Continuing Education and Learning

Educator demonstrates an awareness of the need for continuing education by planning and facilitating an activity.

**Key Method**

The educator uses the Learn-Design-Do-Reflect inquiry cycle to demonstrate self-awareness for continued learning needs, developing a plan of action to create, present, or facilitate professional development.

**Method Components**

**Examples of Continuing Education and Learning for Teacher Leaders**

*Formal*
- Presentations
- Seminars
- Face-to-face workshops
- Online and blended learning opportunities
- College course
- Formal book studies
- Research
- Conferences
- Staff development days

*Informal*
- Professional practice communities
- Online forums
- Professional reading
- Informal book studies
- Online research and engagement

**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

**Continuing Education and Learning and Teacher Leadership**

According to the NEA Teacher Leadership Competencies (2018), developing your teacher leadership in the area of Continuing Education and Learning includes the following (see Resources section for link to the Complete Guide):

**Emerging Level**

- Create meaningful professional learning goals and find resources to meet those goals.
- Read scholarly journals and other publications and share experiences in various venues.
- Identify relevant developments in instruction, policy, and/or association issues and/or concerns.

**Developing Level**

- Participate in learning opportunities outside of familiar contexts, including higher education and/or advanced professional learning to meet professional goals.
- Engage in collegial discussion about your experiences based on best practice research.
- Share new ideas with colleagues based on research analysis and readings from professional resources.
- Attend events to learn about the issues being advanced.

**Performing Level**

- Design learning opportunities for others and yourself around shared professional learning goals, including both job-embedded professional development and outside activities such as higher education.
- Participate in research projects, seek publication in scholarly journals, and/or find new media venues for teacher leaders to share experiences and knowledge.
- Lead sessions at conferences and events addressing association, instruction, and/or policy issues and/or concerns.

**Transforming Level**

- Lead continuing education programs for fellow teacher leaders, including higher education courses, large-scale professional development opportunities, and leadership and advocacy for professional learning.
- Present research at major events and conferences, regularly contribute to scholarly publications, and/or design new ways for fellow teacher leaders to reach and teach a broader audience.
- Organize learning events and include other teacher leaders as presenters for your association and instructional leaders, and/or for policymakers and other stakeholders.

**Types of Continuing Education and Learning Leadership Plans**

- Identify and locate resources to further professional learning goals.
- Pursue professional learning
- Read and share what you have learned
- Design learning opportunities for others
- Conduct and participate in research
- Design and deliver professional development for other teacher leaders
- Engage policymakers and other stakeholders in discourse about education
Supporting Research


[http://aer.sagepub.com/content/37/2/479.refs](http://aer.sagepub.com/content/37/2/479.refs)


[http://www.nber.org/papers/w15202](http://www.nber.org/papers/w15202)

Resources

Templates

Teacher Leadership Context Circle Map (Google doc) for Artifact 1
To use this one, go to file and make a copy. 
[https://docs.google.com/document/d/1ly5pUKQt_T--mfJfK2fB-h3oObQDSwJ7MYpyizsw7Ec/edit?usp=sharing](https://docs.google.com/document/d/1ly5pUKQt_T--mfJfK2fB-h3oObQDSwJ7MYpyizsw7Ec/edit?usp=sharing)

Teacher Leadership Context Circle Map (Word doc) for Artifact 1
To use this one, click the download icon in the top right corner and save to your computer. 
[https://docs.google.com/document/d/1ly5pUKQt_T--mfJfK2fB-h3oObQDSwJ7MYpyizsw7Ec/edit?usp=sharing](https://docs.google.com/document/d/1ly5pUKQt_T--mfJfK2fB-h3oObQDSwJ7MYpyizsw7Ec/edit?usp=sharing)

2018–Current Teacher Leadership Institute Fellows Action Plan Template for Artifact 3
[https://docs.google.com/document/d/1FDD3iyqAS3PA4LJCzPwZlPsPBuSwRPZsbfr2CS46Xzw/edit](https://docs.google.com/document/d/1FDD3iyqAS3PA4LJCzPwZlPsPBuSwRPZsbfr2CS46Xzw/edit)

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.

Action/Design Plan Template for non-Teacher Leadership Institute Fellows for Artifact 3
[https://docs.google.com/document/d/1NrRa4GjiG7FNeroKSWUvRg7SoEDk-VPb-fzyn3QN1Y4c/edit?usp=sharing](https://docs.google.com/document/d/1NrRa4GjiG7FNeroKSWUvRg7SoEDk-VPb-fzyn3QN1Y4c/edit?usp=sharing)

Anyone NOT in the Teacher Leadership Institute should use this template.

NEA Resources

Teacher Leadership competencies as defined by the Teacher Leadership Institute 
[http://www.teacherleadershipinstitute.org/about/competencies/](http://www.teacherleadershipinstitute.org/about/competencies/)

Teacher Leadership Competencies (Full booklet download) 
[http://www.nea.org/assets/docs/NEA_TLCF_20180824.pdf](http://www.nea.org/assets/docs/NEA_TLCF_20180824.pdf)
Local Affiliate Communication Guide
http://www.nea.org/home/Local-Affiliate-Communication-Guide.html
An NEA resource to help establish local online communications such as newsletters.

Other Resources

What Teachers Should Know and Be Able to Do

Advancing High-Quality Professional Development through Collective Bargaining and State Policy: An Initial Review and Recommendations to Support Student Learning:

21st-Century Learner: Create! Communicate! Collaborate:
http://www.nea.org/home/46989.htm
While directed at teachers in terms of using technology with students as a 21st-century tool, the article outlines why teachers should use technology as leaders.

Design Thinking for Educators Toolkit
http://www.designthinkingforeducators.com/toolkit/
Free download. Check out pp. 56–65.

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

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.

1. What is your professional mission and vision for teacher leadership?
2. Describe your professional learning goals for completing this micro-credential.
3. 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 general experience of teacher leadership at the school, district, and/or state level.

   ■ 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

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 Resources section or draw your own on chart paper.

Directions for Circle Map

- Center Circle: Core Theme/Belief

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:

- Grade level
- School
- District (suburban/rural/ urban)
- Colleagues
- Site/district administration
- Teacher Leadership culture
- Demographics (school, community)

- Outer Circle: Needs

After identifying your teacher leadership context, identify and record the needs of your school and/or district in relationship to Continuing Education and Learning in the outer circle. Consider the following guiding questions as you identify your contextual needs:

- What are the needs of my students?
- What inequities might they have experienced?
- 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 Leader Circle Map to the Continuing and Learning and Education 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 Continuing Education and Learning needs 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 Continuing Education and Learning based on your context and grounded in your core belief/theme?

Artifact 3: Design

Use the Teacher Leadership Continuing Education and Learning Competencies to design an activity or action that addresses 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:

- Website
- Newsletter
- Emails
- Recorded webinars
- Presentations
- Emails to/from participants
- Online forums (screenshots of conversations)
- Completed website
- Products developed during the process
- Voice-recorded messages for phone lists
- Group chats/text messages

The 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 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 Continuing Education and Learning?
- 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?

<table>
<thead>
<tr>
<th>Artifacts</th>
<th>Proficient</th>
<th>Basic</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifact 1: Circle Map</td>
<td>Circle map is complete, and directions were followed closely.</td>
<td>Circle map is missing important information.</td>
<td>Circle map is incomplete.</td>
</tr>
<tr>
<td></td>
<td>Core theme/belief is from the Teacher Leadership Book.</td>
<td>Core theme/belief is not from the Teacher Leadership Book.</td>
<td>Core theme/belief is not identified.</td>
</tr>
<tr>
<td></td>
<td>The context section is complete, with enough context to be useful in understanding the full picture.</td>
<td>The context is missing some important information.</td>
<td>Very little context is given.</td>
</tr>
<tr>
<td></td>
<td>Needs are listed and realistic and within your sphere of influence.</td>
<td>Needs are based on opinion, not on facts.</td>
<td>Needs are not identified or not based on facts.</td>
</tr>
<tr>
<td></td>
<td>Needs are identified using a positive, proactive, professional voice and are facts, not opinions.</td>
<td>Professional or proactive voice is not used.</td>
<td>Needs are stated in a negative tone that is not proactive.</td>
</tr>
<tr>
<td>Artifact 2: Action Plan</td>
<td>Template is completely filled out.</td>
<td>Template is incomplete or not thoughtfully done.</td>
<td>Template is not complete or is incorrectly filled out.</td>
</tr>
<tr>
<td></td>
<td>Professional goals are measurable, actionable, and relevant to Continuing Education and Learning.</td>
<td>Professional goals may not be measurable, actionable, and/or relevant to Continuing Education and Learning.</td>
<td>Professional goals are missing.</td>
</tr>
<tr>
<td></td>
<td>Needs and current reality are based on actual evidence, not on opinion.</td>
<td>Needs may be based partially on opinion and/or evidence is not substantial.</td>
<td>Needs are missing or based on opinion and/or personal biases.</td>
</tr>
<tr>
<td></td>
<td>Results are realistic and focus on affecting the practice of others.</td>
<td>Results may not be realistic and/or do not</td>
<td>Unrealistic results.</td>
</tr>
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<td>Description is missing or not understandable.</td>
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</tbody>
</table>
Personal or work-related experiences to support claims. Also included are specific actionable steps that can lead to improved performance.

What are your next steps to continue your growth as a teacher leader?

- How will you continue to lead learning activities to enhance the practice of others at various levels of leadership?
- How will you share your knowledge of continuing education and learning impact your leadership work with others?

Please answer the following reflective questions. Please do not include any information that will make you identifiable.

400 - 500 words

Part 3: Reflection

Refection

Feedback and useful for self-reflection.

Feedback is thoughtfully provided.

Only one participant provided feedback.

Two participants provided feedback.

Artifacts 5: Feedback from Participants

How it was used:
- Purpose of artifact
- Number of participants
- Time/Date
- Indicators

Artifacts 4: Evidence of Implementation of Plan

Artifacts from
- Submitted artifacts are fewer than three.

Submissions are:
- Artifacts are not submitted.
- Artifacts are submitted.

Implementation is:
- Artifacts are not included.
- Artifacts are submitted.

Artifacts are:
- Not included.
- Required.

Evidence of:
- Artifacts are not required.
- Artifacts are submitted.

Artifact 3: Design

Activity design is:
- Not clear.
- Completes all.

Artifact 2: Design

Activity design:
- Does not align to your identified needs.
- Aligns to your identified needs.

Artifact 1: Design

Activity design:
- Does not lead to identified goals.
- Leads to identified goals.

Artifact 0: Design

Activity design:
- Does not directly relate to needs. Does not directly relate to needs.

Descriptive Results:
- Needs identified.
- Descriptive goals identified.

Needs Identified:
- Descriptive goals identified.
- Needs identified.

Descriptive Goals:
- Does not directly relate to needs.
- Directly relates to needs.
demonstrate how new learning will be integrated into future practices.