Core Proposition #5: Teachers are Members of Learning Communities

Competency

Educator works collaboratively with colleagues, families, and the community to support students and their learning.

Key Method

The educator intentionally collaborates with other professionals to improve the effectiveness of schools and partners with families and other stakeholders to promote the education of children and young adults.

Method Components

Educators demonstrate collaborating to impact student learning by:

- Identifying specific student needs and utilizing the expertise of their professional learning community (grade level/department/reading/regional, etc.) to problem-solve student learning challenges

- Examining different family engagement opportunities within your educational context and selecting three ways to use these opportunities to meet student needs

- Assessing a variety of community resources which address both the social-emotional and content learning needs of your students and evaluating how they can effectively use these to meet student needs

> - Demonstrating an understanding of the Five Core Propositions (National Board for Professional Teaching Standards)

Supporting Rationale and Research

Brown, B.D., Horn, R.S., & King, G. (2018). The effective implementation of professional learning communities. *Alabama Journal of Educational Leadership*, v5, 53-59. Retrieved from https://eric.ed.gov/?id=EJ1194725

Kelty, N. E., & Wakabayashi, T. (2020). Family engagement in schools: Parent, educator, and community perspectives. *SAGE Open*. https://doi.org/10.1177/2158244020973024

Little, M.E. (2020). Collaboration and connections among middle school teachers of mathematics: Enhancing efficacy through professional learning communities. *SRATE Journal*, 29(1). Retrieved from https://eric.ed.gov/?id=EJ1243775

Moulakdi, A. & Bouchamma, Y. (2020). Elementary schools working as professional learning communities: *Effects on student learning. International Education Studies,* 13(6), 1-13. Retrieved from https://eric.ed.gov/?id=EJ1254654

Resources

Articles

Building your professional network in three steps.

Changing the way you think to fulfill your potential.

Creating effective professional learning communities

Learning Communities Standards for professional learning

National Center on Safe Supportive Learning Environments

NBCT Resources

What teachers should know and be able to do

The architecture of accomplished teaching

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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)

(150-200 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 do not include any information that will make you identifiable to your reviewers.

1. What are the ages and grade(s) of students featured? What is the subject matter of the class featured?
2. Describe the demographic characteristics of your school and surrounding community (i.e., rural/urban, EL, socioeconomic, etc.)
3. What relevant characteristics of this class influence instructional planning (ethnic, cultural, linguistic diversity, range of abilities, personality of class)?
4. What professional learning community structure is in place in your school?
5. Give any other information that might help assessors "see" the class featured.

Passing: Responses clearly and completely address each question. Completely answers each of the questions. Writing is organized and easy to understand.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following three artifacts as evidence of your learning.

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

Artifact 1: Student Solutions Plan with PLC
(400-500 words)
Complete a reflection that addresses the following:

▪ List of questions presented to PLC related to identified student needs of at least 3 but no more than 5 students.

▪ Summary of input from colleagues in PLC

▪ Reflect upon how the collaboration ideas could work to support identified needs of students

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▪ Plan to advocate and implement solutions

Artifact 2: Family Engagement
(200-300 words)
Complete a reflection that describes how you, as an educator, intentionally select 3 different family engagement opportunities to build relationships with families and to engage them in the school community. Explain how you will use these interactions to address the specific needs of 3 to 5 students.

Artifact 3: Community Resources List and Analysis

Complete a table that addresses the following questions for 3 to 5 students:

- ▪ What are the learning and social-emotional needs of each student (academic, special population, social needs, poverty)?

- ▪ What community resources are available which could provide student support for social-emotional needs affecting their academic growth (community counseling center, local Boys and Girls Club)?

  - ▪ Identify 2-3 different organizations, briefly describe what the organization offers that meets the needs of the student, how it will affect student learning, and how you plan to use it with students.

- ▪ What community resources are available to enhance learning content within your classroom or school (libraries, museums, experts, guest speakers)?

  - ▪ Identify 2-3 different organizations, briefly describe what the organization offers that meets the needs of the student, how it will affect student learning, and how you plan to use it with students

- ▪ How will you work with your colleagues at your worksite to share these community resources and contribute to the ongoing development of strong schools?

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Student Solutions Plan with PLC	The educator will submit 3-4 questions per student (between	The educator will submit 1-2 questions per student to propose	If PLC work is cited, there may be little or no evidence of their impact on

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	3-5 students) to propose to the PLC that shows understanding of individual students and their needs. Reflection captures shared collegial expertise and problem-solving. Plan addresses 3-4 identified student needs incorporating PLC contributions/ solutions for each student discussed with the PLC.	to the PLC that shows understanding of individual students and their needs. Reflection shares collegial discussion and some problem-solving. Plan addresses 1-2 identified student needs incorporating PLC contributions/ solutions for each student.	teaching and learning, or the teacher's contributions in PLC may be very unclear. The plan may address a student but the solution does not reflect the PLC work or collaboration.
Artifact 2: Family Engagement	Family engagement reflection includes at least three district, site, and teacher-led family interactions that build a positive relationship with families The educator clearly explains how the interactions will support at least three students' progress.	Family engagement planner includes at least one district, site, and teacher-led family interactions. The educator clearly explains how the interactions will support at least two students' progress.	Family engagement planner does not include a list of district, site, and teacher-led family interactions. The educator clearly explains how the interactions will support one or no students' progress.
Artifact 3: Community Resources List and Analysis	The educator has clearly identified the learning and social-emotional	The educator has identified the learning and social emotional needs of	The educator has identified the learning and social-emotional

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needs of 3 students. The educator explicitly identifies and describes the following information regarding community resources that could provide student support for social-emotional needs affecting their academic growth: 2-3 community resources, what the organization offers that meets the needs of the student, how the community resource will affect student learning, and a plan to use the community resource with students. The educator explicitly identifies and describes the following information regarding community resources that could enhance learning content within the educator's classroom or	2 students. The educator identifies and describes some, but not all, the following information regarding community resources that could provide student support for social-emotional needs affecting their academic growth: 2-3 community resources, what the organization offers that meets the needs of the student, how the community resource will affect student learning, and a plan to use the community resource with students. The educator identifies and describes some of the following information regarding community resources that could enhance learning content within the educator's	needs of at least 1 student. The educator inadequately describes some, but not all, of the following information regarding community resources that could provide student support for social-emotional needs affecting their academic growth: 1-2 community resources, what the organization offers that meets the needs of the student, how the community resource will affect student learning, and a plan to use the community resource with students.

	school: 2-3 community resources, what the organization offers that meets the needs of the student, how the community resource will affect student learning, and a plan to use the community resource with students.	classroom or school: 2-3 community resources, what the organization offers that meets the needs of the student, how the community resource will affect student learning, and a plan to use the community resource with students.	

Part 3 Reflection

(250-300 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 the many avenues of collaboration available to you in your work as an educator and their impact on student learning. Address the following in your reflection:

1. Which collaborative endeavor within this micro-credential had the greatest impact upon your practice and why?
2. What new community resources might you engage with?
3. How could you collaborate with other educators to improve school effectiveness?
4. How will you help your colleagues identify and resolve problems while encouraging them to experiment with different teaching methods and forms of instructional organization to meet student needs?

Use student examples and *What Teachers Know and Should be Able to Do* to support your claim(s). (See Resources section for "What Teachers Know and Should be Able to Do.")

Passing: The educator reflects on the vital role of collaboration with professional learning communities, families, and the community in meeting student needs. The educator also cites specific examples that support their reasoning and reflection.