



Great Public Schools for Every Student

Explore and Challenge Inequity

Educator understands and participates in situations challenging inequity and promotes equity, diversity, and cultural competency in education.

Key Method

Educator uses the Learn-Design-Do-Reflect cycle to engage in activities that allow for a deeper understanding of inequity from one's own perspective and the perspective of others. The educator engages in activities that promote equitable policies and practices in education.

Method Components

Diversity, equity, and cultural competence need to be understood and recognized as integral to being a skilled teacher leader. In today's global and interconnected society, these leaders must constantly grow in their ability to engage effectively with diverse people and groups who are culturally different from them. They seek to understand culture and its predominant impact on individuals and groups of people and understand how the dominant culture can privilege or oppress individuals and groups of people. They must be prepared to take action to expose and address inequity in the educational system; collaborate purposefully with individuals and groups from other cultures; and work to create and support policies and practices that give rise to equitable learning environments.

Foundational Competencies for Teacher Leaders

- Create and support regular opportunities for stakeholders of all cultures to contribute their knowledge, skills, and perspectives in a variety of ways.
- Apply a deep understanding of the importance of diversity and equity when guiding and supporting the work of diverse cultural groups.
- Determine and implement a plan to overcome obstacles and/or resistance.

Learn-Design-Do-Reflect Cycle

The Learn-Design-Do-Reflect cycle is a tool used in the NEA Teacher Leadership Institute to support the development of teacher leadership. The following descriptors will help you understand your participation in each step of the process.

- Learn: Delve into resources, explore the needs of your school, district, or state, and self-assess in order to gain a deep understanding of research, best practice, the needs of your educational setting, and your own professional learning needs
- Design: Design an action plan that addresses at least one of the needs of your school, district, or state.
- Do: Implement your plan and collect information and evidence about the challenges and successes of your implementation.

- Reflect: Take time to reflect on the outcomes and the process of implementation of your action plan and consider next steps.

Explore and Challenge Inequity and Teacher Leadership

According to the NEA Teacher Leadership Competencies (2018), developing your teacher leadership in the area of Challenging Inequities includes the following: (See Resources section for link to the complete guide.)

Emerging Level

- Explore and acknowledge their personal identity and cultural background.
- Explore and acknowledge the cultural groups in their immediate setting and broader environment.
- Explore and acknowledge that inequities exist.
- Acknowledge their limited skills and organizational practices when interacting with other cultural groups.
- Engage in ongoing self-education to learn about other cultures.

Developing Level

- Realize and understand that forms of oppression and inequities such as racism, sexism, classism, etc., are real experiences that need to be addressed.
- Recognize their limited skills or organizational practices when interacting with other cultural groups.
- Engage in ongoing self-assessment, self-education, and self-reflection.

Performing Level

- Respond consistently in an appropriate and effective manner to challenge inequities.
- Engage proactively with hidden and/or subtle equity issues that have not gained major attention.
- Purposefully promote equitable practices within their environments of influence such as classrooms, schools, districts, associations, and/or communities.

Transforming Level

- Model, propose, design, and/or implement equitable policies and practices to promote diversity and inclusion.
- Advocate for and facilitate changes in the systems of the organization such as in the classroom, school, district, association, and/or community.
- Persuade and support colleagues and other stakeholders to seek and engage in equitable practices.

Types of Exploring and Challenging Inequities Leadership Plans

- Identify situation(s) of inequity, discrimination, and other social injustice in order to mediate and/or intervene within their environment: this may include self-correcting.
- Share with others evidence of how culturally dominant practices create inequities among other cultural groups.
- Intentionally create opportunities that raise awareness for individuals of different cultures to explain and/or present alternative solutions to issues of inequity or social injustice.
- Work with one or more persons of different cultural groups to advocate for change that results in more equitable practices.
- Work with one or more persons of different cultural groups to advocate for policies that result in increased access to diversity and equity, either within or beyond their environment.

Supporting Research

Hattie, J. (2015). What works best in education: The politics of collaborative expertise (Open Ideas). Pearson. Retrieved from https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/hattie/150526_ExpertiseWEB_V1.pdf

Hattie makes a strong case for collaborative expertise based on his meta-analyses of effective teaching practices, and builds on his visible learning work.

Leithwood, K., Seashore-Louis, K., Anderson, S., & Wahlstrom, K. (2010). Learning from Leadership: Investigating the Links to Improved Student Learning. New York, NY: The Wallace Foundation.

In this study, commissioned by the Wallace Foundation, researchers from the University of Toronto and University of Minnesota concluded that collective leadership has a stronger influence on student achievement than individual leadership, and that higher-performing schools award greater influence to teacher teams, parents, and students. Further, the study found that principals and district leaders do not lose influence as others gain influence.

Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). Teacher collaboration in instructional teams and student achievement. American Educational Research Journal, 52(3), 475–514.

This study was undertaken in Miami-Dade, with over 9,000 teachers. The researchers found that teachers and schools that engaged in better-quality collaboration have better achievement gains in math and reading, with teachers improving at greater rates.

Resources

Templates

Teacher Leadership Context Circle Map (Word doc) for Artifact 1

To use this, click the download icon in the top-right corner and save to your computer

https://docs.google.com/document/d/1ly5pUKQt_T-_mfJIK2fB-h3oObQDSwJ7MYpyizsw7Ec/edit?usp=sharing

2018-Current Teacher Leadership Institute Fellows Action Plan Template for Artifact 3

<https://docs.google.com/document/d/1FDD3iyqAS3PA4LJcZpWzIPsPBuSwRPZsbfr2C546Xzw/edit>

TLI fellows from 2018 to present should have completed this template as part of the institute. Please upload your action plan as evidence for this micro-credential.

Action/Design Plan Template for non-Teacher Leadership Institute Fellows for Artifact 3

<https://docs.google.com/document/d/1NrRa4G1iG7FNeoKSWUvRg7SoEDk-VPb-fzyn3QN1Y4c/edit?usp=sharing>

Any one NOT in the Teacher Leadership Institute should use this template.

Resources

Culturally Proficient Instruction: A Guide for People Who Teach

https://www.austinisd.org/sites/default/files/dept/cpi/docs/CPI_Session_Handout.pdf

Handout about cultural proficiency from the Austin Independent School System.

Culturally Proficient Instruction: A Guide for People Who Teach

<https://us.corwin.com/en-us/nam/culturally-proficient-instruction/book235135>

A book about cultural proficiency in learning applications that you can order from Corwin Press.

Harvard Implicit Bias Test

<https://implicit.harvard.edu/implicit/takeatest.html>

Test generators for a variety of implicit bias, created by Harvard.

Step Forward, Step Back

<https://peacelearner.org/2016/03/14/privilege-walk-lesson-plan/>

Privilege Walk lesson plan from Peace Learner, used in TLI introduction.

Gloria Ladson-Billings (2010)

<https://youtu.be/h7eOSaj3K9o>

Equity Definition, The Glossary of Education Reform:

<https://>

www.edglossary.org/equity/

The Problem with that Equity vs. Equality Graphic You're Using:

<http://www.culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/>

National Board for Professional Teaching Standards > Sections from the various subject/grade level standards on equity/diversity

<https://docs.google.com/document/d/1j854M227ovL1XaQswBDhxZH-besQDxQeLBsdlE9gGv8/edit?usp=sharing>

National Board's Five Core Propositions interactive site

<http://accomplishedteacher.org/>

To download a PDF version of: What Teachers Should Know and Be Able to Do

http://www.nbpts.org/sites/default/files/what_teachers_should_know.pdf

Social Justice Book List, August 2017, National Network of State Teachers of the Year,

<http://www.nnstoy.org/wp-content/uploads/2017/08/NNSTOY-Social-Justice-Book-List.pdf>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and receive a proficient for all components in Part 2

Part 1. Overview Questions

350-500 word limit

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

What is your professional mission and vision for teacher leadership?

Describe your professional learning goals for completing this micro-credential

Describe the professional context for earning this micro-credential?

Number of years in education, subject area, etc.

School/community, e.g., rural, urban, suburban, school level, student/community demographics, socioeconomic data, etc.

Share any additional information that may help someone understand your context.

Describe your current roles and general experience teacher leadership at the school, district, and/or state level.

Who are the stakeholders in your community?

- **Passing:** Professional mission and vision clearly states what the educator hopes to achieve in their career and what success will look like when achieved. Professional context is reasonable and accurate and includes specific professional learning goals as an outcome of completing this micro-credential.

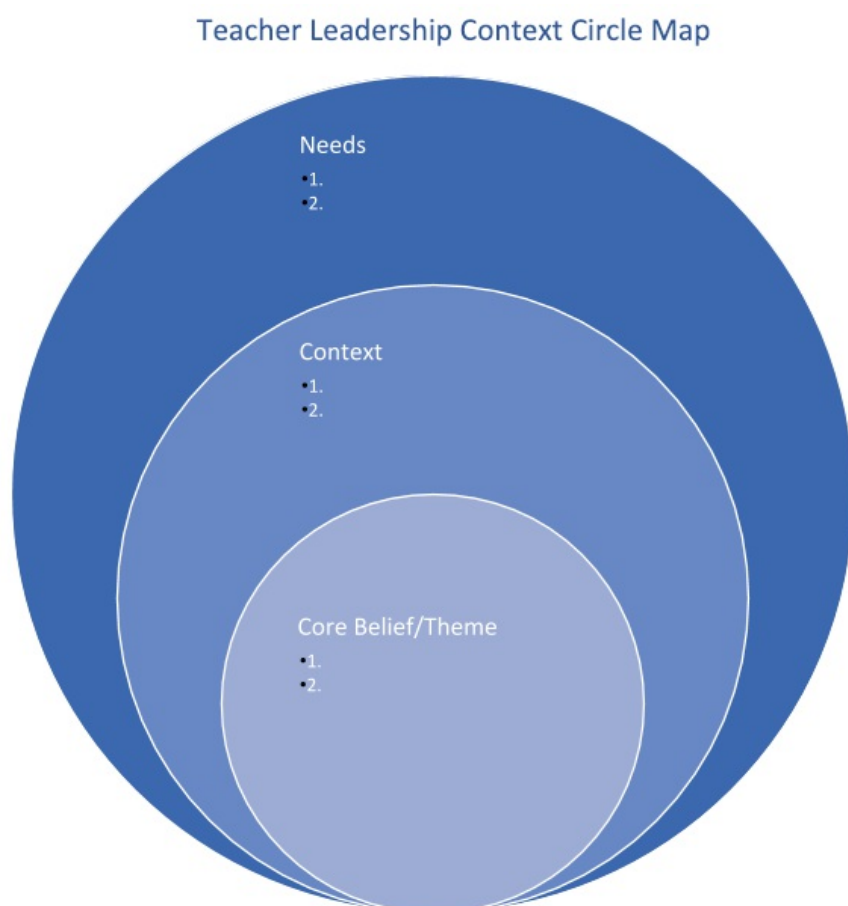
Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following five 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: Teacher Leadership Circle Map

(See template in Resources section)

Fill in the circle map using the template in the Resources section or draw your own on chart paper.



Directions for Circle Map

Center Circle: Core Theme/Belief

Use page 5 of the NEA Teacher Leadership Competencies Booklet (see Resources section) to identify the core belief/theme that resonates with you.

Middle Circle: Context

Synthesize the information you gathered in Part 1. You may include any other relevant contextual information to guide your thinking and recording for the middle circle:

- District (Suburban/Rural/Urban)
- Colleagues
- Site/District Administration
- Teacher Leadership Culture
- Demographics (School, Community)
- Who are the stakeholders in your school/district

Outer Circle: Needs

After identifying your teacher leadership context, identify and record the needs of your school and/or district in relationship to purposeful collaboration in the outer circle. Consider the following guiding questions as you identify your contextual needs:

- Is there a stakeholder group that is not represented in decision-making?
- What inequities currently exist in your school/district?
- What resources are needed to address these inequities?
- What are the needs of the community?

- How does the school address the needs of the community?
- What are the needs of my school/district?
- What are the needs of my colleagues/my association?
- How do the needs of my colleagues affect the classroom, school, and district?
- What are the needs of my local association?
- How do the needs of my association affect me and my colleagues?

Artifact 2: Review

Connect your teacher leadership circle map to the Explore and Challenge Inequity Competency by answering the following questions (50-150 words or three to five bullet points each):

1. What might your role be as a teacher leader to positively impact the identified explore and challenge inequity needs of your stakeholders (students, school, district, association), based on your context and grounded in your core belief/theme?
2. What might your role be as a teacher leader to inspire and support other potential teacher leaders in effectively exploring and challenging inequity, based on your context and grounded in your core belief/theme?

Artifact 3: Design

Use the Teacher Leadership Explore and Challenge Inequity competencies to design an activity or action that you can perform to address an identified need from your leadership circle map.

Complete and upload one of the following design templates

- Option 1: 2018-Current Teacher Leadership Institute Fellows Action Plan Template (see template in Resources section or use the one you created in your state cohort)
- Option 2: Action/Design Plan Template for non-Teacher Leadership Institute Fellows (see template in Resources section)

Artifact 4: Evidence of Implementation Do (part 1)

Upload three different artifacts that show evidence of implementation of your action plan annotated with descriptions (20-50 words each)

These artifacts may include:

- Websites
- Newsletter
- Emails
- Recorded webinars
- Presentations
- Emails to and from participants
- Online forums (screenshots of conversations)
- Completed websites
- Products developed during the process
- Artifacts from technological facility tools like Remind or Huddle
- Voice recorded messages for phone lists
- Group chats/text messages

Description should include:

- Time/date
- Number of participants
- Purpose of artifact and how it was used.

Artifact 5: Feedback from Participants – Do (Part 2)

Obtain feedback from a least two stakeholders in attendance.

Use these prompts to obtain necessary feedback to serve as evidence. Your chosen participants should respond to each prompt in two to three sentences or bulleted points.

- How did the teacher leader engage you in exploring and challenging inequity?
- What were the intended outcomes, and to what degree were the outcomes achieved?
- What did you gain from participating in this experience?
- If the teacher leader were to implement this plan again, what could be done differently? Why?
- How did the teacher leader address diversity, equity, and cultural competence during this activity?

null	Proficient	Basic	Developing
Artifact 1: Teacher Leadership Circle Map	<div>Circle map is complete and directions were followed closely</div> <div>Core belief/theme is from the Teacher Leadership Book</div> <div>The context section is complete with enough context to be useful in understanding the full picture</div> <div>Needs are listed and realistic and within your sphere of influence</div> <div>Needs are identified using a positive, proactive, professional voice and are facts not opinions</div>	<div>Circle map is missing important information</div> <div>Core belief/theme is not from the Teacher Leadership Book</div> <div>The context is missing some important information</div> <div>The needs may be too broad and out of your realm of influence</div> <div>Needs are based on opinion and not fact</div> <div>Professional or proactive voice is not used</div>	<div>Circle map is incomplete</div> <div>Core belief/theme not identified</div> <div>Very little context given</div> <div>Needs are not identified or not based on facts</div> <div>Needs are stated in a negative tone that is not proactive</div>
Artifact 2: Review	<div>Template is completely filled out</div> <div>Professional goals are measurable, actionable, and relevant to Exploring and Challenging Inequity</div> <div>Needs and current reality are based on</div>	<div>Template is incomplete or not thoughtfully done</div> <div>Professional goals may not be measurable, actionable, and/or relevant to Exploring and Challenging Inequity</div>	<div>Template is not complete, or it is incorrectly filled out</div> <div>Professional goals are missing</div> <div>Needs are missing or based on opinion and/or personal biases</div>

	<p>actual evidence, NOT opinion</p> <p>Results are realistic and focus on affecting the practice of others</p> <p>Description is clear, and activity directly relates to professional goals, needs, desired results, and Exploring and Challenging Inequity</p>	<p>Needs may be based partially on opinion and/or evidence is not substantial</p> <p>Results may not be realistic and/or do not focus on affecting the practice of others</p> <p>Description not clear and/or the activity does not directly relate to professional goals, needs, desired results, and Exploring and Challenging Inequity</p>	<p>Activity design template is not used</p> <p>Activity design does not align to your identified needs</p> <p>Activity design is not actionable</p>
Artifact 3: Design	<p>Activity design template is completely filled out</p> <p>Activity design aligns to your identified needs</p> <p>Activity design is actionable</p>	<p>Activity design template is not completely filled out</p> <p>Activity design loosely aligns to your identified needs</p> <p>Activity design is not actionable</p>	<p>Activity design template is not used</p> <p>Activity design does not align to your identified needs</p> <p>Activity design is not actionable</p>
Artifact 4:Evidence of Implementation Do (part 1)	<p>Three artifacts are submitted</p> <p>Artifacts are from implementation of plan</p> <p>All artifacts contain a description that includes: Time/Date Number of Participants Purpose of artifact and how it was used.</p>	<p>Less than three artifacts are submitted</p> <p>Artifacts are not related to implementation</p> <p>Artifact descriptions are missing key components</p>	<p>Less than three artifacts are submitted</p> <p>Artifacts are not related to implementation</p> <p>Artifact descriptions are not included</p>
Artifact 5: Feedback from Participants – Do (Part 2)	<p>Two participants provided feedback</p> <p>Feedback is thoughtful and useful for self-reflection</p>	<p>Only one participant provides feedback</p> <p>Feedback may not be useful for self-reflection</p>	<p>No feedback provided</p>

Reflection

400-500 word limit

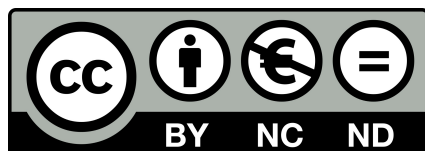
Please answer the following reflective questions. Please do not include any information that will make you identifiable to your reviewers.

How will your knowledge of exploring and challenging inequity impact your leadership work with others?

How will you continue to lead learning activities to enhance the practice of others at various levels of leadership?

What are your next steps to continue your growth as a teacher leader?

- **Passing:** Reflection provides evidence that this activity has had a positive impact on teacher leaders as well as others in the professional context of earning this micro-credential. 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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