Using ESSA to Advocate to Meet the Needs of Your Students and/or School

Educator demonstrates an understanding of the needs of the students in their school and/or district and leverages the opportunities provided by the Every Student Succeeds Act (ESSA) to meet those needs.

**Key Method**

The educator identifies one specific need of the students they serve and uses resources to develop a plan to advocate locally for that need to be met using the opportunities provided by ESSA.

**Method Components**

Effective educators continuously identify the needs of the schools and the students they serve. They further understand that when students’ needs are identified and met, significant learning occurs, which in turn has a profound impact on students and their community. One way to identify these needs is through a survey sent to all stakeholders.

ESSA provides many opportunities for those identified needs to be met. Educators need to take advantage of these opportunities for their students’ benefit. Some areas of need for students and schools an educator might find are:

1. Over-testing
2. Classroom size
3. Teachers without certification or teaching out of their field
4. Unsafe facilities
5. Lack of school nurse
6. Lack of school counselor
7. Lack of librarian or media specialist
8. Lack of technology
9. Lack of ample classroom supplies
10. Lack of community involvement
11. Lack of parental involvement
12. Lack of advanced courses/foreign language/career and technical training
13. No preschool and/or full-day kindergarten
14. A school climate that does not celebrate diversity
15. A school climate that is not free of bullying and harassment
16. Not enough paraeducators
17. Not enough relevant, timely professional development
18. No time for colleagues to collaborate

This list in no way is to be considered complete. Educators may find a need for their students and school that is not on this list, and educators are encouraged to share that work with their colleagues.

### Supporting Research


[https://learningpolicyinstitute.org/sites/default/files/product-files/Pathways_New-Accountability_Through_Every_Student_Succeeds_Act_04202016.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Pathways_New-Accountability_Through_Every_Student_Succeeds_Act_04202016.pdf)


### Resources

The Teacher as Everyday Advocate


Opportunities in ESSA: Inside the Every Student Succeeds Act


Stakeholder Engagement

[http://www.communityschools.org/assets/1/AssetManager/Stakeholder%20Engagement.pdf](http://www.communityschools.org/assets/1/AssetManager/Stakeholder%20Engagement.pdf)

What You Need to Know About ESSA


Parent and Community Stakeholders


Educator Stakeholder

[http://myschoolmyvoice.nea.org/educators/](http://myschoolmyvoice.nea.org/educators/)

ESSA Stakeholder Guide

Video about Advice on Talking with Key Stakeholders
https://www.youtube.com/watch?v=tHAzJ_kWiok

ESSA Implementation in Your State
http://myschoolmyvoice.nea.org/in-your-state/

ESSA 101
http://myschoolmyvoice.nea.org/essa-101/

About ESSA
http://myschoolmyvoice.nea.org/about/essa-puts-equity-front-and-center/

NEA’s general ESSA website
http://myschoolmyvoice.nea.org/

ASCD Advocacy Guide

ESSA Implementation Begins
http://www.nea.org/home/65276.htm

Your School Checklist
http://myschoolmyvoice.nea.org/your-school-checklist/

Teacher Empowerment
http://www.nea.org/assets/docs/ESSA%20Fact%20Sheet%20-%20Teacher%20Empowerment%20121415.pdf

ESSA Essentials for Educators

Opportunity Dashboard
http://myschoolmyvoice.nea.org/indicators/opportunity-dashboard-indicator/

Using Data to Improve Schools
http://www.aasa.org/uploadedFiles/Policy_and_Advocacy/files/UsingDataToImproveSchools.pdf

How States Should Navigate New Opportunities Under ESSA Part 1
http://educationnext.org/how-states-should-navigate-new-opportunities-under-essa-part-1-of-2/

NEA Full Day Kindergarten: An Advocacy Guide
https://drive.google.com/drive/folders/0B_ul3N_y73yFQVFIdFV6cE9DLWs

ESSA Practice Guides
http://myschoolmyvoice.nea.org/practice-guides/

Five Ways to Use Your School Checklist
http://neatoday.org/2017/05/16/five-ways-use-school-checklist/

**Submission Guidelines & Evaluation Criteria**

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

300 word limit total

Please answer each of the following questions:
Describe your school setting. Include demographics such as size of community, rural or urban, poverty rate, number of students, current position, etc.

- **Passing**: Response sufficiently describes the school setting, including the requested specific information.

Part 2. Work Examples / Artifacts

To earn this micro credential, please submit a plan to implement your advocacy for the chosen need of your student and/or school. The plan can be in any chosen format as long as it includes all components.

The plan should include the following components:

A need of the student and/or school with evidence provided that illustrates this need.

The data used to determine the need.

Explanation of how the opportunities in ESSA can help meet the chosen need.

Describe the selection criteria of the appropriate person and/or group to address the need, specifying how that person/group can help meet the chosen need. Be sure to lay out how the need will be presented to the person and/or group.

Although this is one artifact, you might submit in parts. However, ensure they are in one single document.

They can be submitted as links, screenshots, or other types of files. If you use video, please include a document with timestamps of where each element can be viewed.

<table>
<thead>
<tr>
<th>null</th>
<th>Proficient</th>
<th>Basic</th>
<th>Developing</th>
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<tr>
<td>Artifact 1: Your Plan</td>
<td>Artifact 1: Plan clearly shows a need of the students and/or school. Chosen need is backed by clear and reliable data. Clearly shows how opportunities in ESSA can address the needs of the student and/or school. Plan lists an appropriate person and/or group that can address the chosen need and clearly discusses how they can help meet the need. Plan clearly lays out how the need will be presented to the person and/or group selected. Resource(s) are cited and reliable.</td>
<td>Artifact 1: Plan lists a person and/or group that can address the chosen need, but does not clearly connect how they can help.</td>
<td>Plan does not clearly show a need of the students and/or school. Chosen need is not backed by data. Does not show how opportunities in ESSA can address the need for the student and/or school. Plan does not list a person and/or group that can address the chosen need. Plan does not lay out how the need will be presented to the person and/or group selected.</td>
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Reflection

600 word limit or 5-10 minute audio or video (If you use audio or video, please include a document with timestamps of where each answer can be found).

Please answer each of the following questions:
After the execution of the plan, please take some time to reflect on the results of the plan. In your reflection, please address the following guiding questions:

What are the indicators that the plan was a success?

What might have been done differently? What worked well?

Are there any next steps than can/must be done? Should this plan be shared with other educators to use and why?

- **Passing:** Passing: Reflection thoughtfully and completely addresses all questions. Reflection is based on the actual implementation of the plan, and specific examples are cited. Writing is organized and easy to understand.

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