Great Public Schools for Every Student

Getting Involved with ESSA

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 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 Research


Resources

- **ESSA Stakeholder Guide**

- **Video about Advice on Talking with Key Stakeholders**
  [https://www.youtube.com/watch?v=tHAzJ_kWIok](https://www.youtube.com/watch?v=tHAzJ_kWIok)

- **ESSA 101**

- **ESSA Implementation in Your State**

- **ESSA Implementation Begins**
  [http://www.nea.org/home/65276.htm](http://www.nea.org/home/65276.htm)

- **Measuring School Quality: Non-Academic Measures in the Every Student Succeeds Act.**
  [Act.](https://drive.google.com/drive/folders/0B_ui3N_y73yFaDJ1NnpNcmpsDdG)

- **First Step: Every Student Succeeds Act (ESSA)**

- **NEA’s general ESSA website**

- **Educator Stakeholder**
  [http://myschoolmyvoice.nea.org/educators/](http://myschoolmyvoice.nea.org/educators/)

- **The Data Quality Campaign: Shining a Light on Equity Opportunities to Use Data to Serve All Students.**
  [https://drive.google.com/drive/folders/0B_ui3N_y73yFaDJ1NnpNcmpsDdG](https://drive.google.com/drive/folders/0B_ui3N_y73yFaDJ1NnpNcmpsDdG)

- **Your School Checklist**

- **National Association of Secondary School Principals: Summary of the Every Student Succeeds Act**

- **National Association of Elementary School Principals: Brief Summary of the Every Student Succeeds Act**

- **The National Center for Learning Disabilities: ESSA Deep Dive: The Importance of State & Local Report Cards.**
  [https://drive.google.com/drive/folders/0B_ui3N_y73yFaDJ1NnpNcmpsDdG](https://drive.google.com/drive/folders/0B_ui3N_y73yFaDJ1NnpNcmpsDdG)

- **What You Need to Know About ESSA**

- **ESSA Practice Guides**

- **ESSA Explained**
  [https://www.youtube.com/watch?v=xWQGmU-J80Q](https://www.youtube.com/watch?v=xWQGmU-J80Q)

- **The Education Trust: Students Can’t Wait**
  [https://studentscantwait.org/](https://studentscantwait.org/)
Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a “Passing” score for Parts 1 and 3 (Overview Questions and Reflection) and a “Proficient” for Part 2 (Work Examples/Artifacts).

Part 1. Overview Questions

400 word limit

Please answer the following questions:

How can or will ESSA impact equity in your classroom?

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

To earn this micro-credential, please submit the following two artifacts:

Artifact 1: 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. (500-word limit)

Artifact 2: 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.

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<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Basic</th>
<th>Developing</th>
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<tbody>
<tr>
<td><strong>Artifact 1: Written Comparison</strong></td>
<td>Comparison clearly indicates disparities between two schools.</td>
<td>Comparison does not clearly indicate disparities between two schools. Two recommendations are not connected to</td>
<td>Comparison does not identify differences and recommendations are not related to the schools being compared.</td>
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Reflection

400 word limit

Reflect on how your awareness of ESSA has increased and how this new awareness will affect your efforts to reduce 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.

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