

Entry 3: Collegueship and Advocacy	
Purpose	Candidates demonstrate the ability to work as a team member and advocate for students and families.
Principles to Be Addressed	Principle #11: The educator works as a team member and establishes collaborative relationships with school colleagues, parents, agencies and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum. Principle #12: The educator recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.
Required Documentation	Documentation of participation (e.g., award certificate, program note, letter of recommendation, etc.)
Directions	<p><i>Collegueship</i></p> <p>Describe your experiences where you have worked collaboratively to support students' learning and well-being. This may include work with colleagues in a higher education, school, work or volunteer setting (e.g. teaming with Para-educators, participating in IEP meetings, teaming with school personnel to implement a unit of study, creating and presenting a project with colleagues, working with a team of camp counselors, collaborating within a professional organization, service learning, etc.).</p> <p>Analyze your various experiences identifying the critical elements of effective collaboration. Within the context of your analysis consider the following questions:</p> <ul style="list-style-type: none"> • What skills and knowledge have you gained from working in collaborative relationships? • How have your experiences supported students' learning and well-being? <p>Reflect on your experiences. Within the context of your reflection consider the following questions.</p> <ul style="list-style-type: none"> • How will you work in collaborative relationships to promote the well-being of students and families in your classroom? • What do you see as your strengths and challenges working as a member of a collaborative team to support students' learning and well-being?

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Directions	<p>Advocacy</p> <p>Describe your experiences in relationships where you advocated for students and their families (e.g. communications with parents, working with students outside of school, planning and facilitating community and family events, tutoring or mentoring, seeing a family or student in trouble and working to better things, volunteering, etc.)</p> <p>Describe possible resources available to support students and families. (E.g. Boys and Girls Club, Washington West Family Child Center, a mentoring program, etc.).</p> <p>Analyze your experiences as an advocate identifying the multiple influences that may affect the ability of students to learn in the classroom. Within the context of your analysis consider the following questions.</p> <ul style="list-style-type: none"> • What skills and knowledge have you gained in advocating for students and families? • What do your experiences reveal about the multiple influences on students inside and outside of school? • What challenges have you confronted working as an advocate for students and families? • What resources were most effective in supporting students and families? <p>Reflect on your experiences. Within the context of your reflection consider each of the following questions.</p> <ul style="list-style-type: none"> • What is the importance of your role as an educator and advocate in promoting the well-being of students? • What are your strengths and challenges as an advocate for students and families?
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