



TLI Group Processes

Competency

Educator demonstrates awareness and understanding of group processes and how they relate to teacher leadership and goal achievement.

Key Method

The educator uses the Learn-Design-Do-Reflect inquiry cycle to deepen their knowledge about group process strategies by conducting a needs assessment, creating a project plan, clearly demonstrating a working knowledge of group processes and group facilitation, and utilizing opportunities for self-reflection and participant reflection.

Method Components

Principles of Group Processes

Understanding group dynamics will help teacher leaders effect positive change. Some of the principles to be aware of are:

- Group development stages (forming, storming, norming, performing, and adjourning)
- Communication processes
- Group leadership dynamics
- Group norms



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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.

Group Processes and Teacher Leadership

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

Emerging Level

- Contribute and participate in group meetings and learning opportunities and/or events.
- Understand the roles of learning opportunities for teacher leadership.
- Engage in work with others with an open, unbiased mindset and respect for diversity.

Developing Level

- Understand the fundamentals of leading group dynamics.
- Navigate difficult situations while respecting diversity of opinion and styles.

Performing Level

- Manage group dynamics with proficiency and effectiveness.
- Guide groups through challenges, conflicts, controversy, and adversity.
- Apply an understanding of the contribution of diversity to group work.

Transforming Level

- Mentor group leaders to skillfully manage group dynamics.
- Create new groups or use existing groups and facilitate those groups to overcome opinions and experiences in order to meet objectives, solve problems, and achieve goals.

Types of Group Processes Leadership Plans

- Actively engage in learning groups
- Examine the role of the leader in group dynamics
- Learn about managing difficult situations and respecting various styles
- Manage group dynamics



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- Mediate group conflict
- Mentor new groups and/or leaders
- Empower others to lead groups

Supporting Rationale and Research

Harris, A. (2008). Distributed leadership: According to the evidence. *Journal of Educational Administration*, 46(2), 172–188,
<http://www.emeraldinsight.com/doi/abs/10.1108/09578230810863253>

Jackson, C. K., & Bruegmann, E. (2009). Teaching students and teaching each other: The importance of peer learning for teachers (No. w15202). National Bureau of Economic Research.
<http://www.nber.org/papers/w15202>

Stevenson, H. (2012). Teacher leadership as intellectual leadership: Creating spaces for alternative voices in the English school system. *Professional Development in Education*, 38(2), 345–360.
<http://www.tandfonline.com/doi/abs/10.1080/19415257.2012.657880>

Resources

Templates

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

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

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

NEA Resources

[Teacher Leadership competencies as defined by the Teacher Leadership Institute](#)

[Teacher Leadership Competencies](#) (Full booklet download)
 Scroll to find the PDF download



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Other Resources

[Design Thinking for Educators Toolkit](#)

[What Teachers Should Know and Be Able to Do, by NBCT](#)

[Parent, Family, Community Involvement in Education](#)

[Polarity Management](#)

[Purpose and Audience Analysis](#)

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 (Provides Context)

(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.

- 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, 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



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context is reasonable and accurate and includes specific professional learning goals as an outcome of completing this micro-credential.

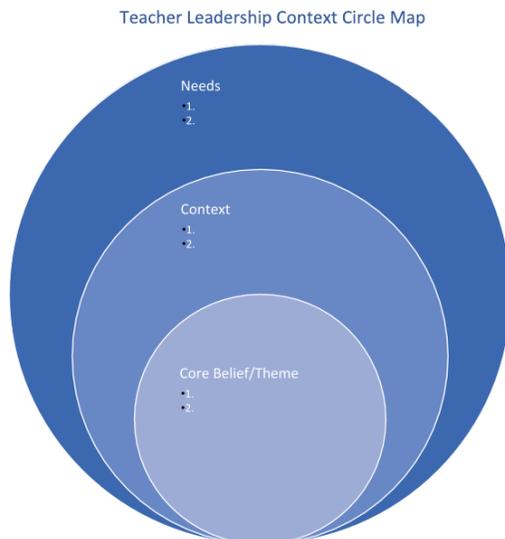
Part 2. Work Examples/Artifacts/Evidence

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 your reviewers.

Artifact 1: Teacher Leadership Circle Map

(See template in Resources section.)

Fill in the Circle Map using the template in the Resource 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



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- 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 Group Processes 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 Group Processes 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 Group Processes 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 Group Processes based on your context and grounded in your core belief/theme?

Artifact 3: Design

Use the Teacher Leadership Group Processes 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).



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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

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 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 Group Processes?
- 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?

Part 2. Rubric

| | Proficient | Basic | Developing |
|-----------------------------------|---|--|--|
| Artifact 1: Circle Map | Circle map is complete, and directions were followed closely. Core theme/belief is from the Teacher Leadership Book. | Circle map is missing important information. Core theme/belief is not from the Teacher Leadership Book. | Circle map is incomplete. Core theme/belief is not identified. Very little context is given. |



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| | | | |
|------------------------------------|---|--|--|
| | <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>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, not on facts.</p> <p>Professional or proactive voice is not used.</p> | <p>Needs are not identified or not based on facts.</p> <p>Needs are stated in a negative tone that is not proactive.</p> |
| Artifact 2: Action Plan | <p>Template is completely filled out.</p> <p>Professional goals are measurable, actionable, and relevant to Group Processes.</p> <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 Group Processes.</p> | <p>Template is incomplete or not thoughtfully done.</p> <p>Professional goals may not be measurable, actionable. and/or relevant to Group Processes.</p> <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</p> | <p>Template is not complete, or is incorrectly filled out.</p> <p>Professional goals are missing.</p> <p>Needs are missing or based on opinion and/or personal biases.</p> <p>Unrealistic results.</p> <p>Description missing or not understandable.</p> |



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| | | | |
|---|---|---|--|
| | | goals, needs, desired results, and Group Processes. | |
| 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>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:</p> <ul style="list-style-type: none"> • time/date • number of participants • purpose of artifact and how it was used. | <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)



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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.

- How will your knowledge of Group Processes 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.



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