Communicating with Stakeholders

Competency

The educator delivers an effective message to learners, families, and colleagues.

Key Method

The educator uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

Method Components

The success of teacher–student relationships are centered around creating positive relationships. Students will more readily engage in the instructional environment when they feel they are in a safe space. Developing a communications plan will enable the educator to be intentional in developing strategies that communicate safety.

The success of the educator and parent/guardian relationships is based on having effective communication methods. Parents feel more empowered when they are involved and knowledgeable about school decisions and initiatives. Creating opportunities for families to be involved should be diverse. Educators are utilizing a variety of digital technologies to make communication with parents easier and more current. Educators are encouraged to go where parents are. Studies show that more parents are apt to be on social media every day. Technology tools can strengthen communication and opportunities between educator and parent/guardian.

To create a safe learning environment, collaborative relationships among colleagues is critical to the overall success of the academic program. Educators

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who work collaboratively can provide meaningful feedback and assist with making informed decisions.

One methodology for fostering a collaborative learning environment is a communication plan. Things to consider when developing a collaborative home-school connection include the following:
- Know why you need to communicate. What do you want to be different as a result of the communication?
- Identify the audience.
- Identify the audience's perspective on the area of concern.
- What do you want your audience to know, think, or do as a result of the communication?

Write your key messages for each audience. These may be the same for each audience, or you may have to consider addressing their differences. Remember the purpose of your communication. Decide when you need to deliver your messages.

Your timing may determine how you need to communicate.
- What is the best way to communicate with your audience? (Interpreter, Literature in Native Language, etc.)
- Decide how to deliver your messages.
  - If you are trying to generate awareness, written communication may be enough. If the message is complex or controversial, you may need to plan for more interactive approaches, including face-to-face communication.
- What technology tool will you use?
- How will you prepare them?
- What resources are required?
- How will you enable feedback?
- How will you know that your audience has received the communication?
- How will you know if they have understood, acted on, or changed as a result of the communication?
- How will you follow up if additional communication is required?

Supporting Rationale and Research

Ames, C., de Stefano, L., Watkins, T. and Sheldon, S. (2017). Teachers' School to Home Communications and Parent Involvement: The Role of Parent Perceptions and Beliefs. [online] [Accessed 25 Jun. 2017]. Available at: http://files.eric.ed.gov/fulltext/ED383451.pdf

Council of Chief State School Officers. Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. April 2011.

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https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf

Dryden-Peterson, Sarah. 2017. Family-school relationships in immigrant children's well-being: The intersection of demographics and school culture in the experiences of Black African immigrants in the United States. Race Ethnicity and Education. [online] Available at:
https://dash.harvard.edu/bitstream/handle/1/30802655/Family-SchoolRelationships_REE_FINAL.pdf?sequence=3

Kraft, M. and Dougherty, S. (2017). The Effect of Teacher-Family Communication on Student Engagement: Evidence from a Randomized Field Experiment. [online] Available at:
https://scholar.harvard.edu/files/mkraft/files/kraft_dougherty_teacher_communication_jree.pdf [Accessed 25 Jun. 2017].

PDK/Gallup (2014). The PKD/Gallup Poll of the public's attitudes toward the public schools,
http://pdkpoll.pdkintl.org/october/

What Teachers Should Know and Be Able to Do
Guide from National Board for Professional Teaching Standards, pp. 16–17
http://www.nbpts.org/sites/default/files/what_teachers_should_know.pdf

Resources

Articles
Education Next (2010). The long reach of teachers' unions

Professional Learning Communities

Effective Communications Strategies

Design Thinking for Educators Toolkit free download, pp. 56–65

Communication Sending

Ideas for Better Parent-Educator Communication

Purpose and Audience Analysis

Stanford d.school Experiment Mixtape

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Website
[Harvard Implicit Bias Test, Test generators for a variety of implicit bias, created by Harvard](#)

Book
Book about cultural proficiency in learning applications **available for order** from Corwin Press
[Culturally Proficient Instruction: A Guide for People Who Teach](#)

Video
[Tips for Teachers: How to Use Desktop SMS and Bulk SMS Texting for Effective Student & Parent Communication](#)

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)

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. Note that there are 3 parts to this question. The passing criteria are below for each section. All questions should be combined into one submission.

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

(250-350 words)
1. Describe the technology tool you will use. Based upon the context, explain why this tool was selected/used for communication with learners, parents, and colleagues. How is this technology tool appropriate for culturally diverse families?

(450-550 words)
2. What student-centered goal(s) do you want to address through this communication plan? Why?
3. How will you use the knowledge about the learner, parents, and colleagues to design this plan?

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4. What is the timeline for implementation?
5. What will you use to determine whether you've met the goal?
Include any other relevant information that will provide context.

(450-550 words)
6. Briefly describe the population that you created the communication plan for, including the following descriptors:
    - Home access
    - Grade level of student(s)
    - Existing differentiation strategies used with respect to technology use

Passing:
Educator includes a description of the technology tool and cites evidence to explain why the tool was selected

The description is clear and contains sufficient contextual description of the goal, and knowledge about the learner, parents, and colleagues supports the design of the plan. The educator explains the expected goal and how he/she knows that the goal(s) have been met.

Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. A learning goal that describes what they hope to gain from earning this micro-credential needs to be clearly stated.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following **two** 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: Communication Plans
Create and submit a communication plan for each of the following groups:
- Learners
- Families
- Colleagues
Each plan should include the following:
- A clearly stated, measurable, student-centered outcome
- Action steps
- Timeline

Artifact 2: Annotated Artifact

Submit at least one annotated artifact from each of the three groups (learners, families, colleagues) that shows the implementation of your plan. Artifacts may include the following:
- A screenshot or PDF of an email exchange
- A website
- Screenshots from a social media account (Twitter, Facebook, Instagram…)
- Newsletter
- Handbook
- Anchor charts for your classroom
- Agenda and slide deck from a team or informational meeting or event

This list is not exhaustive. For each artifact, include an annotation explaining the context in order for the reviewer to easily identify the context of the artifact.

Annotations are notes of explanation or comments added to a text or diagram.

Note: Please adhere to your district's policies regarding public release of confidential student, parent, and/or employee information.

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Communication Plans	A communication plan is completed for each of the following groups: -Learners -Families -Colleagues Each plan is completed and includes the following: -A clearly stated, measurable, and student-centered outcome -Clearly defined action steps that are necessary to the	A communication plan is completed for each of the following groups but does not include all the required elements. For example: The outcome may not be student centered, clear, or measurable. The action steps may not be necessary to the completion of the plan or relevant to the goal.	All three communication plans are not submitted. Plans are missing one or more of the key elements listed.

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	completion of the plan -Reasonable timeline	The timeline may be too long or too short for the intended outcome.	
Artifact 2: Annotated Artifacts	One artifact is submitted for each of the following plans: -Learners -Families -Colleagues The artifacts are directly related to the intended outcome and steps outlined in the action plan. Artifacts are easy to read. Each artifact includes annotations that include enough context so that the reviewer can easily identify the context of the artifact.	Artifacts may be unclear or unrelated to the outcomes. Annotations may be missing, or not enough context is given to understand the relationship to the goal.	Artifacts are missing. Annotations are missing.

Part 3 Reflection

(700-800 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.

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Submit a reflection on the communication plan and evidence above. Use the following questions as guidance:
1. What was the impact of the implemented communication plan? Note the communication's successes, challenges, and opportunities for students, parents/community, and colleagues.
2. Are there changes you would make? If yes, how would you modify a communication plan to help achieve student-centered goals?
3. How was this technology tool effective for culturally diverse families, colleagues, and learners?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. 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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