



# Using the Power of Educator Voice

## Competency

Educator shares stories of student success to counter the perception that all public schools are failing.

## Key Method

Educator uses digital storytelling and message framing to share stories of the academic and/or community service success of public school students and educators to various stakeholders.

## 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.

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.



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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).

### Dispelling the False Narrative of Failing Public Schools

The current belief that public schools are failing is often perpetuated by the media and speculation comes from both sides of the political fence. However, the truth is that not all public schools are failing. In fact, many public schools are thriving despite the media's often unfriendly narrative.

In order to dispel this false narrative, educators and public school advocates need to rewrite the narrative to showcase the millions of success stories that happen every day in thousands of schools across the country. One of the most effective ways to dispel this myth and to shine the light on the success of public schools is



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through using strategies such as message framing and storytelling to spread the word among stakeholders in all walks of life. While personal face to face interactions give us the opportunity to build relationships and change hearts and minds, technology gives us the ability to reach large numbers of people simultaneously. Both of these approaches have merit and should be leveraged in every opportunity that presents itself.

## Stakeholders Groups

Sharing your story with multiple diverse stakeholder groups will support public education friendly policies and develop strong relationships within your community. The following stakeholder groups should be included in any storytelling campaign.

- Local business owners
- Parents
- Policymakers
- Educators
- School Administrators
- Students
- Board members
- District office administrators

## Digital Storytelling

Digital storytelling is a powerful way to share success with large audiences simultaneously. The following tools can be used to create digital stories:

- Author a Blog Sites (WordPress, Edublogs, Blogger)
- Record a Podcasts (Audacity)
- Create a Social Media Campaign (Facebook, Instagram, Twitter, LinkedIn, Pinterest)
- Develop a Presentation to Community Stakeholders ( Google Slides, Emaze, Prezi, Keynote, Nearpod, Haiku Deck)
- Produce a Video to Share with Various Community Stakeholders (YouTube)

## Narrative vs. Messaging

A narrative is a story that is designed to persuade an audience. Narratives use characters in the story to show how they are in pursuit of a goal that expresses the values one wants to convey. An effective narrative delivers a strategy, it is persuasive and is grounded in the values one wants to convey. This is sometimes called the hero's journey.

Messages are usually 1-3 sentences and are clear, concise and consistent. Messages are meant to be repeated over and over.



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Use the following steps to create your own Narrative and Message.

1. Identify your “why” - What do you want your audience to learn from the story you share?
2. Identify your personal culture
3. Know your audience and adapt your story to meet the needs of the group
4. Utilize a platform that is appropriate for your intended audience
5. Be mindful of how much time you have to deliver your message
6. Prepare for your “ask” - What do you want the audience to do now that your message has been shared?

## Supporting Rationale and Research

Ascd. (2015, April). Transforming Your School with Digital Communication. Retrieved from

<http://www.ascd.org/publications/educational-leadership/apr15/vol72/num07/Transforming-Your-School-with-Digital-Communication.aspx>

In the Public Interest and Gordon Lafer. 2017. Spending Blind: The Failure of Policy Planning California Charter School Funding. Oakland: CA

[http://www.nea.org/assets/docs/FINAL\\_ITPI\\_SpendingBlind\\_April2017.pdf](http://www.nea.org/assets/docs/FINAL_ITPI_SpendingBlind_April2017.pdf)

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](http://www.sedl.org/insights/1-1/leadership_actions.pdf)

[http://www.sedl.org/insights/1-1/leadership\\_actions.pdf](http://www.sedl.org/insights/1-1/leadership_actions.pdf)

## Resources

[Charter Schools vs. Traditional Public Schools: Which One is Under-Performing?](#)

[America's public schools aren't failing. But that's not what's going to save them. - Trusted](#)

[The Five Attributes of Successful Schools \(Opinion\)](#)

[Mapping the Movement to Dismantle Public Education](#)

[Charter School Accountability](#)



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[State Charter Statutes](#)

[The Myth of Public School Failure - The American Prospect](#)

[Understanding the Propaganda Campaign Against Public Education](#)

[Communications 101 — a guide to better comms](#)

[Why you probably don't have a narrative](#)

[10+ Types of Message Framing - Simplifiable](#)

[What is Digital Storytelling](#)

[30 Sites and Apps for Digital Storytelling](#)

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

[Striking Teachers Won But Are School Funding Gains Sustainable and Equitable](#)

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

[NEA Leadership Competencies](#)

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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 receive a proficient score for all components in Part 2.*

### Part 1. Overview Questions (Provides Context)

(500 word limit)

Answer the following questions to help provide context for your unit plan.

1. What experience have you had with advocating for public schools?
2. What is an example of a story or a situation where public schools were being framed in a negative way in your town, city or state?
3. What is an example of how social media has perpetuated either the successes or failures of public education in your town, city or state?



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4. What is your goal for communicating about student success in your town, city or state?
5. Explain the demographics for the community to help your assessor understand your environment.

**Passing:** Clearly and completely answers all questions with details and examples from real world experiences.

## Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential 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: List of Stakeholders**

1. Create a list of at least 4 stakeholder groups and identify at least 5 individuals for each group that you will use for your audience. Use names or initials to protect identities. Submit your list along with your responses to the following questions on one document.
2. (200-300 words) Explain the following:
  - How did you identify your stakeholder groups?
  - How did you identify individuals within the groups?
  - What considerations did you make to ensure that you identified diverse groups and individuals that fully represent your community?
  - What online groups do your stakeholders belong to?
  - What digital blogs, newsletters or other platforms do your stakeholders engage in?

### **Artifact 2: Narrative and Message**

(200-500 words)

1. Narrative: Use the steps outlined in the Method Components Section of this micro-credential to write a narrative about student success in your school or district.
2. Message: Create a 1-3 sentence message that can be used over and over. These will be the foundation for your next step in this micro-credential.

### **Artifact 3: Digital Storytelling Campaign**

(400-600 words)

Submit a document that includes the following:

- The goal of your campaign.
- The platform you will use to share your narratives and messages.



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- How you will promote your stories to your identified stakeholders. (i.e. what online groups or platforms can you promote your stories in?)
- Link to view your digital campaign
- Outline content for a minimum of five stories.
- Create a timeline for publication
- How you will monitor and respond to those who engage in your posts.
- How you will analyze the effectiveness of your campaign.

## Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: List of Stakeholders</b>	Stakeholder list identifies at least 4 groups and 5 individuals in each group  All questions were answered thoughtfully and completely	Stakeholder list identifies less than 4 groups and/or less than 5 individuals in each group  All questions were not answered thoughtfully and/or completely	Stakeholder list identifies only 1 group and less than 3 individuals  All questions were not answered
<b>Artifact 2: Narrative and Message</b>	Narrative is engaging and persuasive  Characters are in pursuit of a goal  The values you wish to convey are evident  Message is 1-3 sentences, clear and concise.	Narrative may not be engaging and/or persuasive  Characters may not be in pursuit of a goal  The values you wish to convey are not evident  Message is more than 1-3 sentences, and may not be clear or concise.	Narrative is difficult to follow  Characters may not be in pursuit of a goal  The values you wish to convey are not evident  Message is too long and hard to understand.
<b>Artifact 3: Digital Storytelling Campaign</b>	Document is well organized easy to read and includes	Document may not be well organized or easy to read and	Document is not organized or easy to read and is missing



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	<p>all of the following information:</p> <p>The goal of your campaign.</p> <p>The platform you will use to share your narratives and messages.</p> <p>How you will promote your stories to your identified stakeholders.</p> <p>Link to view your digital campaign</p> <p>An outline of content for a minimum of five stories.</p> <p>A timeline for publication</p> <p>How you will monitor and respond to those who engage in your posts.</p> <p>How you will analyze the effectiveness of your campaign.</p>	<p>is missing some of the following:</p> <p>The goal of your campaign.</p> <p>The platform you will use to share your narratives and messages.</p> <p>How you will promote your stories to your identified stakeholders.</p> <p>Link to view your digital campaign</p> <p>An outline of content for a minimum of five stories.</p> <p>A timeline for publication</p> <p>How you will monitor and respond to those who engage in your posts.</p> <p>How you will analyze the effectiveness of your campaign.</p>	<p>most of the following:</p> <p>The goal of your campaign.</p> <p>The platform you will use to share your narratives and messages.</p> <p>How you will promote your stories to your identified stakeholders.</p> <p>Link to view your digital campaign</p> <p>An outline of content for a minimum of five stories.</p> <p>A timeline for publication</p> <p>How you will monitor and respond to those who engage in your posts.</p> <p>How you will analyze the effectiveness of your campaign.</p>
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## Part 3 Reflection

(300-500 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.*

Please answer the following reflective questions.

1. How does sharing stories about the success of public education support student success?
2. How did you or can you involve your students in the process?
3. How did or can you engage stakeholders in the process?
4. How do you plan on continuing to use storytelling to promote public schools?
5. What were the successes for your campaign?
6. What challenges with respect to diversity did you face? Did you discover any bias? How did or can you overcome them?

**Passing:** Reflection provides evidence that this storytelling had a positive impact on how stakeholders view public schools. 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.



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