



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 engages in activities that create alliances and inspire others to collaborate purposefully to advance equity in education. The educator leads or facilitates diverse groups to promote and propose changes in policies for the support of equity, diversity, and cultural competency in education.

Method Components

The Purposeful Collaboration micro-credential is one of three in the Diversity, Equity, and Cultural Competence leadership pathway in the Teacher Leadership Institute. Diversity, Equity, and Cultural Competence leadership promotes equitable policies and practices and builds more socially just environments. Below are the method components that teacher leaders must complete in the Diversity, Equity, and Cultural Competence 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 to meet those needs. To conduct a needs assessment of a particular community, gather data on one or more of the following: how qualitative and quantitative data are used, current practices, and what the data and/or analysis reveals about the most evident needs. Develop a plan to engage colleagues and/or a diverse range of stakeholders to meet one or more needs identified in your needs assessment.
3. Implement the plan by engaging members of a community in a meeting or activity in which they are brought together to address 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 purposeful collaboration.

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

Gorski, P. & Swalwell, K. (2015, March). Equity literacy for all. *Education Leadership*.
<http://illinoiscte.org/images/pdr/EquityLiteracyforAll.pdf?lbisphreq=1>

Spencer-Oatey, H. (2012). What is culture? A compilation of quotations. GlobalPAD Core Concepts.
https://www2.warwick.ac.uk/fac/soc/al/globalpad.openhouse.interculturalskills/global_pad_-_what_is_culture.pdf

Gloria Ladson-Billings (2010)
<https://youtu.be/h7eOSaj3K9o>

Equity Definition, The Glossary of Education Reform:
www.edglossary.org/equity/

The Problem with that Equity vs. Equality Graphic You're Using:
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. Context Questions

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.

500-word limit

Describe your plan of action for collaborating purposefully. Explain the context for your facilitation of a group which reflects collaboration amongst a diverse group.

- Who is present?
- What are the intended outcomes or goals for this meeting or activity for promoting educational equity?

Passing: Describe both your role within this diverse group and how the purposeful collaboration activity helped to address or promote educational equity.

Part 2. Work Examples/Artifacts

1. **Awareness:** Submit evidence demonstrating how you collaborated purposefully. Your evidence may include:

- a. strategies
- b. models
- c. proposal

Your evidence must show:

- d. a proposal for implementing equitable practices and policies for purposeful collaboration
 - e. how **you** supported or promoted reflective practices to assess growth in issues of diversity, equity, social justice and cultural competence.
2. **Building Capacity:** Submit evidence of purposeful collaboration activity. Your evidence must demonstrate how you cooperated with people of other cultures to create strategies and implement plans. You may submit any of the following:
- a. An unedited audio or video recording of a meeting or event (10-minute maximum).
 - b. 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).
 - c. Artifacts, documents, photos, and/or other data which demonstrate evidence of your leadership in a particular meeting or event in your plan. This evidence must be accompanied by a full description of the meeting or event, your relationship to those present, a meeting or event description, and how you demonstrated competence in this skill (500-word limit).
3. **Analysis:** Gather evaluation and feedback from a participating colleague or meeting participant(s) and submit video or written documentation on how the submitter worked to facilitate a purposeful collaboration among diverse stakeholders. This is not a self-reflection. (Written feedback must be no more than 500 words and video evidence must be no longer than 10 unedited minutes.)

Part 3. Scoring Guide

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

	Proficient	Basic	Developing
<i>Facilitate</i>	Evidence demonstrates or describes facilitating or inspiring others to create alliances with individuals and groups unlike their own, leading to or suggesting organizational or systemic change impacting persons or groups or cultures historically underserved or marginalized.	Evidence demonstrates or describes facilitating others to create alliances with individuals and groups unlike their own, to work on issues of inequity.	Evidence demonstrates or describes working with individuals and groups impacting persons or groups or cultures historically underserved or marginalized.

<i>Lead</i>	Evidence demonstrates or describes invited or promoted or included leadership role(s) facilitating and inspiring collaboration across cultures, to work towards a specific policy change or goal impacting persons or groups or cultures historically underserved or marginalized.	Evidence demonstrates or describes learning environments, skills, and practices which create opportunities to celebrate and value cultural differences.	Evidence demonstrates or describes skills and practices needed to engage and work with other cultural groups.
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Part 4. 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.