Building the Capacity of Others

Educator demonstrates leadership skills and uses personal interactions to implement training for others who wish to take more Association responsibility.

Key Method

The educator uses the Learn-Design-Do-Reflect cycle to understand the workplace culture and to identify association involvement gaps, using personal interactions to implement training for members who wish to take more association responsibility.

Method Components

Association leadership means understanding how to create and guide meaningful, positive, and powerful collective action. It means learning to lead members of groups—large, culturally diverse, and engaged—and steering the activities of those members in the direction of the desired change. Within the context of the association, teacher leaders can build bridges with administrators and other stakeholders in order to advance quality instructional practice and the right policies to make that practice possible.

Association Competencies for Teacher Leaders

- Organizational Effectiveness: Leading with Vision
- Organizational Effectiveness: Leading with Skill
- Organizing and Advocacy
- Building the Capacity of Others
- Learning Community and Workplace Culture

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 can help you understand your participation in each step of the process:

- Learn: Delve into the resources, explore the needs of your school, district, or state, and perform a self-assessment in order to gain a deep understanding of the available research, best practices as well as 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 involved in the implementation of your action plan and consider the next steps.

Building the Capacity of Others and Teacher Leadership

According to the NEA Teacher Leadership Competencies (2018), through developing your teacher leadership in the area of Building the Capacity of Others includes the following: (See the resource section for the link to the complete guide):

Emerging Level

- Understand both the range of leadership skills and the styles of communication that members may possess.
- Know the strengths and limitations of other members in terms of their personal leadership skills and communication styles.

Developing Level

- Collaborate in implementing professional growth activities to help members develop.
- Expand association leadership skills at the local, state, and/or national level.

Performing Level

- Develop and provide professional growth opportunities for members working to realize their potential as active members or (local, state, and/or national) association leaders.

Transforming Level

- Engage association members and potential members to discover their greater potential at the local, state, and/or national level.
- Mentor members to envision and achieve the knowledge and skills necessary to build their capacity as potential association leaders.

Types of Collaborating Purposefully Leadership Plans
Work with members to develop their professional growth and communication skills.

- Work to expand their leadership skills and communication styles.
- Create and lead professional growth opportunities for association members to become more active and/or leaders.
- Identify and develop leadership strategies to empower members to achieve the potential in themselves and others.
- Empower members and potential members to identify and develop their own leadership potential and communication ability.
- Help members overcome obstacles for themselves and for others.
  Increase ownership of a shared association vision.
- Build leadership and communication through achievement.

Supporting Research

Day, D. V., Zaccaro, S. J., & Halpin, S. M. (2004). Leadership development for transforming organizations: Growing leaders for tomorrow. New York, NY: Psychology Press.

This book emphasizes the importance of leaders (using the U.S. Army as an example of a world-class organization in need of transformation) in the development of cultures that are conducive to leadership development.

Hackman, J. R. & Oldham, G. R. (1980). Work redesign. Reading, MA: Addison-Wesley.

This seminal book examines the characteristics of designing work around organizational goals and mission. This research comes from the organizational sciences and has direct application for how work is organized for associations.

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 building on his visible learning work.

Kraft, M. A. & Papay, J. P. (2016). Developing workplaces where teachers stay, improve, and succeed. The Albert Shanker Institute. Retrieved from http://distributedleadership.org/assets/asi-(2016).pdf

"Teachers working in schools with strong professional environments improved, over 10 years, 38% more than teachers in schools with weak professional environments."

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

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

https://docs.google.com/document/d/1FDD3iyqAS3PA4LJcZpWzlPsPBuSwRPZsbfr2C546Xzw/edit

TLI Fellows from 2018–current should have completed this template as part of the TLI's requirements. 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.

List of possible association activities/positions: https://drive.google.com/drive/folders/0B2XWGQEjA7buNWtRcDF1R2s2WnM

NEA history video (9:37)

This video excerpt details the history of NEA's fight for quality schools, the teaching profession, and social justice for all.

https://www.youtube.com/watch?v=gaE_V7N9NRM&feature=youtu.be

NEA video on leadership (13:48)

Based on NEA's Leadership Competencies, this video outlines the skills and work of the teacher leader in creating an impactful organization.

https://www.youtube.com/watch?v=iI9u9v2D2_w&feature=youtu.be (video)

NEA Leadership Competencies Guide

Review pages 15–17 for examples of association leadership areas for growth.

http://www.nea.org/assets/docs/CompetencyGuide_2015.pdf (guide)

NEA Mission, Vision, and Values (reading)

Review this short document and familiarize yourself with NEA's mission, vision, and core values.

Suggested additional activity: Find your local and/or state organization's mission, vision, and values—if they are available—and look for alignment and contrasts with your own personal mission statement.

http://www.nea.org/home/19583.htm

Power Mapping

http://learning-advocacy.org/power-analysis-and-power-mapping

Resources for work-style, communication-style, and personality-type assessments

Building Intentional Communities (2010). The Leadership Compass Self-Assessment, available at http://bit.ly/1VQkeYS

This free assessment helps you identify your preferred working style and strengths related to action, vision, empathy, and analytical skills. Further, it describes approaches to work and issues with styles taken to excess.

Humanmetics, Inc. (2016). Jung typology testTM, a free alternative to Myers–Briggs, available online at:

http://www.humanmetrics.com/cgi-win/jtypes2.asp).

Free personality test based on Carl Jung and Isabel Briggs Myers' typology, providing information about communications and learning styles, strengths of preferences, and a description of the different personality types.

Mind Tools Limited (2016). MindTools: https://www.mindtools.com/pages/article/newLDR_50.htm

Free 18-question assessment of leadership skills, providing an overall "score" and information on nine personal characteristics.

Neris Analytics Limited (2016). 16 Personalities, available online at: https://www.16personalities.com

This 12-minute personality assessment identifies a person's personality type using the Myers–Briggs conventions, with explanations of the meaning of each decision point.

Instructions for the Compass-Points activity:

http://www.nsrfharmony.org/system/files/protocols/north_south_0.pdf

Improving performance, establishing culture using Mindset, and understanding the worth of a person: These concepts are particularly meaningful and have been well framed by the Arbinger Institute in their white paper: https://arbinger.com/wp-content/uploads/2013/10/2015-WHITE-PAPER-Dramatically-Improving-Performance.pdf (3 Pages)

Jim Collins (Characteristics of the Level 5 leader). This video introduces the defining characteristics identified in Jim Collins' research into businesses that have maintained phenomenal levels of performance over decades: https://www.youtube.com/watch?v=q-KyQ90XByY (2:34)

Interview with Jim Collins: Interview giving additional insights into the qualities of the leaders of great organizations.

https://www.youtube.com/watch?v=wfaZ4pw99hc (6:23)

Eight Qualities of Successful Leaders: As the name suggests, this blog post provides another view of the defining characteristics of great leaders.

https://www.theguardian.com/teacher-network/teacher-blog/2013/sep/24/eight-qualities-successful-school-leaders (2 pages)

NEA Mentoring; You're not alone: This NEA article discusses the importance and characteristics of adults mentoring adults in their roles as teachers and leaders. http://www.nea.org/home/55401.htm (2 Pages)

Brene Brown, Ted Talk: https://www.youtube.com/watch?v=8-JXOnFOXQk (20:40)

 Simon Senak, Ted Talk: https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe#t-503001 (11:59)

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" for each component 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. Do not include any information that will make you identifiable to the 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, including:
Number of years in education, subject area, etc.
School/community, e.g., rural, urban, suburban, school level, student/community demographics, socio-economic data.
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
Who are the stakeholders in your community?

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

500 word limit

Activity: Describe the context for a meeting or activity for the purpose of developing potential new Association leadership/involvement.
" What were the intended outcomes?
" Who was present and what role did they play in the meeting or activity?

- **Passing:** Activity description is clear and with sufficient detail to know the context and purpose of the meeting or activity and it provides an insightful description of the other stakeholders.

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 the reviewers.

Artifact 1: Teacher Leadership Circle Map
(see template in the resource section)
Fill in the Circle Map using the template in the resource section or draw your own on chart paper.

Teacher Leadership Context Circle Map

Needs
•1.
•2.

Context
•1.
•2.

Core Belief/Theme
•1.
•2.
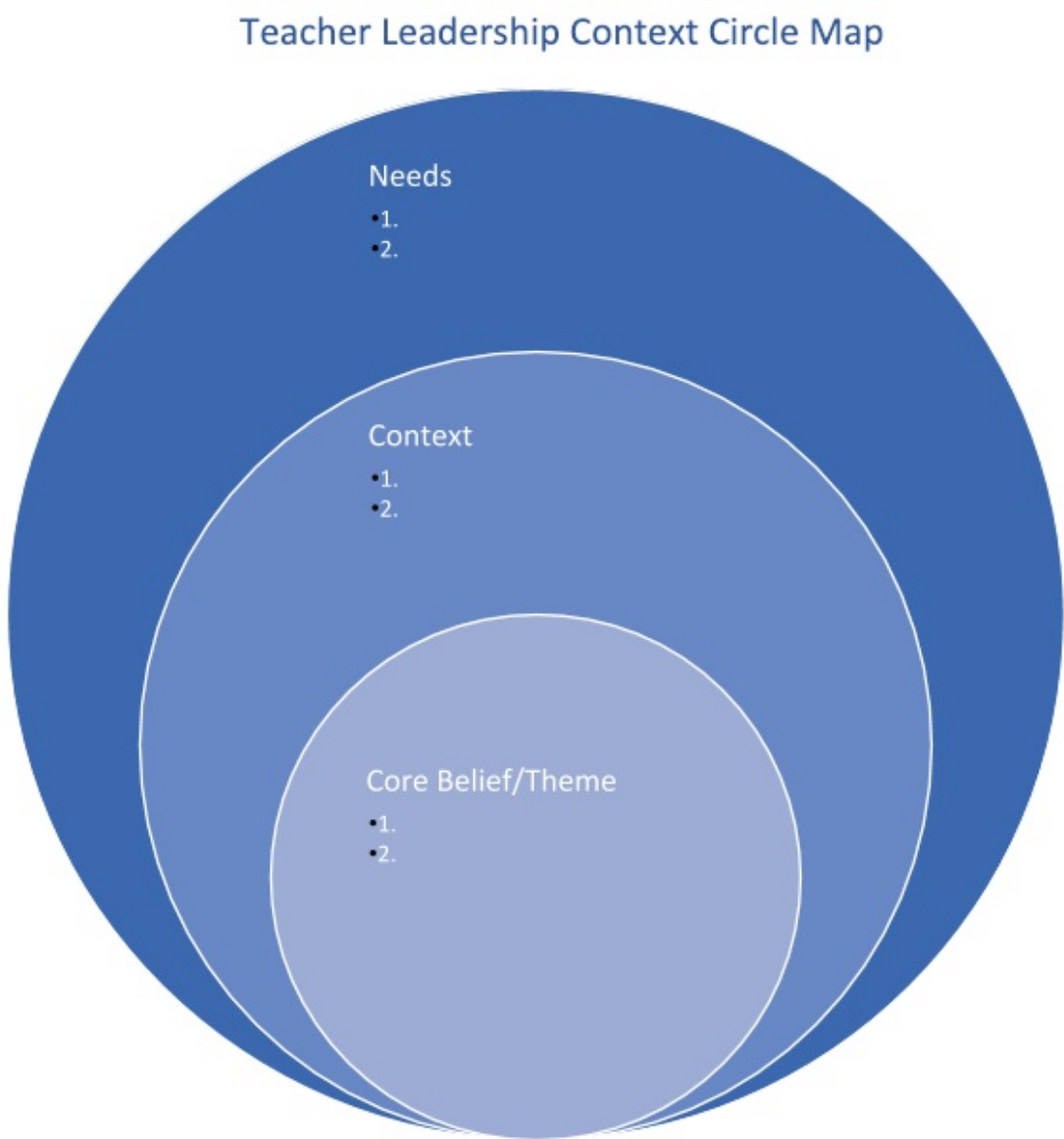
Directions for completing the Circle Map
Center Circle: Core Belief/Theme
Use page 5 of the NEA Teacher Leadership Competencies Booklet (see resource section) to identify the Core Belief/Theme that most closely resonates with you.

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

- District (suburban/rural/urban)
- Colleagues
- Site/District Administration
- Teacher Leadership Culture
- Demographics (school, community)
- 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 relation to building the capacity of others in the outer circle. Consider the following guiding questions to help you identify your contextual needs:

- Is there a stakeholder group that is not represented in the 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 your school/district?
- What are the needs of your colleagues?
- How do the needs of your colleagues affect the classroom, school, and district?
- What are the needs of your local association?
- How do the needs of your association affect you and your colleagues?

Artifact 2: Review
Connect your Teacher Leader Circle Map to building the capacity of others by answering the following questions (50–150 words or 3–5 bullet points each):
1. What might your role as a teacher leader be to positively impact building the capacity of others regarding addressing the needs of your stakeholders (students, school, district, association), based on your specific context and grounded in your core belief/theme
2. What might your role as a teacher leader be to inspire and support other potential teacher leaders in effectively building the capacity of others, based on your context and grounded in your core belief/theme?

Artifact 3: Design
Use the Teacher Leadership Building the Capacity of Others Competency to design an activity or action that you can do 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 the resource 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 the resource section)

Artifact 4: Do (part 1)
Upload 3 different artifacts that show evidence of the implementation of your action plan, annotated with short descriptions (20–50 words each). These artifacts may include:

- Websites

- Newsletters
- Emails to and from participants
- Recorded webinars
- Presentations
- Online forums (screenshots of conversations)
- Completed Websites
- Products developed during the process
- Artifacts from using tools like Remind or Hussle
- 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 in the Do aspect above (*Do, part 2*)
Obtain feedback from a least two stakeholders in attendance. Use the following prompts to obtain necessary feedback to serve as evidence. Ask your chosen participants to respond to each prompt in 2–3 sentences or 2–3 bulleted points.

- How did the teacher leader engage you in building the capacity of others?
- 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?

null	Proficient	Basic	Developing
Artifact 1: Circle Map	Circle Map is complete, and directions were followed closely Core Belief/Theme is from the Teacher Leadership Book The context section is complete with enough context to be useful to aid understanding the full picture Needs are listed and realistic and within your sphere of influence Needs are identified using a positive proactive, professional voice and are facts not opinions	Circle Map is missing important information Core Belief/ Theme is not from the Teacher Leadership Book The context is missing some important information The needs may be too broad and outside of your realm of influence Needs are based on opinion and not fact Professional or proactive voice is not used	Circle Map is incomplete Core Belief/ Theme is not identified Very little context given Needs are not identified or are not based on facts 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	Template is not complete or it is

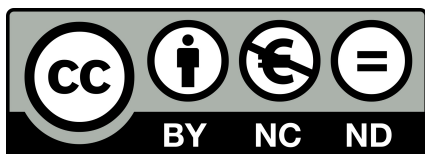|		done	incorrectly filled out
	Professional goals are measurable, actionable, and relevant to building the capacity of others	Professional goals may not be measurable, actionable, and/or relevant to building the capacity of others	Professional goals are missing
	Needs and current reality are based on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

Reflection

400-500 words

Please answer the following reflective questions. Do not include any information that will make you identifiable to the reviewers.
How will your knowledge of building the capacity of others 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 the claims made. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.

Reflection