



## Building Capacity in 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 understands the workplace culture and identifies Association involvement gaps, using personal interactions to implement training for members who wish to take more Association responsibility.

### Method Components

The Building Capacity of Others micro-credential is one of five in the Association leadership pathway of the Teacher Leadership Institute. Association leadership is leading to building the next generation of a strong, unified, and student-centered education association. Below are the method components that teacher leaders must complete in the Association leadership stack.

1. Conduct a self-assessment as a member of an identified community. Ask yourself how your own biases, experiences of privilege, and personal values might impact your leadership. As part of the self-assessment, determine what you are trying to accomplish as a leader.
2. Identify the needs and priorities of the identified community and create a plan for meeting those needs. To conduct a needs assessment of a particular community, gather data on one or more of the following: how qualitative/quantitative data are used, the current practices, and what the data and/or analysis reveal about the most evident needs. Develop a plan to engage colleagues and/or a diverse range of stakeholders to accomplish one or more of the needs identified in your needs assessment.
3. Implement the plan by engaging members of the community in a meeting or activity in which the community members are brought together to address the needs and priorities of the community. The evidence for this micro-credential may be collected from any meeting or activity, not necessarily the first action taken to implement the plan.
4. Reflect on the effectiveness of the meeting or activity and your role as a leader as well as your efforts to improve in building the capacity of others.

### 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](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](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.”

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.

## Resources

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=qaE\\_V7N9NRM&feature=youtu.be](https://www.youtube.com/watch?v=qaE_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=il9u9v2D2\\_w&feature=youtu.be](https://www.youtube.com/watch?v=il9u9v2D2_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](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 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>

Needs Assessment

Guide to developing a Needs Assessment Tool (from the U.S. Department of Education)

<https://www2.ed.gov/admins/lead/account/compneedsassessment.pdf>

Power Mapping

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

## Resources on work style, communication style, 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 styles taken to excess.
- Humanmetrics, Inc. (2016). Jung typology test™, 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](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 a reading explaining the meaning of each decision point.
- Instructions for the Compass-Points activity:  
[http://www.nsrfharmony.org/system/files/protocols/north\\_south\\_0.pdf](http://www.nsrfharmony.org/system/files/protocols/north_south_0.pdf)

## Additional resources

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 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](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. Context Questions

500-word limit

**Needs Assessment:** Design and conduct a needs assessment to gather information about your Association member's involvement.

- What is the need for change?
- What are your goals or outcomes for this proposed change?
- What shift might meet this need? Describe who will create this plan.
- How might your own biases, experiences of privilege, and own personal values impact your ability to effectively communicate?
- How are qualitative/quantitative data and formal/informal feedback currently used? To what degree do your colleagues use data to guide their work?

**Pass:** Description is clear and with sufficient detail to understand the need and potential for more member involvement in Association business to produce the desired change.

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?

**Pass:** 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/Evidence

(10-minute maximum)

- Provide evidence from a meeting or event where you implemented part of your plan. You may submit any of the following:
  - An unedited audio or video recording of a meeting or event (10-minute maximum).

- A written account of the meeting that includes: person(s) in the meeting, your relationship to them, meeting description, and how you demonstrated competence in this skill (500-word limit).
- Artifacts, documents, photos, and/or other data which demonstrate evidence of your leadership in a particular meeting/event in your plan. This evidence must be accompanied by a full description of the meeting/event, your relationship to those present, a meeting/event description, and how you demonstrated competence in this skill (500 word limit).
- Gather feedback from someone attending your meeting or activity. The analysis or feedback should focus on how the submitter effectively organized, used data, and inspired and strengthened stakeholders in the community, and workplace culture improvements. This feedback may be submitted in any of the following formats:
  - a written testimonial (500-word limit);
  - an unedited video or audio (5 min maximum);
  - a survey.

## Part 2. Scoring Guide

Your submission(s) will be assessed based on the following rubric. You must earn a score of “Proficient” on all parts of the submission in order to earn the micro-credential.

	Proficient	Basic	Developing
<i>Leading</i>	<p>Effectively facilitates a collaborative discussion with clarity, persistence, and risk taking.</p> <p>Fosters flexible thinking encompassing the community and workplace culture improvements.</p>	<p>Adequately facilitates a collaborative discussion.</p> <p>Encourages discussions working toward community and workplace culture improvements.</p>	<p>Manages a collaborative discussion.</p> <p>Leads meeting/activity geared toward community and workplace culture improvements.</p>
<i>Building capacity of others</i>	<p>Presentation effectively demonstrates educator’s role in the professional development opportunity, building Association involvement and encouraging rich interaction with participants.</p> <p>Identifies leadership skills in several participants in the activity.</p>	<p>Presentation adequately demonstrates educator’s role in professional development opportunity, building Association involvement and encouraging some interaction with participants.</p> <p>Identifies leadership skills in a few participants in the activity.</p>	<p>Presentation manages a professional development opportunity, exploring Association involvement but with little interaction with participants.</p> <p>Identifies leadership skills in 1 or 2 participants in the activity.</p>
<i>Advocacy/</i>	<p>The analysis or feedback demonstrates clearly and</p>	<p>The analysis or feedback demonstrates the submitter’s</p>	<p>The analysis or feedback demonstrates the submitter’s</p>

feedback

concisely a submitter's ability to organize, inspire, manifest, and/or strengthen stakeholders in advocacy for the profession for a specific cause or policy with strong public support or to make recommendations with flexibility and demonstrates a positive response to setbacks/differences or others influence to attain the needed support advocacy for this matter.

ability to organize, inspire, manifest, and/or strengthen stakeholders in advocacy for the profession for a cause or policy with some public support or to make recommendations with some flexibility and demonstrates some positive response to setbacks/differences or others influence to attain the needed support advocacy for this matter.

ability to have some of the abilities to organize, inspire, manifest, and/or strengthen stakeholders in advocacy for the profession for a cause or policy that didn't utilize sufficient research with some public support or made recommendations with little or no flexibility but demonstrated some positive response to setbacks/differences or others influence to attain the needed support advocacy for this matter.

### Part 3. Reflection

#### 500-word limit

Reflect and respond to at least three of the following prompts as they relate to your building capacity for Association involvement. Use examples and evidence from your own work to support your reflections.

- What have you learned about yourself?
- Describe your movement along the growth continuum for this competency; include where you started and where you are now (*refer to NEA video on leadership (13:48)*).
- How did your activity help you develop or strengthen the Association involvement in your setting (NBPTS Prop 5)?
- What type of leadership growth did you see in others through this process?
- How did your communication style adjust as new leaders embraced a spirit of empowerment?
- What do you see as the next step for this team/new leader?
- What leadership characteristics are your strengths and how do they extend the Association capacity to do work?
- What are the ways to guide others to discover their potential and extend their responsibilities?
- How does the quality of a relationship foster or inhibit growing leadership in others?
- Do you see a gap in leader positions, or a lack of some in a generation? Are there problems with the inclusion of persons from diverse racial and ethnic backgrounds? Are certain gender groups underrepresented?

**Pass:** Reflection includes a thoughtful self-analysis of strengths, impact, adaptations, and how professional growth impacts leadership work.