Cultivating Socially Just Environments

Competency

Educator deepens understanding of cultivating socially just educational environments.

Key Method

The educator uses the Learn-Design-Do-Reflect cycle to deepen their understanding of socially just educational environments in relation to diversity, equity, and cultural competency. The educator also engages diverse groups to promote and propose changes in policies for the creation of socially just environments 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 predominate impact on individuals and groups of people and to understand how the dominant culture can privilege or oppress individuals and groups of people. They must be prepared to take action to: expose and address inequity in the educational system; to Cultivate Socially Just Environments with individuals and groups from other cultures; and to 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.

Cultivating Socially Just Environments and Teacher Leadership
According to the NEA Teacher Leadership Competencies (2018), developing your teacher leadership in the area of Cultivate Socially Just Environments includes the following: See Resource Section for link to the Complete Guide

Emerging Level
- Acknowledge and appreciate the differences among, between, and within cultural groups in their setting and broader environment.
- Recognize issues that arise in diverse environments that prevent cultivation of socially just learning environments.
- Explore information about socially just learning environments.

Developing Level
- Understand and value the differences among, between, and within cultural groups in their setting and broader environment.
- Understand issues that impede socially just learning environments.
- Prepare to handle social injustices in the learning environment ethically and effectively.
- Explore through self-education and self-reflection about socially just learning environments.

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Performing Level
- Create ongoing support for regular opportunities for stakeholders of all cultures to contribute their knowledge, skills, and perspectives in a variety of ways.
- Strategize and implement plans to effectively create and/or support socially just learning environments.
- Lead others, including those of other cultures, to advocate for more innovative and creative ways to cultivate socially just learning environments.
- Engage in self education and self-reflection about socially just learning environments.

Transforming Level
- Propose policies and practices through collaboration with others to support diversity and inclusion that drives changes into the school, district, and/or association's system.
- Inspire and/or support others, including those of other cultures, to advocate for more innovative and creative methods to cultivate socially just learning environments.
- Facilitate the establishment of networks of socially just learning environments.
- Engage in self education, self-improvement, and self-reflection for socially just learning environments.

Types of Collaborating Purposefully Leadership Plans
- Use contributions from stakeholders of cultures in addition to their own to plan, deliver, assess, or reflect on establishing socially just learning environments.
- Share the importance of developing the plans and models to effectively create socially just learning environments.
- Reflect on their behavior and changes to become more socially just.
- Use self-reflective practices to self-assess growth in issues of diversity, equity, and cultural competence.
- Work for changes in policy or practice at system levels that provide historically underserved or marginalized stakeholders significant influence— e.g., leadership roles in functions of those systems.
- Cooperate with individuals of other cultures to make an existing educational system more democratic in their school and/or district.
- Create and implement a new, culturally proficient model in their school and/or district.
- Advocate for self-reflective practices to assess themselves and others in growth about issues of diversity, equity, and cultural competence.

Supporting Rationale and 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 he 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. https://www.wallacefoundation.org/knowledge-center/pages/investigating-the-links-to-improved-student-learning.aspx

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 that higher-performing schools award greater influence to teacher teams, parents, and students. Furthermore, the study found that principals and district leaders do not lose influence as others gain influence.

Resources

Templates

Teacher Leadership Context Circle Map for Artifact 1

Teacher Leadership Institute Fellows Action Plan Template for Artifact 3
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.

Non-Teacher Leadership Institute Fellows Action/Design Plan Template for for Artifact 3
Anyone NOT in the Teacher Leadership Institute should use this template.

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Resources

[Culturally Proficient Instruction:](#) A Guide for People Who Teach

[Harvard Implicit Bias Test](#)

[National Board's Five Core Propositions interactive site](#)

[Privilege Walk Lesson Plan](#)

[Social Justice Book List from the 2017 National Network of State Teachers of the Year](#)

[Teacher Leadership Competencies](#)

[The Glossary of Education Reform](#)

[The Problem with that Equity vs. Equality Graphic You're Using](#)

[Video of Gloria Ladson](#)-Billings (2010)

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.

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- 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 your l experience as a teacher leaderat 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.
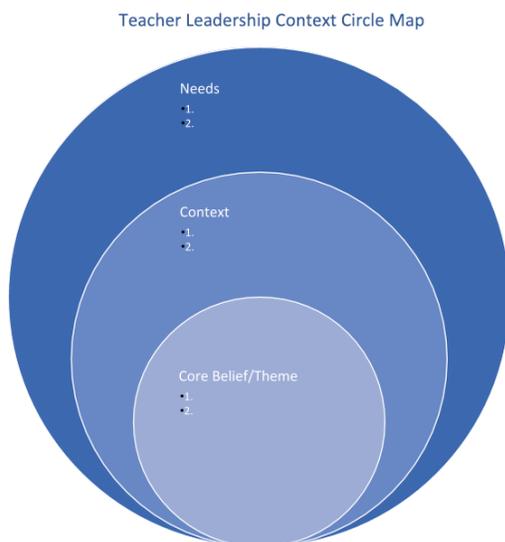
Part 2. Work Examples/Artifacts/Evidence

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

Teacher Leadership Context Circle Map

Needs
- 1.
- 2.

Context
- 1.
- 2.

Core Belief/Theme
- 1.
- 2.

Directions for Circle Map

- Center Circle: Core Theme/Belief
  Use page 5 of the NEA Teacher Leadership Competencies Booklet (see resource 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)
  - 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 that can , Cultivate Socially Just Environments in the outer circle. Consider the following guiding questions as you identify your needs:
- If applicable, which stakeholder group is underrepresented or absent from the school decision-making process?
- 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/communities with the greatest needs?
- 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 Cultivating Socially Just Environments 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 Cultivating Socially Just Environments needs of your stakeholders (students, school, district, association), based on your context, grounded in your core belief/theme?

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2. What might your role be as a teacher leader to inspire and support other potential teacher leaders in effective Cultivate Socially Just Environments, based on your context, grounded in your core beliefs/theme?

Artifact 3: Design
Use the Teacher Leadership Cultivate Socially Just Environments Competencies to design an activity or action that you can do 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 Resource 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 Resource Section.)

Artifact 4: Do (part 1)
Upload 3 different artifacts that show evidence of the implementation of your action plan, annotated with descriptions (20-50 words each)
These artifacts may include:
- Websites
- Newsletters
- 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 2-3 sentences, or 2-3 bulleted points.

- How did the teacher leader engage you in Cultivating Socially Just Environments?
- 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. The context section is complete with enough context to be useful in understanding the full picture. Needs are listed and realistic and within your sphere of influence. Needs are identified using a positive, proactive, and professional voice and are facts, not opinions.	Circle map is missing important information. Core Theme/Belief is not from the Teacher Leadership Book. The context is missing some important information. The needs may be too broad and out of your realm of influence. Needs are based on opinion and not fact. Professional or proactive voice is not used.	Circle map is incomplete. Core Theme/ Belief not identified. Very little context given. Needs are not identified or not based on facts. Needs are stated in a negative tone that is not proactive.

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Artifact 2: Action Plan	Template is completely filled out. Professional goals are measurable, actionable and relevant **to Cultivate Socially Just Environments**. 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 **Cultivate Socially Just Environments**.	Template is incomplete or not thoughtfully done. Professional goals may not be measurable, actionable and/or relevant to **Cultivate Socially Just Environments**. 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 **Cultivate Socially Just Environments**.	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 missing or not understandable.
Artifact 3: Design	Activity Design Template is completely filled out. Activity design aligns to your identified needs.	Activity Design Template is not completely filled out. Activity design loosely aligns to your identified needs.	Activity Design Template is not used. Activity design does not align to your identified needs. Activity design is not actionable.

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	Activity design is actionable.	Activity design is not actionable.	
Artifact 4 & 5: Do	3 different artifacts are shared that clearly are described and show evidence of implementation Reflection is shared that shows collaborative growth.	Only 2 artifacts are shared and are still clearly described to show evidence of implementation Reflection is shared but it doesn't clearly connect with the task.	One or no artifacts are submitted or the evidence shown is not clear No participant reflection is shared.

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.

Please answer the following reflective questions. Please do not include any information that will make you identifiable to your reviewers.
- How will your knowledge of Cultivate Socially Just Environments 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 in relation to this micro-credential?

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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