA) provides to foster equity in education.

Key Method

The educator reflects on schools in their community and identifies opportunities to purposely promote and further equitable outcomes for all students through an examination of various factors.

Method Components

Understanding ESSA Opportunities

- Educator understands the opportunities that ESSA provides.
- Educator recognizes how the ESSA opportunities can affect the availability of resources for schools.
- Educator evaluates the disparities that exist within their school.
- Educator provides recommendations from the opportunity checklist to alleviate the disparities that exist within their school.
- Educator reflects on ESSA policy, share information through various forms of media and creates a video encouraging educators to take advantage of the opportunities available under ESSA.

Using ESSA to Effect Positive Change

- Develop an awareness of the opportunities within ESSA.
- View the video ESSA Explained.
- Write a reflection summarizing how ESSA creates new opportunities for equity.
- Locate authentic sources to access school report cards.

- Use school report card information to inform comparison of two schools.
- Identify two schools you are familiar with.
- Complete a resource audit from your school and another school.
- Write a comparison of two schools.
- Use the opportunity checklist or another resource to identify relevant ESSA opportunities for each of the schools.
- Recommend at least two opportunities under ESSA for each school based on the analysis.
- Use information from the first two assignments to share information through various forms of media explaining the opportunities ESSA provides.
- Create a two-minute video encouraging educators to advocate for the opportunities identified in the letter to the editor.

Supporting Rationale and Research

Cook-Harvey, C. M., Darling-Hammond, L., Lam, L., Mercer, C., & Roc, M. (2016). Equity and ESSA: Leveraging educational opportunity through the Every Student Succeeds Act.

https://scholar.google.com/scholar?q=opportunities+for+equity+in+the+every+student+succeeds+act&btnG=&hl=en&as_sdt=0%2C9

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. Palo Alto, CA: Learning Policy Institute.

https://learningpolicyinstitute.org/sites/default/files/product-files/Pathways_New-Accountability_Through_Every_Student_Succeeds_Act_04202016.pdf

Resources

Articles

ESSA Stakeholder Guide

ESSA 101

Measuring School Quality: Non-Academic Measures in the Every Student Succeeds Act

Last Revised on Jun 30, 2021

[The Data Quality Campaign: Shining a Light on Equity Opportunities to Use Data to Serve All Students](#)

[Your School Checklist](#)

[National Association of Secondary School Principals: Summary of the Every Student Succeeds Act](#)

[The National Center for Learning Disabilities: ESSA Deep Dive: The Importance of State & Local Report Cards](#)

[ESSA Practice Guides](#)

[ESSA Explained](#)

[The Education Trust: Students Can't Wait](#)

[EdCommunities Group: ESSA Implementation](#)-Requires Login

[Opportunity Dashboard](#)

[Six Ways ESSA Will Affect Your Classroom](#)

[5 Ways ESSA Impacts Standardized Testing](#)

[Innovation in Accountability: Designing Systems to Support School Quality and Student Success](#)

[Stakeholder Engagement](#)

[Indicators: What to Include in School Ratings](#)

[Conversation Starters with Stakeholders](#)

Videos

[Video about Advice on Talking with Key Stakeholders](#)

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)

(300-400 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 answer the following: Do not include any information that will make you identifiable to your reviewers.

1. How can or how will ESSA impact equity in your classroom, school, and community?

2. What opportunities are important to your school, district, and/or state?

Passing: Response clearly addresses each of the two questions using support from personal experience and evidence from ESSA Explained that clearly describes the difference between ESSA and NCLB and its impact on equity in education. 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. Create a single document with both artifacts written and labeled for submission. You will upload this document for the evaluator.

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

Artifact 1: Written Comparison
View the "ESSA Explained" video and use the information from the video and individual state department of education or department of public instruction to evaluate two schools with inequities. Submit a written comparison with recommendations for at least two opportunities to alleviate inequities. (400 – 500 word limit)

Artifact 2: Informational Presentation
Create a presentation such as a 2-minute video, audio recording, or poster that encourages educators to increase their awareness of ESSA and share the presentation digitally on at least 3 different digital platforms, such as Twitter, LinkedIn, Instagram, Facebook, NEA edCommunities or a blog. Submit the links to each post for the assessor to review.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Written Comparison	Comparison clearly indicates disparities between two schools. Comparison Includes two recommendations to address disparities.	Comparison does not clearly indicate disparities between two schools. Two recommendations are not connected to disparities.	Comparison does not identify differences and recommendations are not related to the schools being compared.
Artifact 2: Informational Presentation	Clear, concise, and convincing information with at least 2 key opportunities within ESSA and is shared on at least 3 different digital platforms.	Clear and concise information with 2 key opportunities within ESSA and is shared on only 2 digital platforms.	Information is not clear or concise and is only shared on 1 platform or none at all.

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.

Reflect on how your awareness of ESSA has increased and how this new awareness will allow you to continue your efforts in reducing inequities that exist within your school, district, or state.

Passing: Reflection thoughtfully addresses new awareness obtained and the impact it will have on your personal efforts to reduce inequities within your local context. Writing is organized and easy to understand.