



*Great Public Schools for Every Student*

## Communication

The Teacher Leader will demonstrate understanding of needs to deliver an effective message to pursue positive change.

### Key Method

The educator uses the Learn-Design-Do-Reflect Cycle to develop and facilitate an effective communications product that deepens their knowledge about communication strategies and effectively engages stakeholders in a productive exchange.

### Method Components

#### Components of an Effective Message

- Credible and factually accurate
- Concise, clear, and simple
- Relevant to audience
- Compelling and inspiring
- Resonates with core values

#### 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.

#### Communication and Teacher Leadership

According to the NEA Teacher Leadership Competencies (2018), developing your teacher leadership in the area of

Communication includes the following (see Resources section for link to the Complete Guide):

#### Emerging Level

- Acknowledge the challenges of successful teaching and learning, and willingly address and meet those needs.
- Share messages to inspire others.

#### Developing Level

- Articulate the message that meaningful student-centered goals are worthwhile, and identify thoughtful approaches to address systemic needs.
- Craft engaging and/or inspiring messages that are composed with thought and care.

#### Performing Level

- Effectively deliver messages to advance systemic change and differentiate the message in accordance with the audience.
- Use skillful messaging and consistency of focus to identify modes of communication to reach varying audiences.

#### Transforming Level

- Influence other teacher leaders to build their capacity to effectively communicate and powerfully advocate with stakeholders at many levels.
- Use communication to navigate and counter multiple, and sometimes adversarial, power structures.

### Types of Communication Plans

- Planning, developing, and implementing a school communication process
- Designing and building a website
- Creating and publishing a newsletter
- Planning and presenting at a conference or panel discussion
- Creating and maintaining a blog or other digital communication
- Developing a story of self and share with various audiences
- Developing an effective message around an idea or need and sharing it with a wide audience

### Supporting Research

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

<http://educationnext.org/the-long-reach-of-teachers-unions>

National School Public Relations Association (NSPRA) (2011). Communications survey.

<https://www.nspira.org/files/docs/Release%20on%20CAP%20Survey.pdf>

Crowther, F., Ferguson, M., and Hann, L., (2009). *Developing teacher leaders: How teacher leadership enhances school success*. Thousand Oaks, CA: Corwin Press.

PDK/Gallup (2014). The PDK/Gallup poll of the public's attitudes toward the public schools.

<http://pdkpoll.pdkintl.org/october/>

## Resources

### Templates

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

To use this one, go to file and make a copy.

[https://docs.google.com/document/d/1ly5pUKQt\\_T-\\_mfJIK2fB-h3oObQDSwJ7MYpyizsw7Ec/edit?usp=sharing](https://docs.google.com/document/d/1ly5pUKQt_T-_mfJIK2fB-h3oObQDSwJ7MYpyizsw7Ec/edit?usp=sharing)

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

To use this one, 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](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–current 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>

Anyone NOT in the Teacher Leadership Institute should use this template.

### NEA Resources

Teacher Leadership competencies as defined by the Teacher Leadership Institute

<http://www.teacherleadershipinstitute.org/about/competencies/>

Teacher Leadership Competencies (Full booklet download)

[http://www.nea.org/assets/docs/NEA\\_TLCF\\_20180824.pdf](http://www.nea.org/assets/docs/NEA_TLCF_20180824.pdf)

Local Affiliate Communication Guide

<http://www.nea.org/home/Local-Affiliate-Communication-Guide.html>

An NEA resource to help establish local online communications such as newsletters.

### Other Resources

Creating and Communicating an Effective Message

[http://genderhealth.org/files/uploads/change/Tools\\_for\\_Advocacy/Communicating\\_an\\_Effective\\_Message.pdf](http://genderhealth.org/files/uploads/change/Tools_for_Advocacy/Communicating_an_Effective_Message.pdf)

Purpose and Audience Analysis

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson948/purpose-audience.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson948/purpose-audience.pdf)

Document explaining audience perspectives from Read, Write, Think.

What Teachers Should Know and Be Able to Do

[http://www.nbpts.org/sites/default/files/what\\_teachers\\_should\\_know.pdf](http://www.nbpts.org/sites/default/files/what_teachers_should_know.pdf)

Guide from National Board for Professional Teaching Standards. Check out pp. 16–17.

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 words

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.

1. What is your professional mission and vision for teacher leadership?

2. Describe your professional learning goals for completing this micro-credential.

3. 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, socio-economic data, etc.
  - Share any additional information that may help someone understand your context.
  - Describe your current roles and general experience of teacher leadership at the school, district, and/or state level.
- **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.

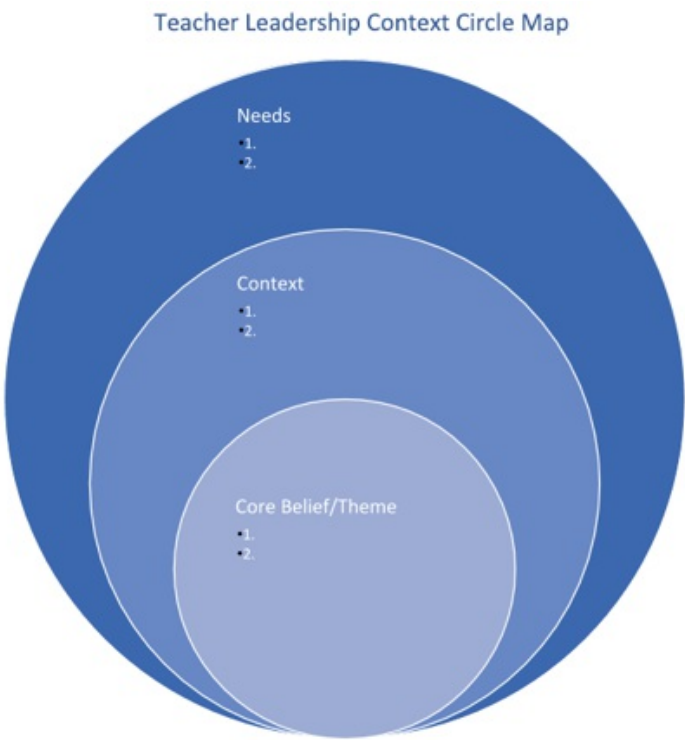
Part 2. Work Examples / Artifacts

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:

- Grade level
- School
- District (suburban/rural/ urban)
- Colleagues
- Site/district administration
- Teacher leadership culture
- Demographics (school, community)

Outer Circle: Needs

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

- What are the needs of my students?
- What inequities might they have experienced?
- 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 Leader Circle Map to the Communication Competency by answering the following questions (50–150 words or 3–5 bullet points each):

1. What might your role be as a teacher leader to positively impact the identified Communication needs of your stakeholders (students, school, district, association), based on your context, 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 effective Communication based on your context and grounded in your core beliefs/theme?

### **Artifact 3: Design**

Use the Teacher Leadership Communication Competencies to design an activity or action that addresses 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: 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:

- Website
- Newsletter
- Emails
- Recorded webinars
- Presentations
- Emails to/from participants
- Online forums (screenshots of conversations)
- Completed website
- Products developed during the process
- Voice-recorded messages for phone lists
- Group chats/text messages

**The 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 at 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 2–3 sentences or 2–3 bulleted points.

- How did the teacher leader engage you in effective Communication?
- What were the intended outcomes? 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?

	Proficient	Basic	Developing
Artifact 1: Circle Map	Circle map is complete, and directions were followed closely.	Circle map is missing important information.  Core Theme/Belief is	Circle map is incomplete.  Core Theme/ Belief is

Artifact 2: Action Plan

<p>Core Theme/Belief is from the Teacher Leadership Book.</p> <p>The context section is complete with enough context to be useful in understanding the full picture.</p> <p>Needs are listed and realistic and within your sphere of influence.</p> <p>Needs are identified using a positive, proactive, professional voice and are facts, not opinions.</p>	<p>not from the Teacher Leadership Book.</p> <p>The context is missing some important information.</p> <p>The needs may be too broad and out of your realm of influence.</p> <p>Needs are based on opinion and not fact.</p> <p>Professional or proactive voice is not used.</p>	<p>not identified.</p> <p>Very little context given.</p> <p>Needs are not identified or are not based on facts.</p> <p>Needs are stated in a negative tone that is not proactive.</p>
<p>Template is completely filled out.</p> <p>Professional goal(s) are measurable, actionable, and relevant to Effective Communication</p> <p>All components of Effective Communication are evident in the plan:</p> <ul style="list-style-type: none"><li>• Credible and factually accurate</li><li>• Concise, clear, and simple</li><li>• Relevant to audience</li><li>• Compelling and inspiring</li><li>• Resonate with core values</li></ul> <p>Needs and current reality are based on 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 communication.</p>	<p>Template is incomplete or not thoughtfully done.</p> <p>Professional goal(s) may not be measurable, actionable, and/or relevant to Effective Communication.</p> <p>Most of the components of Effective Communication are evident in the plan:</p> <ul style="list-style-type: none"><li>• Credible and factually accurate</li><li>• Concise, clear, and simple</li><li>• Relevant to audience</li><li>• Compelling and inspiring</li><li>• Resonate with core values</li></ul> <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</p>	<p>Template is not complete or it is incorrectly filled out.</p> <p>Professional goal(s) are missing.</p> <p>Only 1 or 2 of the components of Effective Communication are evident in the plan:</p> <ul style="list-style-type: none"><li>• Credible and factually accurate</li><li>• Concise, clear, and simple</li><li>• Relevant to audience</li><li>• Compelling and inspiring</li><li>• Resonate with core values</li></ul> <p>Needs are missing or are based on opinion and/or personal biases.</p> <p>Unrealistic results.</p> <p>Description missing or not understandable.</p> <p>Diversity, equity, and cultural competence are not addressed.</p>

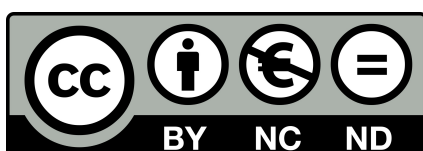
Artifact 3: Design	<p>Activity Design Template is completely filled out.</p> <p>Activity design aligns to your identified needs.</p> <p>Activity design is actionable.</p>	<p>and communication.</p> <p>Activity Design Template is not completely filled out.</p> <p>Activity design loosely aligns to your 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	<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>Fewer than three artifacts are submitted.</p> <p>Artifacts are not related to implementation.</p> <p>Artifact descriptions are missing key components.</p>	<p>Fewer 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	<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>

## Part 3 Reflection

400 - 500 words

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 Communication 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 impacted on the teacher leaders as well as on 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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