



Great Public Schools for Every Student

Purposeful Collaboration

Educator leads or facilitates diverse groups in situations which challenge inequity and promote equity, diversity, and cultural competency in education.

Key Method

The educator uses the Learn-Design-Do-Reflect inquiry cycle to lead or facilitate diverse groups to promote and propose changes in policies for the support of equity, diversity, and cultural competency 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 be constantly growing 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 individual 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.

Purposeful Collaboration and Teacher Leadership

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

Emerging Level

- Recognize the differences among, between, and within cultural groups. Acknowledge the cultural groups that are present and absent in their collaborative group settings.
- Recognize and understand strengths and limitations of their collaboration skills and/or organizational practices when interacting with other cultural groups.
- Engage in ongoing self-education and self-reflection.

Developing Level

- Develop and exhibit an appreciation and acceptance for the differences among, between, and within cultural groups.
- Explain the value and benefits of including other cultural groups in their collaborative groups.
- Explain the strengths and limitations of their skills and/or organizational practices when interacting with other cultural groups.
- Engage in ongoing self-education, self-reflection, and self-improvement.

Performing Level

- 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.

Transforming Level

- Facilitate and/or inspire others to create alliances with individuals and different cultural groups, leading to organizational and/or systemic change.
- Inspire others to create alliances with individuals and groups to challenge inequitable policies and social injustice practices that impact underserved or marginalized cultural groups.
- Facilitate projects or presentations that challenge inequitable policies and social injustice practices to impact underserved or marginalized cultural groups.

Types of Collaborating Purposefully Leadership Plans

- Create or facilitate involvement for stakeholders from across cultures in significant planning, data gathering, data analyzing, and/or decision-making processes.
- Guide cultural group dynamics in setting goals and/or solving problems.
- Model the importance of using diversity and equity to guide work and/or achieve goals.
- Identify and explain the shared visions, shared goals, shared perspectives, shared work habits, and/or shared interpretations of success.
- Invite, include, or promote leadership roles within the school, district, and/or association for individuals and/or groups historically underserved or marginalized in that setting or broader environment.
- Work collaboratively with individuals and/or groups across cultures toward a specific improvement goal and/or policy change.

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-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>

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

Resources

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-besQDxQeLBsdIE9gGv8/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 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. 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.

500-word limit

Needs Assessment: Conduct a needs assessment of your environment.

- What change might assist purposeful collaboration for a more socially just environment?
 - What are your goals or outcomes for this proposed change?
 - What action(s) might be taken to help meet this need? Be sure to include how your personal philosophy of collaboration for a socially just environment relates to your goals.
- **Passing:** Description is clear, with sufficient detail, to understand the need for the shift toward a more socially just environment and how the selected action(s) might produce the desired change.

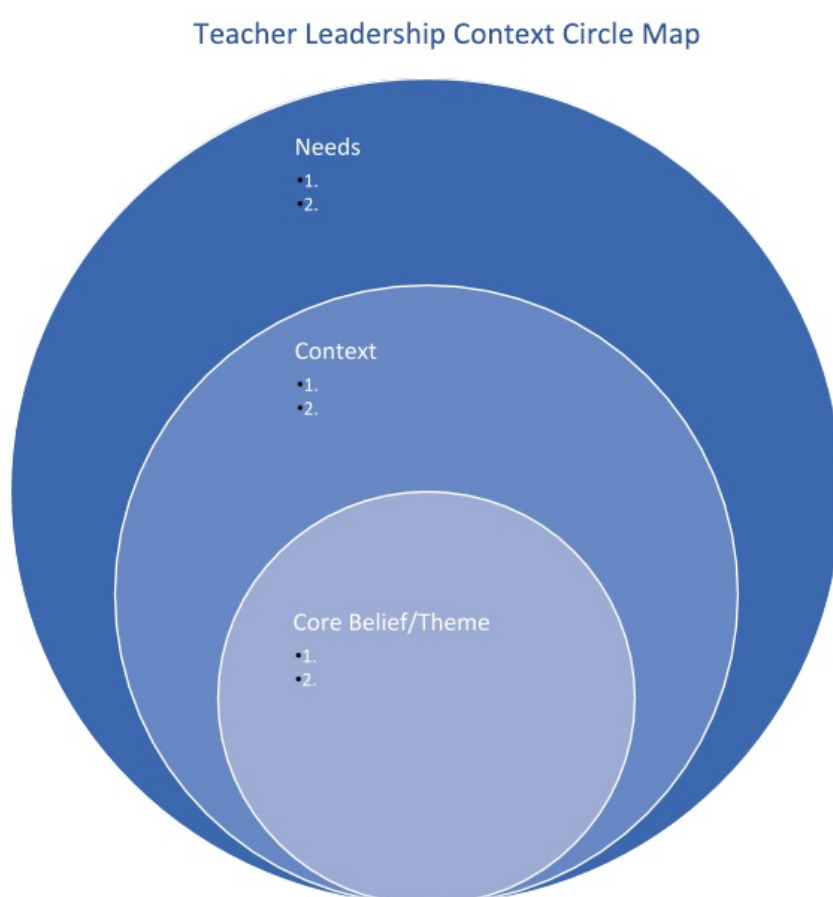
Part 2. Work Examples / Artifacts

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 Belief/Theme

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 Collaborate Purposefully 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 needs for purposeful collaboration 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 purposeful collaboration, based on your context and grounded in your core belief/theme?

Artifact 3: Design

Use the Teacher Leadership Purposeful Collaboration 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: 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 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 – 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 two to three sentences or bulleted points.

- How did the teacher leader engage you in purposeful collaboration?
- 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?

	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>ECircle 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

Template is completely filled out

Professional goals are measurable, actionable, and relevant to purposeful collaboration

Needs and current reality are based on actual evidence, NOT opinion

Results are realistic and focus on affecting the practice of others

Description is clear, and activity directly relates to professional goals, needs, desired results, and purposeful collaboration

Template is incomplete or not thoughtfully done

Professional goals may not be measurable, actionable, and/or relevant to purposeful collaboration

Needs may be based partially on opinion and/or evidence is not substantial

Results may not be realistic and/or do not focus on affecting the practice of others

Description not clear and or the activity does not directly relate to professional goals, needs, desired results, and purposeful collaboration

Template is not complete, or it is incorrectly filled out

Professional goals are missing

Needs are missing or based on opinion and/or personal biases

Unrealistic results

Description is missing or not understandable

Artifact 3: Design

Activity design template is completely filled out

Activity design aligns to your identified needs

Activity design is actionable

Activity design template is not completely filled out

Activity design loosely aligns to your identified needs

Activity design is not actionable

Activity design template is not used

Activity design does not align to your identified needs

Activity design is not actionable

Artifact 4: Do (Part 1)

Three artifacts are submitted

Artifacts are from implementation of plan

All artifacts contain a description that includes:
Time/Date
Number of Participants
Purpose of artifact and how it was used.

Less than three artifacts are submitted

Artifacts are not related to implementation

Artifact descriptions are missing key components

Less than three artifacts are submitted

Artifacts are not related to implementation

Artifact descriptions are not included

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

Two participants provided feedback

Feedback is thoughtful

Only one participant provides feedback

Feedback may not be

No feedback provided

and useful for self-reflection

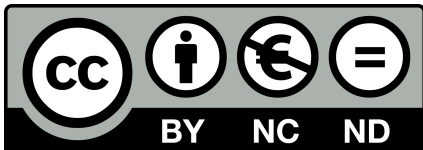
useful for self-reflection

Reflection

500-word limit

As you reflect upon a previous event or activity, how did you and your diverse group collaborate to advance educational equity? Looking forward, describe your next steps for building collaborative partnerships involving educational equity, a few possible roadblocks you may encounter along the way, and possible solutions to overcome the roadblock or situation to continue to promote purposeful collaboration for educational equity.

- **Passing:** Reflection includes a thoughtful analysis of the efforts to collaborate purposefully with a diverse group, including a clear and concise description of your next steps, potential roadblocks, and strategies for overcoming those challenges.



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