UNITING OUR MEMBERS AND THE NATION

Empowering leaders, educating students, strengthening communities

Cultivating Teacher Leadership: The Impact of Tracking Growth

Kisha Davis-Caldwell, NBCT
Guest Panelist
Erica Avent, NBCT
Rosamaria Cordova, NBCT
Christopher Erickson, NBCT
NEA Leadership Competency
Leading Our Profession

• NEA Leadership Competency progression level(s).
  – Level 3: Agenda Driving
  – Level 2: Level 1: Mobilizing & Power Building

• NEA Leadership Competency themes
  – Builds capacity for continual improvement and learning
  – Shows educational leadership and understands union’s role in student learning and leading our professions
  – Advocates for policies and strategies that positively impact our professions and student learning
NEA Strategic Goal and NEA Organizational Priority:

• NEA Strategic Goal
  Strategic Goal 2: Empowered Educators for Successful Students
  Strategic Goal 1: Strong Affiliates for Educator Voice and Empowerment

• NEA Organizational Priority
  My School, My Voice
  Racial Justice in Education
Session Outcomes

The content from this session can be used in the following ways in your current position/role:

- As an association leader and member, identify ways in which you can support individualized professional growth
- As an educator, identify personal learning goals and how you are making growth towards these self-selected goals
- As a leader in your space, find ways to empower others to identify professional learning goals, align them to current initiatives, and articulate how professional growth positively impacts student learning
How We’ll Spend Our Time

Overview
Growth Vignettes
Competency Deeper Dive
Goal Setting, using the growth tool
Q and A
“Positive change in education must be driven by the profession and shaped by the experience of teachers working in classrooms. This initiative will ultimately develop expertise and engage thousands of teacher leaders in leadership work in schools—because every student should have the best possible educators in their schools. The program will prepare and support the next generation of teacher leaders to meet the demands of a 21st century teaching professional and ensure the success of their students.”

Lily Eskelsen Garcia, President, National Education Association
Teachers interested in teaching AND leading (hybrid roles)

- 48% Not interested
- 27% Somewhat
- 23% Extremely/Very
- 2% Don’t know

2012 MetLife Survey of The American Teacher: Challenges for School Leadership
TLI Overview
What is the TLI?

- NEA/CTQ/NBPTS Partnership + State/Local Affiliates + Other Partners
- Means to develop teacher leaders focused on instructional, policy, and association leadership
- Blended format: face-to-face and virtual communities
- Capstone project to address real-life, local interests and participant skills
Three pathways for leadership

Teacher Leadership Competencies are based on existing models:

- Teacher Leader Model Standards
- NEA Leadership Competencies Guide
The Teacher Leadership Competencies: Developed by Teachers for Teachers

http://www.teacherleadershipinstitute.org/about/competencies/
The Teacher Leadership Competencies:
Three pathways to Teacher Leadership with Overarching Competencies

- Instructional
- Association
- Policy

Competencies:
- Interpersonal Effectiveness
- Personal Effectiveness
- Reflective Practice
- Group Processes
- Continuing Learning & Education
- Communication

Teacher Leadership
Focus on growth, not credentialing

“How did a participant grow as a result of developing and implementing their project?”

instead of...

“Was their project a complete success.”
Differentiators: Great Teachers and Teacher Leaders

<table>
<thead>
<tr>
<th>Great Teachers</th>
<th>Teacher Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Achieve results with students</td>
<td>▪ Achieve results with adults</td>
</tr>
<tr>
<td>▪ Reasoned risk-takers</td>
<td>▪ Opportunistic</td>
</tr>
<tr>
<td>▪ Focused on classroom</td>
<td>▪ Look beyond walls of own classroom</td>
</tr>
<tr>
<td>▪ Community connections</td>
<td>▪ Boundary spanners</td>
</tr>
<tr>
<td>▪ Understand pedagogy</td>
<td>▪ Understand adult learning (andragogy)</td>
</tr>
<tr>
<td>▪ Understand individual and collective student needs</td>
<td>▪ See beyond to the big picture</td>
</tr>
<tr>
<td>▪ Solutions-oriented</td>
<td>▪ Change agents and negotiators</td>
</tr>
<tr>
<td>▪ Build mutual trust/respect in classroom</td>
<td>▪ Create/foster school culture</td>
</tr>
</tbody>
</table>
Shifting to Teacher Leadership

- The teacher leaders’ students are adults, too
- Think in terms of ‘we’ not ‘I’
- Focus on facilitation and collaboration with colleagues, administrators, and the community
- Great practitioners; leadership extends that skill to others
Shift: Association Leadership

**Great Teachers**
- Are Association members
- Know Association policy
- Attend Association meetings
- Support Association advocacy

**Teacher Leaders**
- Provides leadership in their Association
- Shape Association policy
- Serve on/chair committees or lead/present at meetings
- Lead/design Association advocacy
RosaMaria Cordova
Mentor Teacher
Paradise Valley EA, Arizona

My TLI capstone project was to incorporate the Teacher Evaluation System (TES) into our monthly academies. I wanted to provide beginning teachers with an understanding of the TES language and process. As part of the mentor program, we decided to redesign our monthly academies to focus on one indicator each month. During my mentor teacher observations, I looked for those specific strategies based on the indicator presented to them at the monthly academy.

My TLI experience has given me the opportunity to learn the TES document, how principals evaluate teachers, and the impact that monthly academies can have in their evaluations and everyday teaching. Through the academies I can provide my teachers with effective and engaging strategies to help them improve, become and retain effective teachers in the classrooms. It also gave me the opportunity to seek a more active role in my local association. I was part of the executive board as member-at-large for two years.
Shift: Policy Leadership

Great Teachers
- Knowledgeable about policy
- Know policy makers
- Advocate for students and school
- Implement policy
- Attend conferences and meetings around education policy

Teacher Leaders
- Shape and inform policy
- Engage with policy makers
- Advocate for the broader profession as well
- Fosters development of colleagues and others as policy advocates
- Present at conferences...
### Shift: Policy Leadership

<table>
<thead>
<tr>
<th>Competency</th>
<th>Emerging</th>
<th>Developing</th>
<th>Performing</th>
<th>Transforming</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy</strong></td>
<td>Demonstrates awareness that policy impacts the school environment, and engages in inquiry to learn and understand what policies are at play, and the effects they have on school communities</td>
<td>Filters and discerns information to gain a meaningful understanding of the processing and intent of policy, and implements mandated policies effectively and gracefully</td>
<td>Actively engages in the skillful inclusion of policy in practice, utilizing a culture of research and inquiry around policy issues</td>
<td>Leads the development of effective and innovative plans to move ideas into action at many levels, as a result of inquiry and research</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Policy Advocacy</strong></td>
<td>Researches and understands the scope of various policies</td>
<td>Utilizes professional expertise and experience, as well as listening to others' ideas, to evaluate existing and proposed policies that impact classroom, school, district and community</td>
<td>Organizes others around the best ideas for improvement, based on his or her own understanding as well as thorough engagement with others' ideas, through various communication methods and diverse alliances</td>
<td>Inspires others to act through convincing, stakeholder-specific messaging</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CTQ** - Center for Teaching Quality
**NEA** - National Education Association
**National Board** - for Professional Teaching Standards
Christopher Erickson, NBCT

How I almost left the profession!
Christopher Erickson
English Teacher
Ann Arbor, MI

My TLI capstone project was a group project focused on increasing the number of Nationally Board Certified Teachers in Michigan. The project focused on advocating at the local and state board levels. In doing this work, our group has connected with other various organizations and is in the process of being a part of the larger creation of networks in The State of Michigan.

I learned from the TLI experience that making significant and meaningful change takes time, persistence, and strong beliefs in the power to change things for the better. We learned how to consider messaging, audience, and work towards successful steps in policy advocacy.

Twitter handle: @EricksonEnglish

Website URL: www.ericksonenglish.com

Capstone Pathway: Policy
# Shift: Association Leadership

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>Emerging</th>
<th>Developing</th>
<th>Performing</th>
<th>Transforming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Effectiveness: Leading with Vision</td>
<td>Understands the association’s mission, vision, and values and uses them to guide his or her influence when working with colleagues and the community</td>
<td>Facilitates or coordinates the work of members in pursuit of the mission, vision, and values of the association</td>
<td>Inspires and guides a critical mass of members to invest themselves in support of the mission, vision, and values of the association, to pursue strategic goals through targeted actions, and to measure success through meaningful data about progress toward the desired vision</td>
<td>Energizes members to create and pursue transformative vision and values for the association, responding to and anticipating new challenges and greater achievements. Broadens the vision of the association, activating meaningful change, while empowering both members and leaders to see beyond the current or traditional roles of the association in fostering teacher leadership.</td>
</tr>
<tr>
<td>Organizational Effectiveness: Leading with Skill</td>
<td>Recognizes the need for leaders to exercise skillful stewardship of the association’s vision and resources</td>
<td>Assists with tasks of conducting the association’s business under the direction or mentorship of other leaders</td>
<td>Conducts association business operations with skill, integrity, and effectiveness</td>
<td>Reinvents how the association does business in ways that allow for a broadened vision and even greater success. Expands the capacity of the association by identifying and engaging new partners, markets, and resource providers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourages others to participate in the work of the association</td>
<td>Strengthens the capacity of the association through wise use of resources, increased membership, and involvement</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Emerging</td>
<td>Developing</td>
<td>Performing</td>
<td>Transforming</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Instructional Practice</strong></td>
<td>Mindful and deeply aware of who he or she is as a teacher leader, and aware of areas of possible growth into further leadership</td>
<td>Helps to create conditions that encourage reflection among peers, administrators, and other staff members</td>
<td>Encourages a broad and diverse range of stakeholders to reflect deeply on their roles and responsibilities within instruction, policy, the association, or other elements of teaching and leading</td>
<td>Helps systems to function with a culture of mindful and meaningful reflection</td>
</tr>
<tr>
<td></td>
<td>Models strong, reflective instructional and leadership practice, and engages in a mindful search for opportunities to grow in and out of the classroom</td>
<td>Makes strategic plans that are informed by data and reflective analysis</td>
<td>Engages in the development and implementation of strategies and policies that encourage reflection, leading to refinement and growth</td>
<td>Leads the development and implementation of large-scale instructional, policy, and organizational ideas that incorporate reflection and refinement</td>
</tr>
<tr>
<td></td>
<td>Understands the role of data and reflective analysis in practice</td>
<td></td>
<td>Aids others in understanding and using data and reflective analysis to drive practice, policy, and organizational decisions</td>
<td>Leads the collection and analysis of data, and supports cultural shifts that incorporate the cycle of reflection and refinement as a regular, consistent, and intentional practice</td>
</tr>
<tr>
<td><strong>Personal Resiliency</strong></td>
<td>Understands his or her own personal strengths, leadership style, and passions; and sees the role these play in developing trust and credibility with peers</td>
<td>Capitalizes on his or her own strengths, leadership style, and passions; and engages in ethical practice, developing trust and credibility with others</td>
<td>Adapts in ways that build trust and credibility to support lifelong learning in self and others</td>
<td>Defines new learning based on individual strengths, styles, and leadership passions; nurturing credible and trusting communities of lifelong learners</td>
</tr>
<tr>
<td></td>
<td>Explores opportunities for teacher leadership, accepting the possibility of adversity</td>
<td>Takes on teacher leadership roles and responds to adversity with resiliency and humility</td>
<td>Balances the roles and duties of teacher leadership with other professional responsibilities, including, when applicable, meaningful work with students</td>
<td>Designs new models of teacher leadership, and supports others in responding to adversity with resiliency and humility</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Models resiliency and humility in adverse situations</td>
<td>Engages in strategic, vision-aligned risk-taking to achieve wide, lofty, and meaningful goals</td>
</tr>
</tbody>
</table>
### Shift: Instructional Leadership

#### Great Teachers
- Terrific teachers of knowledge, skills, dispositions (KSD) to students
- Aware of emerging practices
- Stay abreast of research
- Continually learn and grow
- Examine data and use it to form learning
- Build strong family/community relationships
- Teach effectively
- Continually undertake professional learning

#### Teacher Leaders
- Teach teachers to be stronger conveyers of KSD to students
- Forge emerging practices
- Consume, produce, and engage others in research
- Build collaborative problem solving teams
- Facilitate data mining conversations
- Maintain relationships and teach colleague how to build/maintain them
- A model, mentor, coach for others
- Design and deliver professional learning
### Shift: Instructional Leadership

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>Emerging</th>
<th>Developing</th>
<th>Performing</th>
<th>Transforming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching and</td>
<td>Values the importance of self and professional improvement and development for the benefit of students. Engages in peer assistance and review for personal feedback and growth. Allows colleagues to observe his or her teaching practice.</td>
<td>Promotes an environment of collegiality, trust, and respect. Fosters the development of fellow teachers, valuing and respecting where they are in their personal practice. Helps colleagues to make their own professional decisions by asking appropriate questions and encouraging reflection.</td>
<td>Engages in formal roles of coaching and mentoring. Utilizes multiple measures to identify effective teaching and successful student learning. Connects colleagues based on strengths, needs, and personal and academic qualities, and decides how to meet those needs once connections have been made. Identifies others who would be good mentors and/ or leaders.</td>
<td>Creates new systems that foster the development of fellow teacher leaders, envisioning what they need and developing systems to meet those needs on a large scale. Creates opportunities, which could include partnerships and other outside support, for fellow teacher leaders to design coaching and mentoring opportunities in their own contexts.</td>
</tr>
<tr>
<td>Mentoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitating</td>
<td>Understands the importance of a collaborative culture, articulates the need for such a culture, and works with colleagues to create a productive environment. Shows a willingness to work as part of a group to address and implement resolutions to needs and/ or challenges.</td>
<td>Understands policies and initiatives that impact teaching and learning. Knows how to build consensus and peer capacity on issues related to student learning.</td>
<td>Articulates ways to collaboratively improve the implementation of initiatives and/ or to introduce new programs and policies. Connects colleagues to meet one another’s needs in their developmental stages; working, when necessary, to bridge gaps of time and geography to increase capacity on a large scale.</td>
<td>Reflects on his or her leadership and its impact on colleagues. Objectively evaluates and learns from decision-making processes and their outcomes. Reaches out and works effectively regardless of time or geography, bringing together diverse perspectives and contexts, and unifying them in shared work and vision.</td>
</tr>
<tr>
<td>Collaborative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CTQ</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NEA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>National Board</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Erica Avent, NBCT
6th Grade Science Teacher
Oxford, Mississippi

My TLI capstone project was centered around providing positive male mentors to interact with 6th grade African American male students who had discipline infractions. I developed this project to help these students to develop a relationship with positive African American male figures who they could identify with.

I learned from the TLI experience that as teacher my power to bring about change, not only exists inside my classroom, but within my school also.

Twitter handle:
@erica_lashay

Website URL:
http://www.oxfordsd.org/ebavent

Blog: none

Capstone Pathway:
Instructional
Sara Arnold
Elementary PACT Resource Specialist
Cedar Rapids, IA

My TLI capstone project was ...
• More and Better Learning Time- Coolidge Coding Club  I extended the learning day for my students by offering a coding club for students. This gave students the opportunity to work on team building and computer programming skills. Many students chose to continue working on their programming skills beyond the hours of Coding Club.

I learned from the TLI experience...
• that I can influence change in my district and my state. The TLI experience helped me to find my voice as an advocate for my students and fellow teachers. “If not us, who” If not now, when?” The time for change is now. We are stronger together.
Kim Irvine
English Teacher
WEA Utah

My TLI capstone project was:

We are educators because we love to teach. We are activists because we love our students.

My project focused on the myriad of policy decisions being made without teacher input. No longer can we close our classroom doors to the political frenzy sweeping the nation. For the sake of our profession and students, we must reclaim the essence of public education, emerge as the professionals we are, and fight the reforms that are not in the best interest of our students.

I learned from the TLI experience...
I learned how vital it is for teachers across the nation to let their voices be heard through the cacophony of ignorance and doublespeak impacting education. We must stand together and insist that our expertise be recognized and utilized in the policy decision making process.
Sarah McGlynn, NBCT
First Grade Teacher
Davenport Education Association, IA

My TLI capstone project was designed to increase membership, to support and retain new teachers, as well as to increase our association’s presence in the community. I created the Active Community Conscious Teachers (ACCT) committee within our association. The committee provides monthly socials for first to ten year teachers offering support and collaboration, to plan community service projects, and to create future leadership opportunities. The monthly socials are also a way to start developing relationships with local restaurants and businesses who host the events.

I learned from the TLI experience how to rally and motivate our association members, strategies to encourage and support new teachers, and the leadership and networking skills needed to organize each event.
Katie Paetz
Learning & Development Specialist, Safari Books Online
Phoenix, AZ

My TLI capstone projects were the “Paint the Future” Community Event and then running for the Osborn Elementary School Board.

I learned from the TLI experience that a bunch of small acts of change are more rewarding than waiting for large sweeping change. I created positive interest in my local association through community events. After that, I ran for office and put a teacher at the table for education policy decisions.
<table>
<thead>
<tr>
<th>Knowledge that needs to be acquired</th>
<th>Skills that need to be developed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Traits that need to be acquired/developed</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plan & Act, Reflection

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>Time frame:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What new knowledge, skills, and/or traits do I need to develop?</td>
<td>What professional learning activities might I consider?</td>
</tr>
<tr>
<td>What resources might I consider?</td>
<td>What data might I gather?</td>
</tr>
</tbody>
</table>
Teacher Leadership Initiative (TLI)

Positive change in education comes from the invaluable experience of teachers working to enhance the profession and advance student learning.

The TLI is a catalyst!

Read more about the Initiative

http://www.teacherleadershipinstitute.org/
Session Outcomes

- The content from this session can be used in the following ways in your current position/role:
  - Explore the possibility of finding new teacher leaders in your local or state affiliate and how to include them more actively
  - Use the Teacher Leadership Competencies to assist teachers in their teacher leadership development
  - Use the Teacher Leadership Competencies to have current affiliate leadership examine where they are in their own leadership development dimensions for professional issues
Q & A time
Session Outcomes

The content from this session can be used in the following ways in your current position/role:

– As an association leader and member, identify ways in which you can support individualized professional growth

– As an educator, identify personal learning goals and how you are making growth towards these self-selected goals

– As a leader in your space, find ways to empower others to identify professional learning goals, align them to current initiatives, and articulate how professional growth positively impacts student learning
Closing

• Please complete the evaluation for this breakout session by using the **NEA Summit Mobile APP!** – *Please remember to build in 5 minutes at the end of your session to allow time for the attendees to complete the evaluation for your session.*

• Please visit the Leadership Development Resources website at [www.nea.org/leadershipdevelopment](http://www.nea.org/leadershipdevelopment)