



Purposeful Collaboration

Competency

Educator leads or facilitates diverse groups in situations which challenge inequity and promote equity, diversity, and cultural competency in education.

Key Method

The educator uses the Learn-Design-Do-Reflect inquiry cycle to lead or facilitate diverse groups to promote and propose changes in policies for the support of equity, diversity, and cultural competency 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 predominant impact on individuals and groups of people and 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; collaborate purposefully with individuals and groups from other cultures; and 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.



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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.

Purposeful Collaboration and Teacher Leadership

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

Emerging Level

- Recognize the differences among, between, and within cultural groups. Acknowledge the cultural groups that are present and absent in their collaborative group settings.
- Recognize and understand strengths and limitations of their collaboration skills and/or organizational practices when interacting with other cultural groups.
- Engage in ongoing self-education and self-reflection.

Developing Level

- Develop and exhibit an appreciation and acceptance for the differences among, between, and within cultural groups.
- Explain the value and benefits of including other cultural groups in their collaborative groups.
- Explain the strengths and limitations of their skills and/or organizational practices when interacting with other cultural groups.
- Engage in ongoing self-education, self-reflection, and self-improvement.

Performing Level

- 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.



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Transforming Level

- Facilitate and/or inspire others to create alliances with individuals and different cultural groups, leading to organizational and/or systemic change.
- Inspire others to create alliances with individuals and groups to challenge inequitable policies and social injustice practices that impact underserved or marginalized cultural groups.
- Facilitate projects or presentations that challenge inequitable policies and social injustice practices to impact underserved or marginalized cultural groups.

Types of Collaborating Purposefully Leadership Plans

- Create or facilitate involvement for stakeholders from across cultures in significant planning, data gathering, data analyzing, and/or decision-making processes.
- Guide cultural group dynamics in setting goals and/or solving problems.
- Model the importance of using diversity and equity to guide work and/or achieve goals.
- Identify and explain the shared visions, shared goals, shared perspectives, shared work habits, and/or shared interpretations of success.
- Invite, include, or promote leadership roles within the school, district, and/or association for individuals and/or groups historically underserved or marginalized in that setting or broader environment.
- Work collaboratively with individuals and/or groups across cultures toward a specific improvement goal and/or policy change.

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 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-link-s-to-improved-student-learning.aspx>

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



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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. <https://eric.ed.gov/?id=EJ1063553>
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

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.

Resources

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

[Harvard Implicit Bias Test](#)

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

PDF version of: [NBCT What Teachers Should Know and Be Able to Do](#)

[Privilege Walk Lesson Plan](#)

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

[Teacher Leadership Competencies](#)



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[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.
- 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 your experience as a teacher leader at 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.



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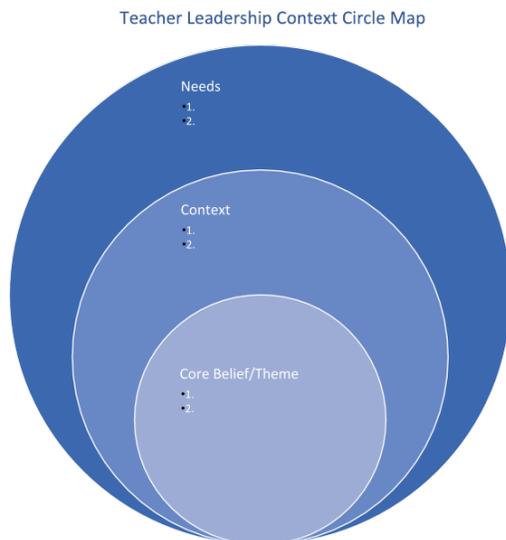
Part 2. Work Examples/Artifacts/Evidence

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. Review the rubric included below to ensure all required areas of each artifact are addressed.

Artifact 1: Teacher Leadership Circle Map

(See template in Resources section)

Fill in the circle map using the template in the Resources 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 that can facilitate purposeful collaboration 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?
- Which community/communities have the greatest needs?
- 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 leadership circle map to the Collaborate Purposefully competency 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 needs for purposeful collaboration 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 purposeful collaboration, based on your context and grounded in your core belief/theme?



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Artifact 3: Design

Use the Teacher Leadership Purposeful Collaboration competencies to design an activity or action that you can perform 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 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 technological facility 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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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 purposeful collaboration?
- 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	Circle map is complete, and directions were followed closely Core belief/theme 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	Circle map is missing important information Core belief/theme 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 belief/theme 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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	Needs are identified using a positive proactive, professional voice and are facts, not opinions		
Artifact 2: Action Plan	<p>Template is completely filled out</p> <p>Professional goals are measurable, actionable, and relevant to purposeful collaboration</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 purposeful collaboration</p>	<p>Template is incomplete or not thoughtfully done</p> <p>Professional goals may not be measurable, actionable, and/or relevant to purposeful collaboration</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 goals, needs, desired results, and purposeful collaboration</p>	<p>Template is not complete, or it 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>Goals are not reasonable, realistic and resourced</p> <p>Description is missing or not understandable</p>
Artifact 3: Design	Activity design template is completely filled out	Activity design template is not completely filled out	Activity design template is not used



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	Activity design aligns to your identified needs	Activity design loosely aligns to your identified needs	Activity design does not align to your identified needs
	Activity design is actionable	Activity design is not actionable	Activity design is not actionable

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.

- How will your knowledge of purposeful collaboration 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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