



Competencies and Outcomes

Module 9: Writing and Calling Campaigns

Description: Let's make stakeholder voices heard! All your planning has built to this moment - influencing the outcome of policy and legislation that supports your vision for public education; To accomplish this, you must enable followers to make their presence known. Coordinating a campaign for a motivated group to make their wishes known to specific officials within a focused window of time has even more targeted impact heard together. This module provides you skills and strategies for supporters to make their priorities known to elected officials.

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Competencies

This module aligns with the following NEA Leadership Competencies:

Advocacy

- Utilizes best practices in advocacy and political efforts
- Engages and builds mutually beneficial relationships to advance advocacy and political goals
- Leads public education policy reform
- Acts as a political advocate
- Makes strategic plans that are data driven and uses analysis and metrics to achieve key advocacy and political goals

Communication

- Develops individual communication approach and style to fit appropriate audience
- Acts as an effective speaker
- Effectively uses current media (print, broadcast, online, social media) to communicate
- Identifies and utilizes appropriate messages in acting as a compelling advocate for the organization

Governance and Leadership

- Effectively executes governance and leadership responsibilities
- Establishes and maintains collaborative and effective relationships
- Sets strategic objectives to guide long-term goals and priorities

Leading our Professions

- Supports professional excellence and builds capacity for continual improvement and learning to ensure the success of all students
- Analyzes and applies research to determine the potential impact on our professions and the learning of all students

Organizing

Utilizes best practices, technologies, and methods that through experience and research have led to successful organizing outcomes
Builds and maintains meaningful community partnerships
Engages in collective action to identify and address pivotal issues

Social and Emotional Intelligence

Understands one's emotions, thoughts and values and how they influence behavior across contexts

Manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations

Understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts

Strategy and Fiscal Health

Acts strategically to align the organization's work with stakeholder needs

Earning Criteria

Earning this badge indicates that the learner completed Module 9: Writing and Calling Campaigns of The Worthy Educator EDInfluencer Advocacy Microcredential and is certified to have the understandings, skills and dispositions to successfully serve as an advocate for the education profession.

Evidence

The learner was assessed on advocacy core competencies through self-assessment and reflection on thirteen activities verifying the role of the educator as an influencer and advocate for what is best for children and for the profession in a democratic society.

Earning Criteria

Recipients must complete the earning criteria to earn this badge:

1. Plan a letter-writing campaign in support of advocacy goals.
2. Develop a Call-In Day strategy to promote advocacy objective.
3. Create messaging that promotes participation in a writing or calling campaign event.
4. Pilot a small-scale Write-In or Call-In Day as a trial run to test strategy and benefit from lessons learned in preparation for larger future efforts.

Evidence is verified and approved by authorized leaders of The Worthy Educator to ensure the integrity and quality of these requirements are met.

Alignment

This badge is aligned with the [Leadership Competencies](#) of the [National Education Association](#).

Skills

Recipients of this badge demonstrate these skills:

Using written and spoken communication to advocate for their priorities

Plan, schedule and participate in virtual and in-person discussions advocating for their education priorities

Utilize digital tools to amplify advocacy communication efforts

Track data from write-in and call-in events to follow-up on initial efforts and build capacity and momentum for next steps

Pathways

This module supports these educator advocacy pathways:

Professional Development and Skill-Building

Direct Instruction: learning education policy and advocacy can equip educators with the knowledge and skills to effectively advocate for change.

Advocacy Training: learning about the legislative process, how to communicate their message effectively, and how to build relationships with policymakers.

Building Relationships and Coalitions

Stakeholder Communication: effective communication with parents, community members, and other stakeholders to build support for advocacy efforts.

Networking: joining and forming coalitions with other educators, parents, and community members to amplify their voices and increase their influence.

Amplifying Voices and Sharing Stories

Personal Narratives: sharing stories to help decision-makers understand the impact of policies and practices on students and educators.

Research: using data to support advocacy for positions, policies and legislation.

Highlighting Best Practices: citing examples of successful experience can inspire others and demonstrate the potential for positive change.

Direct Engagement with Decision-Makers

Legislators: contact state and federal representatives to express their views on education-related legislation.

Local Government: engaging with local government officials on issues like funding, resources, and community partnerships can also be impactful.

Focusing on Specific Issues

Identify Key Issues: adopt positions on specific issues to advocate for policies and practices that support optimal outcomes for public education and the students it serves.

Develop a Clear Message: crafting concise messaging that resonates with stakeholders and influences decisionmakers.

Advocate for Change: make direct communication with decision-makers, create public awareness, and engage the community in support for what is best for children.

Resources

Anderson, Steve: Maximize Your Advocacy - Effective Phone Campaign Strategies <https://www.newmode.net/blog/why-is-everyone-running-phone-advocacy-campaigns-right-now-and-how-to-adopt-this-tactic-effectively> February 26, 2025

California State PTA: Organizing a Letter Writing Campaign <https://toolkit.capta.org/advocacy/organizing-a-letter-writing-campaign/> October 11, 2025

CallHub: All The Tricks To Build A Call Your Representative Script <https://callhub.io/blog/political-campaign/call-your-representative-script/> December 5, 2023

Fight Colorectal Cancer: The Impact of Advocacy: Phone Calls [VIDEO 4:45] https://youtu.be/dkf3PJ__XGI?si=bCEAABIBraFjSPyp February 23, 2018

Grand Canyon Trust: Hosting a Letter-Writing Party https://www.grandcanyontrust.org/sites/default/files/vp_Letter_Writing_Party.pdf January 28, 2015

Joy, Tony: How to Start a Grassroots Campaign for Advocacy <https://callhub.io/blog/advocacy/how-to-start-grassroots-advocacy-campaign/> May 5, 2025

Krampf, Gretchen: Bringing It Home: Lessons on Community Engagement [VIDEO 12:13] https://youtu.be/PQooUzvHEZc?si=FIL0zP3l8_tF4l74 December 26, 2015

National Association of Student Personnel Administrators: Guidelines for Legislative Letter Writing Campaigns
https://www.naspa.org/images/uploads/main/NASPA_Letter_Writing_Campaign_Final.pdf July 10, 2018

National Education Association: Fundamentals of Organizing Toolkit
https://www.nea.org/sites/default/files/2020-11/22122_C4O%20Organizing%20Toolkit.pdf June 13, 2017

The Public Higher Education Network of Massachusetts: Organizing a Call-In Day <https://phenomonline.org/guide-organizing-a-call-in-day/> February 17, 2011

Union of Concerned Citizens: Organizing a Call-In Day Campaign
<https://www.ucs.org/sites/default/files/attach/2018/05/ucs-SNTK-call-in-day-5-18.pdf> May 14, 2018

Whole Whale: Does Contacting Congress Matter? Here's How You Can Measure It [VIDEO 5:15]
<https://youtu.be/jlMOuls1XXI?si=kJQHUanriWylhDNL> February 12, 2020

Women's Resource Centre: How to Organize a Letter or Email Writing Campaign [VIDEO 2:23]
<https://youtu.be/893HiXMsMN4?si=JiTcdICBjDWf8cLn> March 20, 2024

Submission Guidelines & Evaluation Criteria

The following are submitted to the module discussion board for engagement and evaluation:

- I. Using the resources from Module 9, plan a letter writing campaign using the guidelines you have acquired.

Be sure to include:

- The materials you need
- The identified day and time to meet
- The list of invitees
- A sample script for participants to follow
- How you will follow up with participants on any responses received

Share your plan in the EDInfluencer Advocacy Microcredential Incubator discussion group.

- II. Using the resources from Module 9, plan a call-in day strategy using the guidelines you have acquired.

Be sure to include:

- How you will promote the event
- The day, time and location where everyone should meet
- Who you will invite
- A sample script callers can follow
- How you will track calls and follow up on results

Share your strategy in the EDInfluencer Advocacy Microcredential Incubator discussion group.

- III. Choose either your letter-writing plan or call-in day strategy.

Create an announcement letting stakeholders know about the event.

Your announcement can be a digital flyer, a poster, a web message, or any other format that works in reaching your constituents.

Be sure to include the following in your messaging:

- The issue your event is addressing
- Who should participate
- The day, time and location
- What you will provide
- What they should bring, and
- The outcomes they can look forward to as a result of their efforts

Share your announcement in the EDInfluencer Advocacy Microcredential Incubator discussion group, asking for input from likeminded educators!

- IV. Using Hold a Write-In or Call-In Day

Using the plans you have developed, hold a small-scale writing or calling party with a minimum of three or four people to conduct a dry run so that you can gain experience and insight for future efforts.

- Choose to hold a letter-writing, email-sending or phone-calling event.
- Confirm the stakeholders who will join you for the dry run.

- When everyone comes together, work through the script until everyone has successfully contacted the decision-makers you have selected.
- Discuss what worked well and what needs to be considered so that future events can run even more smoothly.
- Agree on how you will follow-up on responses and results from your efforts.

Without revealing personal information, share the results of your dry run with your colleagues in our EDInfluencer Advocacy Microcredential Incubator so that they can benefit from your experience.

Rubric

Worthy Educator EDInfluencer Advocacy Microcredential Rubric

Criteria	3 Outstanding	2 Adequate	1 Needs Improvement
Voice	A compelling introduction Grabs the reader's attention Relates personal perspective Appeals to stakeholder perspective Offers personal experience and expertise Utilizes an inclusive, professional tone Elevates the narrative on education Confident expression of ideas	A clear introduction Addresses the reader directly Present educator credentials Maintains a consistent tone Avoids blame and polarizing statements Smooth use of syntax and semantics	Uses first-person voice Succinctly states ideas Relates personal opinion Leaves the reader wanting more elaboration
Persuasiveness	Clarity of the purpose of the piece Shows awareness of audience Evidences expertise and credibility Presents solid data and evidence Uses logic and reason Appeals to emotion and experience Makes the case effectively Influences the reader to take action	Directly states premise Shows audience awareness Logical flow of ideas Cites professional experience Espouses personal priorities Makes clear closing statement	Speaks on own behalf Straightforward presentation of ideas Unconvincing presentation Didactic tone
Organization	Begins with clear thesis statement Effective use of language Ideas are logically sequenced Builds to a call to action Creates a satisfying conclusion Documents references cited Adherence to technical conventions Clean formatting	Clean introduction Clear expression of ideas Well-developed structure Documents references cited Technically consistent Clean formatting	Underdeveloped thesis States thoughts in isolation Meets minimum requirements of assignment Technical errors
Substance	High interest topic Relevant to current issues in education Viable treatment of the topic References reliable sources Indicates desired course of action Enlists the support of stakeholders Outlines next steps Describes desired outcome	Knowledgeable on the topic References current events Appeals to popular sentiment Cites personal aspirations Outlines options for action Brings discussion to satisfying conclusion	Surface-level treatment of ideas Uses lists rather than sentences Promotes personal agenda Lacks connection to future
Vision	Makes the case for future needs Universally relevant message Explains what is at stake Outlines consequences of inaction Paints a credible picture Provides clarity and detail Builds a bridge from the present Invites others to help build out the vision	Makes the case for change Connects with the reader Speaks in the present tense Describes possibilities Inspires hope and aspiration Invites others to join in the vision	Describes current circumstances Asks questions without providing answers Reactive rather than proactive Unclear next steps