



Organizing your Work Site/Local

Competency

Educator takes responsibility for contributing to and advancing the profession by communicating with educators to engage, educate, and escalate actions based on data.

Key Method

Educator forms a PLC (professional learning community) to gather data and host events/meetings with the focus on informing educators and moving them to engagement and escalated actions based on data and progress.

Method Components

Advancing Teacher Quality and Student Success

In pursuit of their commitment to advancing teacher quality and student success, educators across the country are raising our voices together for our students, for our schools and for ourselves as educators. Education advocacy and social justice advocacy go hand in hand. T

Educators enter the profession because they love teaching and because they have an unwavering belief in their students. Yet, the sad truth is that many teachers aren't earning enough to make ends meet and finding it harder and harder to support their families. To make matters worse, the pay gap between educators and other professionals is vast and growing, forcing many educators out of the profession and creating a teacher shortage crisis that threatens our students and communities.



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Last revised on: Mar 17, 2022

Students benefit from educators who know them by name, know their community and have a say in the policies that govern their schools.

The current landscape of education requires that teacher leaders, across a wide spectrum of experience, participate in the changes and transformations that are necessary. Teacher leadership is no longer optional. Just as excellent teachers approach their practice from an array of perspectives and with many talents, teacher leadership requires many individuals' strengths and interests, coming together for the benefit of students and the profession.

InTASC Standard 10: Leadership and Collaboration

The InTASC Model Core Teaching Standards shares that treating teaching as a solo act is counter to what we know about effective teaching today. Just as collaboration among learners improves student learning, we know that collaboration among teachers improves practice. The core teaching standards require teachers to

- Open their practice to observation and feedback (transparency);
- Participate in ongoing, embedded professional learning where teachers engage in collective inquiry to improve practice;
- Participate actively as a team member in decision-making processes that include building a shared vision and supportive culture, identifying common goals, and monitoring progress toward those goals;
- Work with and share responsibility with colleagues, administrators, and school leaders as they work together to improve student learning and teacher working conditions;
- Engage in efforts to build a shared vision and supportive culture within a school or learning environment;
- Establish mutual expectations and ongoing communication with families; and.
- Involve the community in meeting common goals (InTASC Model Core Teaching Standards, page 5).

Transformative Organizing Model

Recognize that the power of the transformative organizing model comes from its application of the following overarching principles:

1. Walk with Vision
2. Reach Out to Listen and Learn
3. Revolutionary Edge of Reform
4. Democracy is Power
5. Cultivate Leaders
6. Build Strategic Alliances



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Last revised on: Mar 17, 2022

Page

7. Commit to Movement
8. Extract Every Lesson
9. Personal is Political.

Ongoing Organizing Goals

Listening

It is critical to listen regularly to other members and potential members to verify and frame relevant issues.

- Ask “What is important to you?”
- Involve people at work sites
- Be one-on-one as much as possible
- Establish a membership recruitment goal
- Set a participating goal
- Include education about issues and agitation toward action

Planning

Use an action planning document to calendar events and to be strategic

- Who: Identify the people responsible for each part of the activity
- When: communicate the date
- Program: Set a membership goal, a participation goal and a new leader identification goal
- Visibility: Create a presence at your site. Use the activity to create awareness about the association and how to get involved.
- Promotion: Utilize the issue to generate excitement or urgency for individuals at your site. Make it easy to get involved at some level.
- Membership: How do you use the activity to promote and to grow membership?
- Help: Identify what help you might need from others to make the event a success

Action

Action steps should be graduated in perceived risk levels, starting at a low level and escalating with subsequent actions. Actions must be a reasonable first step toward causing the change you want. You must identify the decision maker, frame the issue, and define the win for the action carefully.

- How will you define the win?
- Will the action be seen as a step in causing the desired change?
- What is the perceived level of risk for the action?
- Who is the decision maker?
- Who are the potential allies/
- What are the levels of participation within the action?



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Last revised on: Mar 17, 2022

Page

- What is your membership goal for this step?
- What is your participation goal for this action?
- How will you report the action and results to your constituency?

Evaluation

Check your results of the work done with regard to the organizing issue as measured against your established criteria. Summarize the results of your efforts and record next steps - organizing is cyclical.

PLC Structure

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve public education.

1. Promote and Invite to PLC

- Set a goal for attendance
- Promote the Event through various modes (canvass door-to-door, hold informational picketing before school, hand out invitations a parent drop-off and pick-up, social media events, email blast, word of mouth)

2. Create Agenda Using Public School Issues as Topic

Should include the following:

- More than one method for attendance/information gathering (paper/pencil sign-in and electronic data capture. Be sure to capture personal email for future communication)
- Welcome and introductions
- Purpose
- Education component (sharing of issue/topic and background information)
- Include how to meet the needs of students in marginalized groups such as race, gender and disability
- Discussion
- Action Plan/Next Steps
- Closing/What's Next?

3. Host Event

- Include goals/intended outcomes
- Implement agenda
- Take minutes/notes
- Ask for colleagues' feedback via exit ticket

4. Reflect



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Last revised on: Mar 17, 2022

Page

Reflect on the process and consider next steps

Supporting Rationale and Research

Admin. (2016, March 02). Organizing Transformation: Best Practices in the Transformative Organizing Model. Retrieved from <https://leftroots.net/organizing-transformation-best-practices-in-the-transformative-organizing-model/?fbclid=IwARITUWqHgE6kLtRwy5H-31aiN0NO5WIGRvwnDYBVgG9Dx>

Garmston, R. J., & Wellman, B. M. (2016). The adaptive school: A sourcebook for developing collaborative groups. Rowman & Littlefield. https://books.google.com/books?hl=en&lr=&id=WjDfDAAAQBAJ&oi=fnd&pg=PR7&ots=brFDjLPpFj&sig=2u6uVe1zJ-C_G7Xd_Hjgak6sBmE#v=onepage&q&f=false

Lbogle. (2018, December 05). Best Practices, Strategies, and Recommendations for Improving School Climate and Culture. Retrieved from <https://www.air.org/resource/best-practices-strategies-and-recommendations-improving-school-climate-and-culture>

School Climate and Social and Emotional Learning. (2018, June 15). Retrieved from <https://www.rwjf.org/en/library/research/2018/01/school-climate-and-social-and-emotional-learning.html>

Segura Pertle, S., PhD, & Doggett, D., MEd. (2013). Leadership Actions for Transforming Schools. SEDL Insights,1(1). Retrieved from http://www.sedl.org/insights/1-1/leadership_actions.pdf

Resources

[Model Core Teaching Standards and Learning Progressions for Teachers 1.0](#)

Organizing

[NEA Organizing Leadership Competencies-Organizing](#)

[When Good Intentions Meet Social Realities](#)

[ESSA School Climate and Safety Tool Kit](#)



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Last revised on: Mar 17, 2022

[A year after the teacher walkout, a timeline of Arizona's #RedforEd movement](#)

[Confronting the Crisis of Education Inequity](#)

[Leading for Equity: 5 Steps from Awareness to Commitment - ASCD](#)

[Why We are Red For Ed](#)

Collaboration

[Garmston Wellman: Seven Norms of Collaboration](#)

Quality Schools for Student Success

[Make It Happen: Be a Teacher | NEA](#)

[Quick Guide on Making School Climate Improvements](#)

[A Framework for Safe and Successful Schools](#)

NEA Leadership Competencies

[All Competencies](#)

Submission Guidelines & Evaluation Criteria

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

Part 1. Overview Questions (Provides Context)

(200-300 words for each response)

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.*

1. Describe the makeup and demographic information (the demographic information about members, (cultural background, race, gender, sexual orientation) of your local association and/or school site: active members, inactive dues paying members, active colleagues who are non-members and inactive non-members. In your description, also include how you determined activity and specific actions educators completed.



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Last revised on: Mar 17, 2022

2. Describe the current issue(s)/need(s) related to your site and/or district. Include a brief history of how this issue or need came to be.

Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of the educator, school/district and community.

Part 2. Work Examples/Artifacts/Evidence

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

Artifact 1: Promotion Strategies

Write a brief description of your promotion strategies (200-250 words) Be sure to include:

- Attendance Goal(s)
- Promotional Plan
 - Who you are inviting
 - How you will invite them
 - Why did you choose these invitation methods?
 - When you will invite (Timeline, first invitation, any follow up communication and/or reminders)
 - A digital copy of your invitation (If necessary, include photos or screenshots if communicated via social media.)

Artifact 2: Agenda

Submit your agenda for the event; Your agenda should include:

- Required attendees
- Outcomes
- Topics Time frames for each topic
- Who will present or lead each topic
- Action items

Artifact 3: Host PLC

Submit these 4 pieces of evidence from your PLC.

- Notes or minutes.
- Exit tickets that ask for feedback
- Summary of the discussion (200-250 words)
- Next steps and Action Items (100-200 words)

Artifact 4: PLC Analysis

Use the artifacts you collected for Artifact 3 to answer the following questions regarding the effectiveness of the PLC. (300-500 words):



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Last revised on: Mar 17, 2022

- Did you meet or exceed your attendance goals? Why?
- How was the education on the topic purposeful?
- How was the information understandable by all stakeholders?
- How was the discussion purposeful and on topic?
- How did the actions/events planned address the topic?
- Will there be a future meeting? If so, when? Why?
- How will you maintain communication with the group prior to, during and after action or event?
- How do you know you reached a diverse group of stakeholders and the majority of colleagues?

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Promotion Strategies	Includes all information requested Invitation is clear and includes important information about the PLC including: time, place and enticing language and/or images Grammar, spelling and sentence structure enhances clear communication.	Includes most of the information requested Invitation includes time and place Grammar, spelling and sentence structure allows clear communication.	I missing most of the information requested Provides no specific physical evidence of invitations. Grammar, spelling and sentence structure inhibits clear communication.
Artifact 2: Agenda	Agenda includes all requested information Agenda is organized and easy to read Grammar, spelling and sentence structure enhances clear communication.	Some of the items requested are missing Agenda may not be easy to read Grammar, spelling and sentence structure allows clear communication.	Most of the requested items are missing Grammar, spelling and sentence structure inhibits clear communication.



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Last revised on: Mar 17, 2022

Page

<p>Artifact 3: Host PLC</p>	<p>All four artifacts are included</p> <p>Notes or minutes are easy to read and understand</p> <p>Exit ticket asks for meaningful feedback</p> <p>Summary is clear and covers the highlights from the PLC</p> <p>Action items and/or next steps are clearly aligned with the outcomes of the PLC</p> <p>Action items and/or next steps include a time frame and a person responsible</p> <p>Grammar, spelling and sentence structure enhances clear communication.</p>	<p>Only three of the four artifacts are included</p> <p>Notes or minutes are hard to read and understand</p> <p>Exit ticket included but may not ask for meaningful feedback</p> <p>Summary may be missing important highlights from the PLC</p> <p>Action items and/or next steps are clearly aligned with the outcomes of the PLC</p> <p>Action items and/or next steps include a time frame and a person responsible</p>	<p>Only one or two of the artifacts are included</p> <p>Insufficiently summarizes the discussion in the PLC.</p> <p>Provides no specific physical evidence of notes or minutes.</p> <p>Provides no specific physical evidence of example exit tickets that surveyed colleagues.</p> <p>Grammar, spelling and sentence structure inhibits clear communication.</p>
<p>Artifact 4: PLC Analysis</p>	<p>Analysis refers to specific details that connect to the outcomes of the PLC and includes answers to the provided questions.</p> <p>Grammar, spelling and sentence structure enhances clear communication.</p>	<p>Analysis is loosely connected to the outcomes of the meeting and includes answers to some of the provided questions.</p> <p>Grammar, spelling and sentence structure allows clear communication.</p>	<p>Analysis is lacking details and not all questions are answered.</p> <p>Grammar, spelling and sentence structure inhibits clear communication.</p>



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Last revised on: Mar 17, 2022

Part 3 Reflection

(500-800 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. How did your attendance impact your intended outcome?
2. How did your PLC and/or subsequent actions impact your site, district or local association AND how will this process continue at your site, district or local association?
3. How did your PLC help to challenge inequities?
4. How valuable was this experience to improving your leadership within your site, district, or local association?

Passing: Reflection provides specific evidence that this activity has had a positive impact on both educator and site, district or local association. 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.



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Last revised on: Mar 17, 2022