



# Coaching and Mentoring

## Competency

Educator deepens understanding and application of coaching techniques.

## Key Method

The educator uses the Learn, Design, Do, Reflect cycle to deepen their understanding of their role as a coach and how coaching can effectively support their peers. They conduct a coaching session and reflect on its effectiveness.

## Method Components

Instruction is perhaps one of the most basic building blocks of teacher leadership. Leadership in instructional practice means something more than being the best possible teacher within the four walls of one classroom—it means reaching out and sharing great teaching with others, including fellow educators, as well as a broad range of stakeholders. Successful teacher leaders do not keep their effective practices to themselves; they share that knowledge with others in order to benefit all students.

### Instructional Competencies for Teacher Leaders

- Coaching and Mentoring
- Community Awareness, Engagement, and Advocacy
- Facilitating Collaborative Relationships

### 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.

### Coaching, Mentoring, and Teacher Leadership

According to the NEA Teacher Leadership Competencies (2018), developing your teacher leadership in the area of coaching and mentoring includes the following: See Resource Section for link to the Complete Guide

#### Emerging Level

- Value the importance of their professional growth and development for the benefit of the students.
- Invite colleagues to observe their teaching practices.
- Engage in peer assistance for personal growth and development.

#### Developing Level

- Promote a collegial environment of trust and respect.
- Foster colleagues' development and value their skills and abilities.
- Guide colleagues to make their own professional decisions by asking appropriate questions and encouraging reflection.

#### Performing Level

- Engage in formal roles of coaching and mentoring.
- Utilize multiple measures to identify effective teaching and successful student learning.
- Identify and promote colleagues who would be good mentors and/or leaders.
- Connect colleagues based on strengths, needs, and personal and academic qualities, and determine methods to meet those needs.

#### Transforming Level

- Lead the creation of new systems and/or innovate existing systems to foster the development of other teacher leaders by envisioning what they need and developing systems to meet those needs on a large scale.

- Create opportunities for fellow teacher leaders to design coaching and mentoring opportunities in their own contexts.

### Types of Collaborating Purposefully Leadership Plans

- Establish a trustworthy work environment with colleagues that fosters an open exchange of ideas.
- Work with other teachers to provide information about their own practice to promote growth and development.
- Seek opportunities to give and receive feedback on instructional practice.
- Provide targeted professional development based on data analysis and instructional needs.
- Provide formal coaching or mentoring to colleagues.
- Collect evidence and provide colleagues with meaningful feedback about their practice.
- Build collegial communities based on needs and foster an environment of learning and teaching among colleagues to inform and improve their practice.
- Seek additional teacher leaders to serve as coaches or mentors to colleagues and match them based on strengths and needs.
- Work within or beyond their school and/or district to establish systems that encourage and support teacher leader development.
- Determine teacher leaders' vision and enable teachers to fulfill that role.
- Prepare and support teacher leaders for future mentoring and/or coaching roles.
- Bring mentorship and/or coaching systems to a broader scope.
- Design appropriate coaching and mentoring programs for school districts, and/or states.
- Build and sustain outside partnerships and programs to support the needs of mentors and/or coaches in schools, districts, and/or states.

## Supporting Rationale and Research

Ericsson, K. A., Krampe, R. T., & Tesch-Romer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 100(3), 363–406.

Deliberate practice requires feedback to lead to improvement. Cited by Gladwell in *Outliers*, Ericsson's research has been used to identify the need for feedback from experts or more advanced peers, with obvious implications for teachers and administrators, who typically have limited feedback.

Jackson, C. K., & Bruegmann, E. (2009). Teaching students and teaching each other: The importance of peer learning for teachers (No. NBER Working Paper 15202). Cambridge, MA: National Bureau of Economic Research. Retrieved from [www.nber.org/papers/w15202](http://www.nber.org/papers/w15202)  
Student test scores benefit when their teachers have more effective colleagues. This is particularly true for less-experienced teachers, which makes a strong case for the spread of teaching expertise.

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.  
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 leadership, and 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.

## Resources

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-\\_mfJIK2fB-h3oObQDSwJ7MYpyizsw7Ec/edit?usp=sharing](https://docs.google.com/document/d/1ly5pUKQt_T-_mfJIK2fB-h3oObQDSwJ7MYpyizsw7Ec/edit?usp=sharing)

2018-Current Teacher Leadership Institute Fellows Action Plan Template for Artifact 3

<https://docs.google.com/document/d/1FDD3iyqAS3PA4LJcZpWzIPsPBuSwRPZsbfr2C546Xzw/edit>

TLI fellows from 2018 to the present 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/1NrRa4G1iG7FNeoKSWUvRg7SoEDk-VPb-fzyn3QN1Y4c/edit?usp=sharing>

Active Listening

<https://www.mindtools.com/CommSkill/ActiveListening.htm>

Coaching Teachers: What You Need to Know by Elena Aguila

[http://www.edweek.org/tm/articles/2011/02/15/tln\\_coaching.html](http://www.edweek.org/tm/articles/2011/02/15/tln_coaching.html)


Culturally Responsive Coaching for Inclusive Schools:

[http://niusileadscape.org/docs/FINAL\\_PRODUCTS/LearningCarousel/GuideCoachingDialogues.pdf](http://niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/GuideCoachingDialogues.pdf)

NEA Teacher Leadership Competencies Booklet

<https://www.nea.org/resource-library/nea-teacher-leadership-competencies-foundational-competencies>

PDF Copy of the NEA Teacher Leadership Competencies Booklet

 NEA Teacher Leadership Competencies.pdf

Video: Elena Aguilar – The Art of Coaching Workshop

<https://www.youtube.com/watch?v=RAuqYnK4U0Q>

Seven Keys to Effective Feedback

<http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

## Submission Guidelines & Evaluation Criteria

*To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and receive a proficient score 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; socio-economic 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?

**Passing:** A professional mission and vision clearly states what the educator hopes to achieve in their career and what success will look like when achieved. The 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

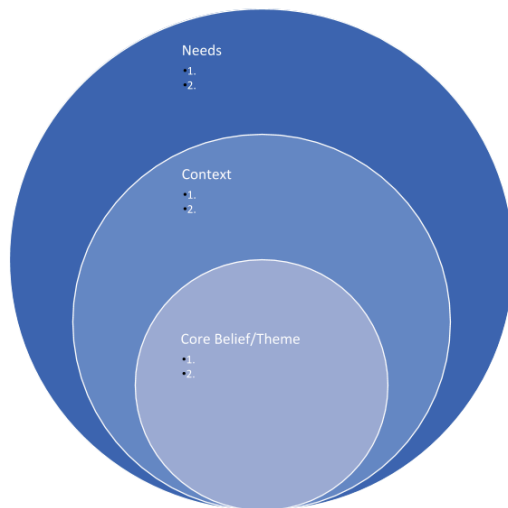
To earn this micro-credential, please submit the following four artifacts as evidence of your learning. Please do not include any information that will make you or your students identifiable to your reviewers.

### **Artifact 1: Teacher Leadership Circle Map**

(see template in Resource section)

Fill in the Circle Map using the template in the resource section or draw your own on chart paper.

Teacher Leadership Context Circle Map



Directions for Circle Map

- Center Circle: Core Theme/Belief

Use the NEA Teacher Leadership Competencies Booklet (see resource 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
- 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, record the needs of your school and/or district related to coaching and mentoring 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 community's 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 my colleagues and me?

#### **Artifact 2: Review**

Connect your Teacher Leader Circle Map to the coaching and mentoring 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 coaching and mentoring needs of your stakeholders (students, school, district, association), based on your context, 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 coaching and mentoring, based on your context, grounded in your core beliefs/theme?

### **Artifact 3: Design**

Use the Teacher Leadership Coaching and Mentoring Competency to design an activity or action that you can do 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 Resource 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 Resource Section)

### **Artifact 4: Do (part 1)**

Upload 3 different artifacts that show evidence of implementation of your action plan, annotated with descriptions (20-50 words each)

These artifacts may include:

- Website
- Newsletter
- Recorded webinars
- Presentations
- Emails to/from participants
- Online Forums (screenshots of conversations)
- Completed Website
- 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.

### **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 2-3 sentences or 2-3 bulleted points.

- How did the teacher leader engage you in coaching and mentoring?
- 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

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: Circle Map</b>	<p>The circle map is complete, and directions were followed closely</p> <p>Core Theme/Belief is from the Teacher Leadership Booklet</p> <p>The context section is complete with enough context to be useful in understanding the full picture</p> <p>Needs are listed as 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>The circle map is missing important information</p> <p>Core Theme/Belief is not from the Teacher Leadership Booklet</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>Needs are based on Opinion and not fact</p> <p>A professional or proactive voice is not used</p>	<p>The circle map is incomplete</p> <p>Core Theme/ Belief not identified</p> <p>Very little context given</p> <p>Needs are not identified or are not based on facts</p> <p>Needs are stated in a negative tone that is not proactive</p>
<b>Artifact 2: Action Plan</b>	<p>Template is completely filled out</p>	<p>Template is incomplete or not thoughtfully done</p>	<p>Template is not complete, or it is incorrectly filled out</p>

	<p>Professional Goals are measurable, actionable, and relevant to coaching and mentoring</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 the activity directly relates to professional goals, needs, desired results, and coaching and mentoring</p>	<p>Professional goals may not be measurable, actionable, and/or relevant to coaching and mentoring</p> <p>Needs may be based partially on opinion, and/or the 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 coaching and mentoring</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 missing or not understandable</p>
<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>

			Activity design is not actionable
<b>Artifact 4: Do (Part 1)</b>	<p>Submission includes three different artifacts from the above list.</p> <p>Each artifact has a description of 20-50 words.</p> <p>The descriptions include:          -Time/Date          -Number of Participants          -Purpose of the artifact and how it was used</p>	<p>Submission includes three different artifacts from the above list</p> <p>Descriptions are not included for each artifact OR</p> <p>The description is missing one of the following:          -Time/Date          -Number of Participants          -Purpose of the artifact and how it was used</p>	<p>Fewer than three artifacts are submitted OR</p> <p>Descriptions are not included for each artifact</p>
<b>Artifact 5: Feedback from Participants Do (Part 2)</b>	<p>Submission includes feedback from 3 or more stakeholders in attendance.</p> <p>Each participant responds to all questions below.</p> <p>Each response includes 2-3 sentences or 2-3 bullet points.</p> <p>Prompts::</p>	<p>Submission includes feedback from 1-2 stakeholders in attendance.</p> <p>Each participant responds to 3-4 questions in the prompt.</p> <p>Each response includes fewer than 2-3 sentences or 2-3 bullet points.</p>	<p>Submission includes feedback from 1 stakeholder in attendance.</p> <p>The participant responds to fewer than 3 questions in the prompt.</p> <p>The response includes fewer than 2-3 sentences or 2-3 bullet points.</p>

	<p>-How did the teacher leader engage you in coaching and mentoring?</p> <p>-What were the intended outcomes? And to what degree were the outcomes achieved?</p> <p>-What did you gain from participating in this experience?</p> <p>-If the teacher leader were to implement this plan again, what could be done differently? Why?</p> <p>-How did the teacher leader address diversity, equity, and cultural competence during this activity?</p>		
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## Part 3 Reflection

(400-500 words)

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

- How will your knowledge of coaching and mentoring 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 and 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.