

REDI STAKEHOLDER IDENTIFICATION & ENGAGEMENT TOOL

Introduction

This stakeholder identification and mapping tool shares a deliberate process to reflect, evaluate, discover, and invite relevant stakeholders to support educator preparation program's transformation efforts.



REDI Stakeholder Identification Tool – May 2021

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Introduction to REDI: Reflect, Evaluate, Discover, Invite

All students deserve a quality, well-prepared teacher ready to provide the best educational experience possible. Rooted in this belief and the understanding that preparing teachers is a community endeavor, Educator Preparation Programs (EPPs) should leverage the power of the educational ecosystems that exist within their communities. Each stakeholder has unique and complementary roles that converge and diverge to benefit all children. This tool invites EPPs to explore and expand their stakeholder ecosystems as they invite all educational partners into a space where the future of education in their communities is energized and reimaged.

REFLECT on current EPP stakeholders

1. Use the *Stakeholder Identification Table* to organize all stakeholders currently engaging with the EPP. This table provides space to outline the vested interest of each stakeholder/stakeholder group and their specific areas of contribution. This table also asks the EPP to reflect on the resources available to each stakeholder, the benefits the stakeholder could receive through this partnership, and any barriers that should be considered.
2. Using the *Stakeholder Mapping Matrix*, plot each stakeholder group onto the matrix based on their level of influence and interest in the work of the EPP. Use this time to reflect on the questions in each quadrant about the role of the stakeholders in your work.

EVALUATE gaps in stakeholder representation

Brainstorm categories for diverse and inclusive stakeholder representation. Using the Stakeholder Identification Table created in Step 1, map each stakeholder/stakeholder group into the appropriate category or “bucket.” Evaluate this map to gain a greater understanding of the areas that indicate opportunity to enhance partnerships or initiate new stakeholder relationships.

Guiding Questions

- What people, places, or organizations are the beneficiaries of our EPP?
- Who among them interacts with our EPP on a regular basis?
- What organizations support or influence the broad work of our EPP?
- Are the communities we serve represented by our current stakeholders?
- Whose voices need to be heard? Whose voices are underrepresented or are missing?
- Who are the local education decision makers for our districts?
- Who develops educational policy for our EPP and our districts?

DISCOVER new stakeholders

Using the identified areas for opportunity, begin identifying new stakeholders that will bridge gaps and provide greater representation of your EPP and the districts and communities that you serve. As new stakeholders are identified, they should be added to the Stakeholder Identification Table. To maximize the role of stakeholders, it is important to strategically determine the value of the project for each stakeholder and the relevance of the contributions they bring to the project. Utilize the ***Stakeholder Engagement Spectrum*** mapping tool for each project or initiative to better define the role of each stakeholder in the transformational work of the EPP's data-empowered continuous improvement process. Use this tool to identify a project or initiative you are embarking on within your EPP. Designate the appropriate level of engagement for relevant stakeholders related to the work of this specific project.

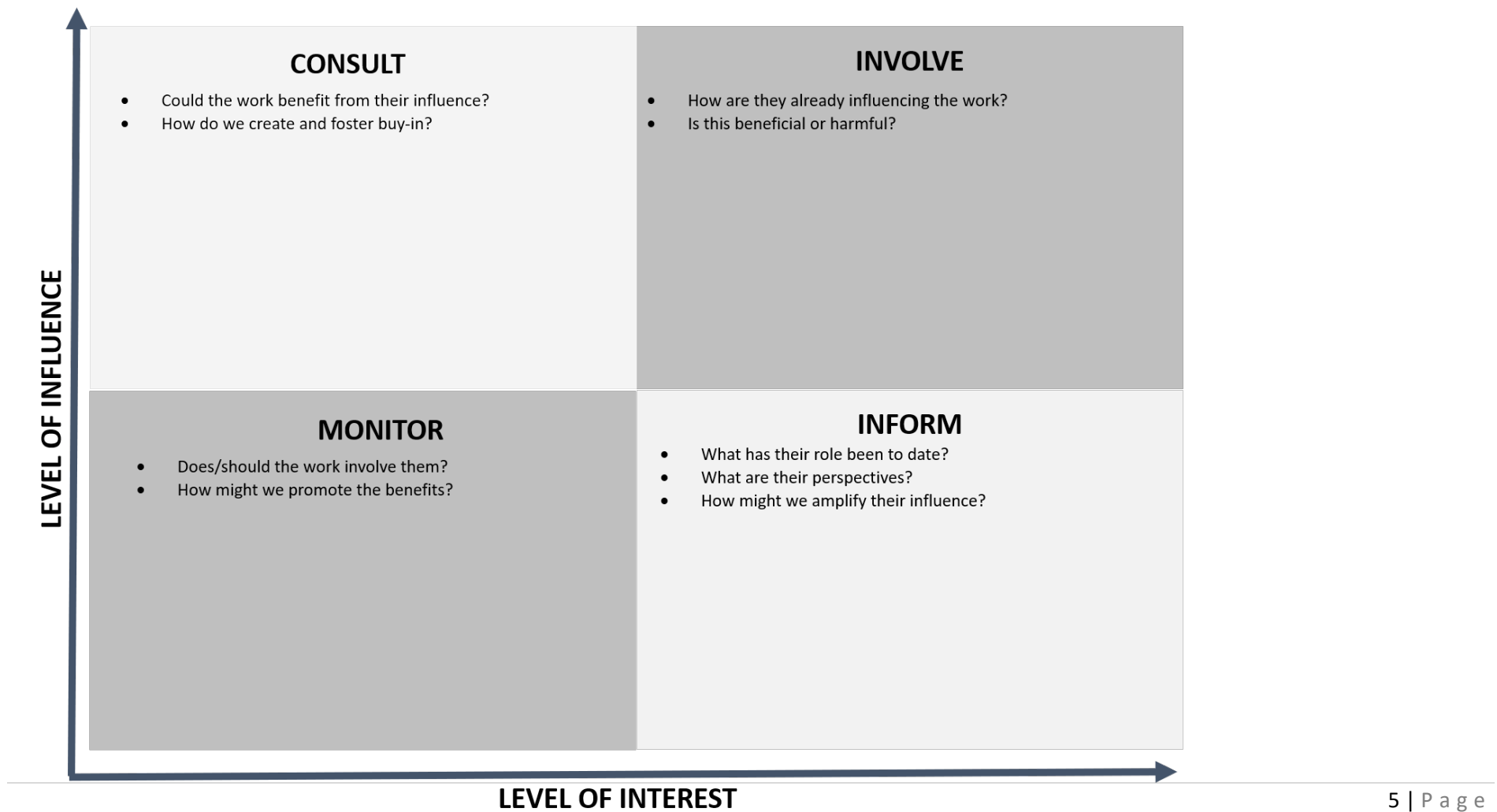
INVITE all stakeholders to re-envision their partnership with the EPP

This renewed focus on representative stakeholder groups provides an opportunity to get creative with plans to more authentically and meaningfully engage all stakeholders (existing and new). This could be an event to bring all stakeholders together to celebrate shared vision and create momentum within the EPP. Consider BranchED's ***Guide to Building a Shared Vision*** tool to guide your efforts. Involving stakeholders in the process of envisioning and/or re-envisioning their partnership with the EPP communicates a commitment to being inclusive and outward looking.

Stakeholder Identification Table

| Stakeholder or Group Name | Internal/External | What's at Stake? | Commitment Overview | Available Resources to EPP | Potential Benefits to Stakeholders | Barriers to Involvement |
|--|---|--|---|--|---|--|
| Additional Context / Guiding Questions | <i>Internal: within EPP External: outside EPP</i> | <i>What is their vested interest in the EPP?</i> | <i>What specific areas of the EPP will they contribute to? What level of commitment is requested from them?</i> | <i>What resources does this stakeholder provide to the EPP through this partnership?</i> | <i>What benefits are available to the stakeholder through this partnership?</i> | <i>What barriers should be considered to build engagement with this stakeholder?</i> |
| <i>Example: Teacher Candidates</i> | Internal | Personal success, future opportunity | Developing candidate competencies, feedback on observation/assessment tools, coursework, and clinical experiences | Thought partnership regarding their experiences and desires | Enhanced and individualized program supports | Providing opportunities that encourage authentic engagement |
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Stakeholder Mapping Matrix



Example of Stakeholder Engagement Spectrum Template

This is an example showing how to utilize the Stakeholder Engagement Spectrum. A blank version of this tool is available on the following page.

| Project / Initiative: Developing an explicit list of teacher candidate competencies. | | | | |
|--|--|--|--|---|
| | INFORM | CONSULT | INVOLVE | CO-CREATE |
| GOAL | Provide information to stakeholders | Stakeholders provide information | Stakeholders concerns and aspirations are understood and considered | Stakeholders work as equal designers and contributors |
| EPP WILL.... | ...keep you informed | ...listen to and acknowledge your concerns | ...ensure your concerns and aspirations are directly reflected in the decisions made | ...look to you for advice and innovation and incorporate this in decisions as much as possible |
| VIA | <ul style="list-style-type: none"> ➤ Fact sheets ➤ Websites, ➤ Open houses ➤ Handbooks | <ul style="list-style-type: none"> ➤ Focus groups ➤ Surveys ➤ Forums ➤ Town hall | <ul style="list-style-type: none"> ➤ Workshops ➤ Retreat | <ul style="list-style-type: none"> ➤ Advisory council ➤ Research partners ➤ Design meetings |
| SELECT STAKEHOLDERS | <ul style="list-style-type: none"> <input type="checkbox"/> Prospective students <input type="checkbox"/> Teacher candidates <input type="checkbox"/> Community members | <ul style="list-style-type: none"> <input type="checkbox"/> Alumni/Program Completers <input type="checkbox"/> Accreditors (State, National) | <ul style="list-style-type: none"> <input type="checkbox"/> Teacher Candidates <input type="checkbox"/> Mentor/Cooperating Teachers <input type="checkbox"/> Clinical/Field Supervisors | <ul style="list-style-type: none"> <input type="checkbox"/> EPP Faculty <input type="checkbox"/> PK-12 District Partner |

Blank Stakeholder Engagement Spectrum Template

| Project / Initiative: | | | | |
|-----------------------|-------------------------------------|--|--|--|
| | INFORM | CONSULT | INVOLVE | CO-CREATE |
| GOAL | Provide information to stakeholders | Stakeholders provide information | Stakeholders concerns and aspirations are understood and considered | Stakeholders work as equal designers and contributors |
| EPP WILL.... | ...keep you informed | ...listen to and acknowledge your concerns | ...ensure your concerns and aspirations are directly reflected in the decisions made | ...look to you for advice and innovation and incorporate this in decisions as much as possible |
| VIA | | | | |
| SELECT STAKEHOLDERS | | | | |

ⁱ Adapted from IAP2's Public Participation Spectrum