# Personal Effectiveness

Educator deepens understanding and application of his or her leadership strengths.

## Key Method

The educator uses the Learn-Design-Do-Reflect inquiry cycle to deepen their understanding of their own personal strengths, leadership styles, and passions and see the role these play in developing trust and credibility with peers. They also explore opportunities for their own teacher leadership, accepting the possibility of adversity.

## Method Components

### Principles of Personal Effectiveness

According to Steven Covey's best-selling book, *The 7 Habits of Highly Effective People*, personal effectiveness can be developed by mastering these seven skills:

1. Be proactive
2. Begin with the end in mind
3. Put first things first
4. Think win-win
5. Seek first to understand, then to be understood
6. Synergize
7. Sharpen the saw

### 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.

**Personal Effectiveness and Teacher Leadership**

According to the NEA Teacher Leadership Competencies (2018), developing your teacher leadership in the area of Personal Effectiveness includes the following (see Resources section for link to the Complete Guide):

Emerging Level

- Understand your leadership style, personal strengths, and passions.
- Realize how your personal strengths and leadership style develop collegial trust and credibility.
- Explore the opportunities for teacher leadership while accepting the possibility of limitations and adversity.

Developing Level

- Capitalize on your leadership style, personal strengths, and passions.
- Engage in ethical practice by developing trust and credibility with others.
- Assume teacher leadership roles.
- Respond to adversity with resilience and humility.

Performing Level

- Adapt to situations and build trust and credibility to support lifelong learning in yourself and others.
- Balance the roles and duties of teacher and teacher leader with other professional responsibilities, including meaningful work with students.
- Model resilience and humility in adverse situations.

Transforming Level

- Help others define their leadership style, strengths, and passions.
- Nurture credible and trusting communities of lifelong learners.
- Create new opportunities for teacher leadership.
- Engage in strategic, vision-aligned risk-taking to achieve meaningful goals.
- Support and advise others on responding to adversity with humility and resilience.

**Types of Personal Effectiveness Leadership Plans**

- Investigate possible teacher leader roles for future involvement.
- Connect strengths and leadership style to credibility, ethical practices, and trust with colleagues.
- Prioritize duties of teacher leader with other professional responsibilities.
- Use experiences to explain new learning and growth as a teacher leader to colleagues, stakeholders, and other community members.

# Supporting Research

Asplund, J., Lopez, S. J., Hodges, T., & Harter, J. (2007). *The Clifton StrengthsFinder® 2.0 technical report: Development and validation.* Princeton, NJ: Gallup, http://strengths.gallup.com/private/Resources/CSFTechnicalReport031005.pdf

Hodges, T. D., & Clifton, D. O. (2004). Strengths-based development in practice. In A. Linley & S. Joseph (Eds.), *Handbook of positive psychology in practice.* Hoboken, NJ: Wiley.

Gallup. (2014). Annual Gallup student poll,
http://www.gallup.com/services/180029/gallup-student-poll-2014-overall-report.aspx

## 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

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

2018–Current Teacher Leadership Institute Fellows Action Plan Template for Artifact 3
https://docs.google.com/document/d/1NrRa4G1iG7FNeoKSWUvRg7SoEDk-VPb-fzyn3QN1Y4c/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

Anyone NOT in the Teacher Leadership Institute should use this template

### NEA Resources

Teacher Leadership  competencies as defined by the Teacher Leadership Institute
https://www.teacherleadershipinstitute.org/competencies/

Teacher Leadership Competencies (Full booklet download)
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

What Teachers Should Know and Be Able to Do
http://www.nbpts.org/sites/default/files/what_teachers_should_know.pdf

Design Thinking for Educators Toolkit
http://www.designthinkingforeducators.com/toolkit/
Free download. Check out pp. 56–65.

*Choose one (or more) of the following tools to assess your strengths:*

16 Personalities (free)
https://www.16personalities.com/
Take the personality test and get a description of who you are and why you do things the way you do.


Jung Typology test (free)
http://www.humanmetrics.com/cgi-win/jtypes2.asp
This free personality test is based on Carl Jung's and Isabel Briggs Myers' personality type theory.


MindTools (free)
https://www.mindtools.com/pages/main/newMN_LDR.htm
There are several surveys to determine your leadership skills and strengths.


Leadership Compass Self-Assessment (free)
http://bit.ly/1VQkeYS
This free self-assessment helps identify your preferred working style and strengths.


Gallup StrengthsFinder® (fee)
https://www.gallupstrengthscenter.com/?gclid=CjwKEAjwu8m-BRDM8KTcjdj8qy0SJACdjSZpVmJI21ePdjZX1wQUndgvRK5K7EBbvxyQJUm2acovZxoClhDw_wcB
Gallup's assessment helps people discover their unique combination of strengths.


True Colors (fee)
https://truecolorsintl.com/assessments/
The True Colors Online Assessment is for you if you want to gain deeper insights, specific descriptions, and fun facts, and discover your full spectrum of True Colors traits. Find out your True Colors personality style and find out how you come across to others. Use this information to strengthen communication, reduce conflicts, and increase your overall effectiveness.


Myers-Briggs (fee)
http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/
The purpose of the Myers-Briggs Type Indicator® (MBTI®) personality inventory is to make the theory of psychological types described by C.G. Jung understandable and useful in people's lives.


Franklin Covey, 7 Habits of Highly Effective People
https://www.franklincovey.com/the-7-habits.html

## Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation for parts 1 and 3 and a score of "Proficient" 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:
o Number of years in education, subject area, etc.
o School/community; e.g. rural, urban, suburban, school level, student/community demographics, socio-economic data, etc.
o Share any additional information that may help someone understand your context.
o 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 four 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.


Teacher Leadership Context Circle Map
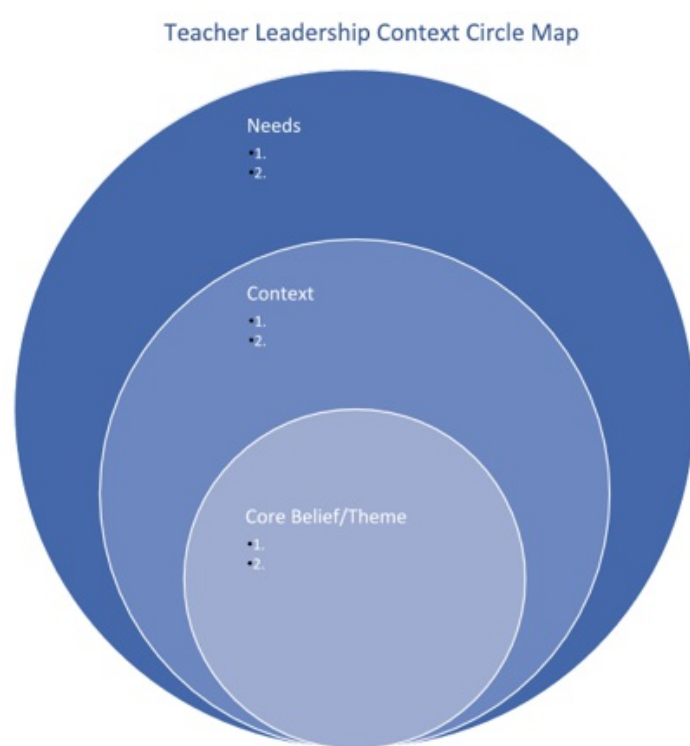
Directions for Circle Map

- 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 Personal Effectiveness 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 Personal Effectiveness 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 Personal Effectiveness 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 effective Personal Effectiveness based on your context and grounded in your core belief/theme?


**Artifact 3: Design**

Use the Teacher Leadership Personal Effectiveness 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
- Artifacts from Personal Effectiveness tools calendars or project management apps
- 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 a least two stakeholders in attendance.

Use these prompts to obtain 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 Personal Effectiveness?
- 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.<br><br>Core theme/belief is from the Teacher Leadership book.<br><br>The context section is complete, with enough context to be useful in understanding the full picture.<br><br>Needs are listed and realistic and within your sphere of influence.<br><br>Needs are identified using a positive, proactive, professional voice and are facts, not opinions. | Circle map is missing important information.<br><br>Core theme/belief is not from the Teacher Leadership book.<br><br>The context is missing some important information.<br><br>The needs may be too broad and out of your realm of influence.<br><br>Needs are based on opinion, not fact.<br><br>Professional or proactive voice is not used. | Circle map is incomplete.<br><br>Core theme/belief not identified.<br><br>Very little context given.<br><br>Needs are not identified or are not based on facts.<br><br>Needs are stated in a negative tone that is not proactive. |
| Artifact 2: Action Plan | Template is completely filled out. | Template is incomplete or not thoughtfully done. | Template is not complete, or it is incorrectly filled out. |

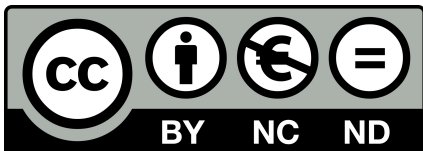| | | | |
|---|---|---|---|
| | Professional goals are measurable, actionable, and relevant to Personal Effectiveness.<br><br>Needs and current reality are based on actual evidence, not opinion.<br><br>Results are realistic and focus on affecting the practice of others.<br><br>Description is clear, and activity directly relates to professional goals, needs, desired results, and Personal Effectiveness. | Professional goals may not be measurable, actionable, and/or relevant to Personal Effectiveness.<br><br>Needs may be based partially on opinion and/or evidence is not substantial.<br><br>Results may not be realistic and/or do not focus on affecting the practice of others.<br><br>Description is not clear and/or the activity does not directly relate to professional goals, needs, desired results, and Personal Effectiveness. | Professional goals are missing.<br><br>Needs are missing or are based on opinion and/or personal biases.<br><br>Unrealistic results.<br><br>Description missing or not understandable. |
| Artifact 3: Design | Activity Design Template is completely filled out.<br><br>Activity design aligns to your identified needs.<br><br>Activity design is actionable. | Activity Design Template is not completely filled out.<br><br>Activity design loosely aligns to your identified needs.<br><br>Activity design is not actionable. | Activity Design Template is not used.<br><br>Activity design does not align to your identified needs.<br><br>Activity design is not actionable. |
| Artifact 4: Evidence of Implementation | Three artifacts are submitted<br><br>Artifacts are from implementation of plan<br><br>All artifacts contain a description that includes:<br>• time/date<br>• number of participants<br>• purpose of artifact and how it was used. | Fewer than three artifacts are submitted.<br><br>Artifacts are not related to implementation.<br><br>Artifact descriptions are missing key components | Fewer than three artifacts are submitted.<br><br>Artifacts are not related to implementation.<br><br>Artifact descriptions are not included. |
| Artifact 5: Feedback from Participants | Two participants provided feedback.<br><br>Feedback is thoughtful and useful for self-reflection. | Only one participant provides feedback.<br><br>Feedback may not be useful for self-reflection. | No feedback provided. |

## 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 Personal Effectiveness 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 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.