



# TLI Continuing Education and Learning

## Competency

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



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- 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 and the process of implementation of your action plan and consider next steps.

## 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



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- 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 Rationale and Research

Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Education Research Journal*, 37(2), 479–507.

<http://aer.sagepub.com/content/37/2/479.refs>  
<http://aer.sagepub.com/content/37/2/479.refs>

Jackson, C. K., & Bruegmann, E. (2009). Teaching students and teaching each other: The importance of peer learning for teachers (No. w15202). National Bureau of Economic Research. Retrieved from:

<http://www.nber.org/papers/w15202>

MacBeath, J., & Dempster, N. (2009). Connecting leadership and learning: Principles for practice. Abingdon: Routledge.



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[http://www98.griffith.edu.au/dspace/bitstream/handle/10072/28012/57815\\_1.pdf?sequence=1](http://www98.griffith.edu.au/dspace/bitstream/handle/10072/28012/57815_1.pdf?sequence=1)

Murphy, J. (2005). *Connecting teacher leadership and school improvement*. Thousand Oaks, CA: Corwin Press.

<http://bit.ly/1ODi8ay>

## Resources

### Templates

[Teacher Leadership Context Circle Map \(Google Doc\) for Artifact 1](#)

[2018–Current Teacher Leadership Institute Fellows Action Plan Template for Artifact 3](#)

[Action/Design Plan Template for non-Teacher Leadership Institute Fellows for Artifact 3](#)

### NEA Resources

[Teacher Leadership competencies as defined by the Teacher Leadership Institute](#)

[Teacher Leadership Competencies](#) (Full booklet download)

*Scroll to find the PDF download*

### Other Resources

[21st-Century Learner: Create! Communicate! Collaborate](#)

[Benefits of Collective Bargaining](#)

[Design Thinking for Educators Toolkit](#)

[What Teachers Should Know and Be Able to Do, by NBCT](#)

## 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.*



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## 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, 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/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.

### **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.



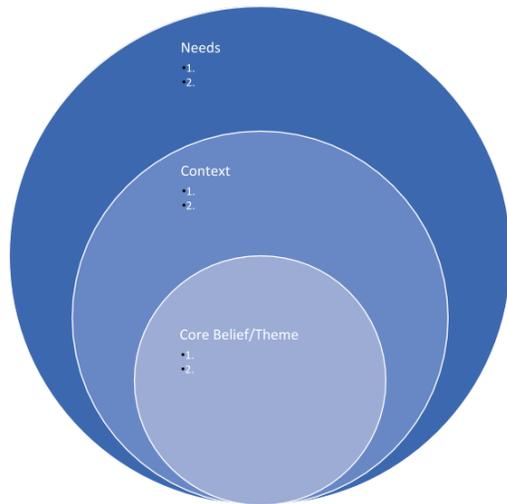
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Teacher Leadership Context Circle Map



#### 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?



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- 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 Education and Learning 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



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**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?

Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: Circle Map</b>	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.	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.	Circle map is incomplete.  Core theme/belief is not identified.  Very little context is 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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	<p>Needs are listed and realistic and within your sphere of influence.</p> <p>Needs are identified using a positive, proactive, professional voice and are facts, not opinions.</p>	<p>Needs are based on opinion, not on facts.</p> <p>Professional or proactive voice is not used.</p>	
<b>Artifact 2: Action Plan</b>	<p>Template is completely filled out.</p> <p>Professional goals are measurable, actionable, and relevant to Continuing Education and Learning.</p> <p>Needs and current reality are based on actual evidence, not on 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 Continuing Education and Learning.</p>	<p>Template is incomplete or not thoughtfully done.</p> <p>Professional goals may not be measurable, actionable, and/or relevant to Continuing Education and Learning.</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 Continuing Education and Learning.</p>	<p>Template is not complete or 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>Unrealistic results.</p> <p>Description is missing or not understandable.</p>



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<b>Artifact 3: Design</b>	<p>Activity Design Template is completely filled out.</p> <p>Activity design aligns to your identified needs.</p> <p>Activity design is actionable.</p>	<p>Activity Design Template is not completely filled out.</p> <p>Activity design loosely aligns to your identified needs.</p> <p>Activity design is not actionable.</p>	<p>Activity Design Template is not used.</p> <p>Activity design does not align to your identified needs.</p> <p>Activity design is not actionable.</p>
<b>Artifact 4: Evidence of Implementation</b>	<p>Three artifacts are submitted.</p> <p>Artifacts are from implementation of plan.</p> <p>All artifacts contain a description that includes:</p> <ul style="list-style-type: none"> <li>• time/date</li> <li>• number of participants</li> <li>• purpose of artifact and how it was used.</li> </ul>	<p>Fewer than three artifacts are submitted.</p> <p>Artifacts are not related to implementation.</p> <p>Artifact descriptions are missing key components.</p>	<p>Fewer than three artifacts are submitted.</p> <p>Artifacts are not related to implementation.</p> <p>Artifact descriptions are not included.</p>
<b>Artifact 5: Feedback from Participants</b>	<p>Two participants provided feedback.</p> <p>Feedback is thoughtful and useful for self-reflection.</p>	<p>Only one participant provides feedback.</p> <p>Feedback may not be useful for self-reflection.</p>	<p>No feedback is provided.</p>



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## 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 Continuing Education and Learning 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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