



Organizing and Advocacy

Competency

The educator/teacher leader will learn the needed leadership skills to organize and advocate for a needed researched cause or policy.

Key Method

The educator uses the Learn-Design-Do-Reflect cycle to deepen their understanding of how to organize, use and build upon their personal leadership style and skills to engender their audience. The teacher leader also explores opportunities to discover, through meaningful research, what needs are essential to advocate for their cause or a policy that requires public support, and how to address adversity as it develops.

Method Components

Association leadership means understanding how to create and guide meaningful, positive, and powerful collective action. It means learning to lead members of groups—large, culturally diverse, and engaged—and steering the activities of those members in the direction of desired change. Within the context of the association, teacher leaders can build bridges with administrators and other stakeholders in order to advance quality instructional practice and the right policies to make that practice possible.

Association Competencies for Teacher Leaders

- Organizational Effectiveness: Leading with Vision
- Organizational Effectiveness: Leading with Skill
- Organizing and Advocacy



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- Building the Capacity of others
- Learning Community and Workplace Culture

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, explore resources to challenge inequities, 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.

Advocacy, Organizing, and Teacher Leadership

According to the NEA Teacher Leadership Competencies (2018), developing your teacher leadership in the area of advocacy and organizing includes the following: (See Resources section for link to the complete guide.)

Emerging Level

- Identify the role of partnerships to pursue desired outcomes for schools and districts and/or teacher instruction and student learning

Developing Level

- Participate with (local, state, and/or national) association members, coalitions, administrative leaders at all levels, and decision-makers of other organizations to generate desired change.

Performing Level

- Build strong relationships and/or utilize compelling issues to develop impactful networks (members, leaders, and coalitions within and across organizations).



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- Generate significant changes across a broad range of issues that impact students, faculty, and staff as well as schools and districts.

Transforming Level

- Serve as an empowered teacher leader whom policy makers, organizations, and unions seek to collaborate with in order to advocate for the association.

Types of Collaborating Purposefully Leadership Plans

- Collaborate effectively with education stakeholders and beyond to develop policies.
- Work with others to influence policies for desired change.
- Identify and prioritize issues that are compelling to others and offer the greatest potential benefit.
- Strategically connect with others to address issues in ways that are mutually beneficial and meaningful.
- Influence stakeholders based on their knowledge and command of the issues.
- Navigate challenging relationships.
- Bridge diverse interests to find agreement or compromise.
- Facilitate the adoption and implementation of policies.

Supporting Rationale and 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 missions. This research comes from the organizational sciences and has direct application for how work is organized for associations.



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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.

Kraft, M. A., & Papay, J. P. (2016). Developing workplaces where teachers stay, improve, and succeed. The Albert Shanker Institute. Retrieved from <http://www.shankerinstitute.org/blog/developing-workplaces-where-teachers-stay-improve-and-succeed>

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

[NEA Mission, Vision, and Values](#)

[Strategies Building Cultural Competence from Hanover Institute](#)

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

Videos

[Civil Rights Movement and Martin Luther King](#)

[History of NEA](#)



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[NEA Video on Organizing](#)

[Resolving the Art of Conflict](#)

[TEDx Tribal Leadership](#)

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 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.

Answer the following contextual questions to help our assessor understand your current situation.

- 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, socioeconomic data, etc.
 - Share any additional information that may help someone understand your context.
 - Describe your current roles and general experience in teacher leadership at the school, district, and/or state level.
 - Who are the stakeholders in your community?
 - How is diversity, equity, and cultural competence being used to influence organizing and advocacy?

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.



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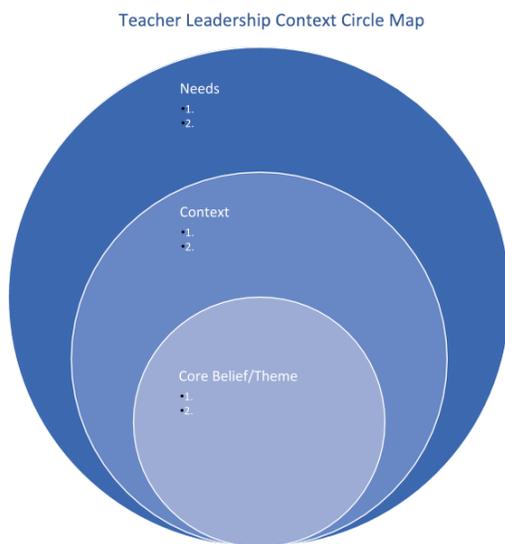
Part 2. Work Examples/Artifacts/Evidence

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 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 Belief/Theme

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:

- District (Suburban/Rural/ Urban)
- Colleagues



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- Site/District Administration
- Teacher Leadership Culture
- Demographics (school, community)
- Who are 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 Organizing and Advocacy, in the outer circle. Consider the following guiding questions as you identify your contextual needs

- Is there a stakeholder group that is not represented in decision-making?
- 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 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 leadership circle map to organizing and advocacy by answering the following questions (50-150 words or three to five bullet points each):

1. What might your role be as a teacher leader to positively impact the identified organizing and advocacy 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 be as a teacher leader to inspire and support other potential diverse teacher leaders in effective organizing and advocacy, based on your context and grounded in your core belief/theme?

Artifact 3: Design



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Use the Teacher Leadership Organizing and Advocacy competency to design an activity or action that you can perform 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 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).

These artifacts may include:

- Websites
- Newsletter
- Emails
- Recorded webinars
- Presentations
- Emails to and from participants
- Online forums (screenshots of conversations)
- Completed websites
- Products developed during the process
- Artifacts from tools like Remind or Huddle
- 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



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- Explain how equity is supported and promoted

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 two to three sentences or bulleted points.

- How did the teacher leader engage you in organizing and advocacy?
- What were the intended outcomes, and 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	<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 in understanding the full picture</p> <p>Needs are listed and realistic and within your sphere of influence</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 out of your realm of influence</p>	<p>Circle map is incomplete</p> <p>Core belief/theme not identified</p> <p>Very little context given</p> <p>Needs are not identified or not based on facts</p>



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	Needs reflect diverse perspectives Needs are identified using a positive proactive, professional voice and are facts, not opinions	Needs reflect at least one diverse perspective Needs are based on opinion and not fact Professional or proactive voice is not used	Needs do not contain diverse perspectives Needs are stated in a negative tone that is not proactive
Artifact 2: Action Plan	Template is completely filled out Professional goals are measurable, actionable, and relevant to organizing and advocacy Needs and current reality are based on actual evidence, NOT opinion Needs reflect diverse perspectives 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 organizing and advocacy	Template is incomplete or not thoughtfully done Professional goals may not be measurable, actionable, and/or relevant Needs may be based partially on opinion and/or evidence is not substantial Needs reflect at least one diverse perspective Results may not be realistic and/or do not focus on affecting the practice of others Description is not clear and/or the activity does not relate to professional goals, needs, desired results	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 Needs do not include diverse perspectives Unrealistic results Description is missing or not understandable



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Artifact 3: Design	Activity design template is completely filled out Activity design aligns to your identified needs Activity design is actionable Activity supports and promotes equity	Activity design template is not completely filled out Activity design loosely aligns to your identified needs Activity design is not actionable Activity supports equity	Activity design template is not used Activity design does not align to your identified needs Activity design is not actionable Activity does not address equity
Artifact 4 & 5: Do	Three artifacts with descriptions are included and provide strong evidence of implementation. Feedback is provided from at least two stakeholders.	Two artifacts with descriptions are included and provide strong evidence of implementation. Feedback is provided, but from only one stakeholder.	Less than two artifacts with descriptions are included OR the evidence is not strong. No feedback is provided.

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.

- How will your knowledge of organizing and advocacy 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?



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- 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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