



# Coaching and Mentoring

## Competency

Educator deepens their understanding and application of coaching techniques.

## Key Method

The educator uses the Learn-Design-Do-Reflect cycle to deepen their understanding of their role as a coach and how through coaching they can effectively support their peers. They conduct a coaching session and reflect on its effectiveness.

## Method Components

Instruction is, perhaps, one of the most basic building blocks of teacher leadership. Leadership in instructional practice means something more than just being the best possible teacher within the four walls of one classroom—it means reaching out and sharing great teaching with others, including fellow educators, but also to a broad range of stakeholders. Successful teacher leaders do not keep their effective practices to themselves; they share that knowledge with others in order to benefit all students.

### Instructional Competencies for Teacher Leaders

- Coaching and Mentoring
- Community Awareness, Engagement, and Advocacy
- Facilitating Collaborative Relationships



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Last Revised on Mar 19, 2022

## Learn-Design-Do-Reflect Cycle

The Learn-Design-Do-Reflect cycle is a tool used in the NEA Teacher Leadership Institute (TLI) 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 deeper understanding of the available research and 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 at the same time collect information and evidence about the challenges and successes involved in the plan's 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.

## Coaching, Mentoring, and Teacher Leadership

According to the NEA Teacher Leadership Competencies (2018), through developing your teacher leadership skills in the area of coaching and mentoring, teacher leaders should be able to demonstrate that they do the following: (See the resource section for the link to the complete guide)

### Emerging Level

- Value the importance of professional growth and development for the benefit of students.
- Invite colleagues to observe their teaching practices.
- Engage in peer assistance for supporting their personal growth and development.

### Developing Level

- Promote a collegial environment of trust and respect.
- Foster the development of colleagues and value their skills and abilities.
- Guide colleagues to make their own professional decisions by asking appropriate questions and encouraging reflection.

### Performing Level

- Engage in formal coaching and mentoring roles.



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Last Revised on Mar 19, 2022

- Utilize multiple measures to identify effective teaching and successful student learning.
- Identify and promote colleagues who could be good mentors and/or leaders.
- Connect colleagues based on their strengths, needs, and personal and academic qualities, and determine appropriate methods to meet those needs.

#### Transforming Level

- Lead the creation of new systems and/or innovate existing systems to foster the development of other teacher leaders by envisioning what they need and developing systems to meet those needs on a large scale.
- Create opportunities for fellow teacher leaders to design coaching and mentoring opportunities in their own contexts.

#### Types of Collaborating Purposefully Leadership Plans

- Establish a trustworthy work environment with colleagues, one in which there is an open exchange of ideas.
- Work with other teachers to provide information about their own practice to promote their growth and development.
- Seek opportunities to give and receive feedback on instructional practice.
- Provide targeted professional development based on data analysis and instructional needs.
- Provide formal coaching or mentoring to colleagues.
- Collect evidence and provide colleagues with meaningful feedback about their practice.
- Build collegial communities based on needs and foster an environment of learning and teaching among colleagues to inform and improve their practice.
- Seek additional teacher leaders to serve as coaches or mentors to colleagues and match them based on their strengths and needs.
- Work within or beyond the school and/or district to establish systems that encourage and support teacher leader development.
- Determine the vision of teacher leaders and enable teachers to fulfill that role.
- Prepare and support teacher leaders for future mentoring and/or coaching roles.
- Bring mentorship and/or coaching systems to a broader scope of stakeholders.



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Last Revised on Mar 19, 2022

- Design appropriate coaching and mentoring programs for schools, districts, and/or states.
- Build and sustain outside partnerships and programs to support the needs of mentors and/or coaches in schools, districts, and/or states.

## Supporting Rationale and Research

Ericsson, K. A., Krampe, R. T., & Tesch-Romer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 100(3), 363–406.

*Deliberate practice requires feedback to lead to improvement. Cited by Gladwell in Outliers, Ericsson's research has been used to identify the need for feedback from experts or from more advanced peers, which has obvious implications for teachers and administrators, where feedback is typically limited.*

Jackson, C. K. & Bruegmann, E. (2009). Teaching students and teaching each other: The importance of peer learning for teachers (No. NBER Working Paper 15202). Cambridge, MA: National Bureau of Economic Research. Retrieved from [www.nber.org/papers/w15202](http://www.nber.org/papers/w15202)

*Student test scores benefit when their teachers have more effective colleagues. This is particularly true for less-experienced teachers, which makes a strong case for the spread of teaching expertise.*

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 the University of Minnesota concluded that collective leadership has a stronger influence on student achievement than individual leadership—and 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.*



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**TLI Instructional Pathway**

Last Revised on Mar 19, 2022

# Resources

## Templates

[Action/Design Plan Template for non-Teacher Leadership Institute Fellows for Artifact 3](#)

*Anyone NOT in the TLI should use this template.*

[2018–Current Teacher Leadership Institute Fellows Action Plan Template for Artifact 3](#)

*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.*

[Teacher Leadership Context Circle Map for Artifact 1](#)

## Resources

[Active Listening: Hear what people are really saying.](#)

[Coaching Teachers: What You Need to Know by Elena Aguila](#)

[Culturally Responsive Coaching for Inclusive Schools](#)

[Seven Keys to Effective Feedback](#)

[Teacher Leadership Competencies Booklet](#) Scroll until you find the download pdf button

## Videos

[Elena Aguilar – The Art of Coaching Workshop](#)

# Submission Guidelines & Evaluation Criteria

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



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**TLI Instructional Pathway**

Last Revised on Mar 19, 2022

## Part 1. Overview Questions (Provide Context)

(350–500 words)

*Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.*

*Please do not include any information that will make you identifiable to your reviewers.*

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, 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
  - Who are the stakeholders in your community?
  - How do you address diversity, equity, and cultural competence as a coach/mentor?

**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.

## Part 2. Work Examples/Artifacts/Evidence

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 the reviewers.

### **Artifact 1: Teacher Leadership Circle Map**

(see template in the resource section)



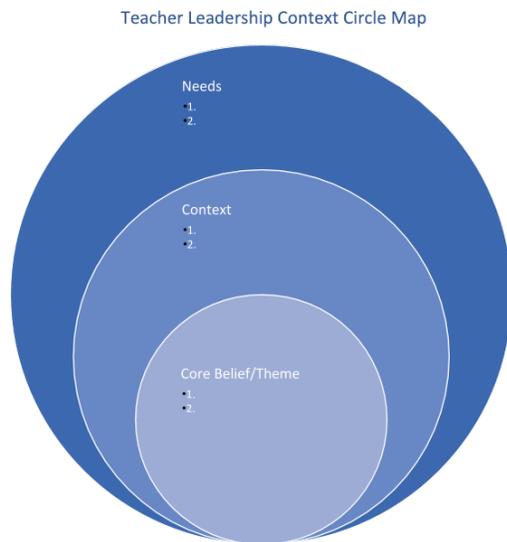
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**TLI Instructional Pathway**

Last Revised on Mar 19, 2022

Fill in the Circle Map using the template in the resource section or draw your own on chart paper.



Directions for completing the Circle Map

Center Circle: Core Belief/Theme

Use page 5 of the NEA Teacher Leadership Competencies Booklet (see the 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 also include any other relevant contextual information to guide your thinking and recording 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 relationship to coaching and



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**TLI Instructional Pathway**

Last Revised on Mar 19, 2022

mentoring, 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?
- How are diverse perspectives included?
- 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/or 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 the coaching and mentoring 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 the identified coaching and mentoring needs of your diverse stakeholders (students, school, district, association), based on your context and grounded in your core belief/theme
2. What might your role as a teacher leader be to inspire and support other potential diverse teacher leaders, in terms of effective coaching and mentoring, based on your context and grounded in your core belief/theme?

### **Artifact 3: Design**

Use the Teacher Leadership Coaching and Mentoring Competency to design an activity or action that you can do to address an identified need from your Leadership Circle Map. Describe how the plan supports and promotes equity.

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)



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**TLI Instructional Pathway**

Last Revised on Mar 19, 2022

- 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 Huddle
- Voice recorded messages for phone lists
- Group chats/text messages

#### **Descriptions should include:**

- Time/Date
- Number of participants
- Purpose of artifact and how it was used
- Explain how equity is supported and promoted

#### **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 coaching and mentoring?
- 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?



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**TLI Instructional Pathway**

Last Revised on Mar 19, 2022

- How did the teacher leader address diversity, equity, and cultural competence during this activity?

## Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: Circle Map</b>	<p>Circle Map is complete, and directions were followed closely</p> <p>Core Belief/Theme is from the Teacher Leadership Book</p> <p>The context section is complete with enough context to be useful to aid understanding the full picture</p> <p>Needs are listed and realistic and within your sphere of influence</p> <p>Needs reflect diverse perspectives</p> <p>Needs are identified using a positive proactive, professional voice and are facts not opinions</p>	<p>Circle Map is missing important information</p> <p>Core Belief/Theme is not from the Teacher Leadership Book</p> <p>The context is missing some important information</p> <p>The needs may be too broad and outside your realm of influence</p> <p>Needs reflect at least one diverse perspective</p> <p>Needs are based on opinion and not fact</p> <p>Professional or proactive voice is not used</p>	<p>Circle Map is incomplete</p> <p>Core Belief/Theme is 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>Needs do not include diverse perspectives</p>
<b>Artifact 2: Action Plan</b>	<p>Template is completely filled out</p> <p>Professional goals are measurable,</p>	<p>Template is incomplete or not thoughtfully done</p>	<p>Template is not complete, or it is incorrectly filled out</p>



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**TLI Instructional Pathway**

Last Revised on Mar 19, 2022

	<p>actionable, and relevant to coaching and mentoring</p> <p>Needs and current reality are based on actual evidence NOT opinion</p> <p>Needs reflect diverse perspectives</p> <p>Results are realistic and focus on affecting the practice of others</p> <p>Description is clear, and the activity directly relates to professional goals, needs, desired results, and coaching and mentoring</p>	<p>Professional goals may not be measurable, actionable, and/or relevant to coaching and mentoring</p> <p>Needs may be based partially on opinion and/or evidence that is not substantial</p> <p>Needs reflect at least one diverse perspective</p> <p>Results may not be realistic and/or do not focus on affecting the practice of others</p> <p>Description is not clear and/or the activity does not directly relate to professional goals, needs, desired results, and coaching and mentoring</p>	<p>Professional goals are missing</p> <p>Needs are missing or are based on opinion and/or personal biases</p> <p>Needs do not include diverse perspectives</p> <p>Unrealistic results</p> <p>Description missing or not understandable</p>
<b>Artifact 3: Design</b>	<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 supports and promotes equity</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 supports equity</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> <p>Activity does not address equity.</p>



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**TLI Instructional Pathway**

Last Revised on Mar 19, 2022

## Part 3 Reflection

(400–500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

*Please do not include any information that will make you identifiable to your reviewers.*

Answer the following reflective questions. Do not include any information that will make you identifiable to the reviewers.

- How will your knowledge of coaching and mentoring impact your leadership work with others?
- How did you address diversity, equity, and cultural competence during this activity?
- 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.



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