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Facilitating Collaborative Relationships

Competency

Educator deepens their understanding and application of their abilities to facilitate collaborative relationships.

Key Method

The educator uses the Learn, Design, Do, Reflect cycle to deepen their understanding of strategies for facilitating effective collaborative relationships. They examine their own identity and role as a facilitator. The educator develops their skills through practice and reflection on his/her relationship to community stakeholders.

Method Components

Instruction is 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 excellent teaching with others, including fellow educators, but also extending to a broad range of stakeholders. Successful teacher leaders do not keep their effective practices to themselves; they share that knowledge with others to benefit all students.

Instructional Competencies for Teacher Leaders
- Coaching and Mentoring
- Community Awareness, Engagement, and Advocacy
- Facilitating Collaborative Relationships

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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 teacher leadership development. The following descriptors will help you understand your participation in each process step.

- Learn-delve into resources, explore the needs of your school, district, or state, and self-assess to gain a deep understanding of research, best practices, 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 your action plan's outcomes and implementation process and consider the next steps.

Facilitating Collaboration Relationships and Teacher Leadership

According to the NEA Teacher Leadership Competencies (2018), Developing your teacher leadership in the area of facilitating collaborative relationships includes the following: See the Resource Section for a link to the Complete Guide

Emerging Level
- Understand the importance of a collaborative culture, articulate the need for such a culture, and work with colleagues to create a productive environment.
- Show a willingness to work as part of a group to address and implement resolutions to needs and/or challenges.

Developing Level
- Collaborate about policies and initiatives that impact teaching and learning.
- Articulate how collaboration can improve teaching and learning.
- Know how to build consensus and peer capacity on issues related to student learning.

Performing Level
- Collaborate about policies and initiatives that impact teaching and learning.
- Articulate how collaboration can improve teaching and learning.

- Know how to build consensus and peer capacity on issues related to student learning.

Transforming Level
- Bring diverse perspectives and contexts together by uniting them in shared work and vision.
- Engage stakeholders to collaborate effectively regardless of time or place.
- Objectively evaluate and learn from decision-making processes and outcomes.

Types of Collaborating Purposefully Leadership Plans
- Develop a deep understanding of policies and initiatives that impact teaching and student learning.
- Engage in collaborative discussions with colleagues about learning and teaching.
- Establish data-based structures to engage with colleagues about their practice.
- Develop and/or participate in groups like professional learning communities or teacher-based teams.
- Implement initiatives and/or policies through collaboration.
- Connect and support colleagues to meet their developmental needs.
- Facilitate collaboration that bridges gaps of time and place.
- Participate in a constructive, collaborative culture to make decisions and implement resolutions
- Build a systemic, collaborative structure among schools' districts and/or state programs.
- Evaluate and learn from decision-making processes and the decisions' impact.
- Reflect on their leadership skills and impact on others to build a stronger collaborative environment.
- Develop a shared vision and ownership of work based on differing perspectives from diverse stakeholders regardless of place, background, or other factors.

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, which has obvious implications for teachers and administrators where feedback is typically limited.

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.
In this study commissioned by the Wallace Foundation, researchers from the University of Toronto and the University of Minnesota concluded that collective leadership has a more decisive influence on student achievement than individual leadership—and higher-performing schools award more significant 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.
This study occurred in Miami-Dade with over 9,000 teachers. The researchers found that teachers and schools that engaged in better collaboration have better achievement gains in math and reading, with teachers improving at more excellent rates.

Resources

Templates

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

Current Teacher Leadership Institute Fellows Action Plan Template for Artifact 3

Action/Design Plan Template for non-Teacher Leadership Institute Fellows for Artifact 3 Anyone NOT in the Teacher Leadership Institute should use this template

Resources

Building Trusting Relationships for School Improvement

Collaboration and Collaborative Leadership

The Power of Vulnerability

4 Reasons Why Identity Diversity Matters

Teacher Leadership Competencies Booklet Scroll down until you find the download button.

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 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.
  - o Number of years in education, subject area, etc.
  - o School/community, e.g., rural, urban, suburban, school level, student/community demographics, socio-economic data, etc.
  - o Share any additional information that may help someone understand your context
  - o Describe your current roles and general experience in teacher leadership at the school, district and/or state level.
  - o Who are the stakeholders in your community?

Passing: The professional mission and vision clearly state 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.
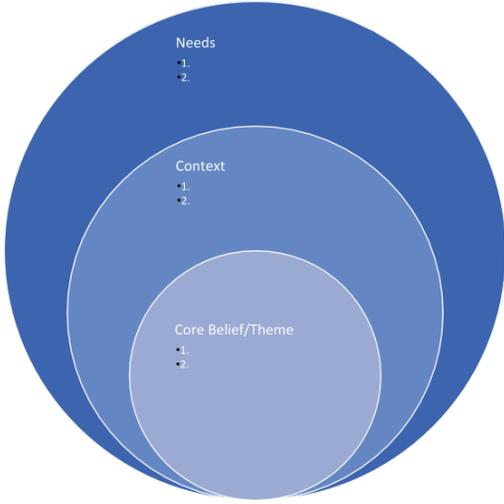
Artifact 1: Teacher Leadership Circle Map
 (see template in Resource section)
Fill in the Circle Map using the template in the resource section or draw your own on chart paper.

Teacher Leadership Context Circle Map

Needs
- 1.
- 2.

Context
- 1.
- 2.

Core Belief/Theme
- 1.
- 2.

Directions for Circle Map
- ● Center Circle: Core Theme/Belief

Use page 5 of 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, identify and record the needs of your school and/or district, in relationship to facilitating collaborative relationships, 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?

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- 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 facilitating collaborative relationships 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 facilitating collaborative relationships 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 effectively facilitating collaborative relationships, based on your context, grounded in your core beliefs/theme?

Artifact 3: Design
Use the Teacher Leadership Facilitating Collaborative Relationships 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: -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

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- Newsletter
- emails
- 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 Hussle
- 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 a 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 facilitating collaborative relationships?
- 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	Circle map is missing important information	Circle map is incomplete

	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 Needs are listed and realistic and within your sphere of influence Needs are identified using a positive proactive, professional voice and are facts not opinions	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 Needs are based on Opinion and not fact Professional or Proactive voice is not used	Core Theme/ Belief 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
Artifact 2: Review	Both questions are answered completely and connected to the circle map. The word count is between 50 and 150 words.	Both questions are answered completely but they do not connect with the circle map. The word count is between 50 and 150 words.	Both questions are not answered completely. The word count is between 50 and 150 words.

Artifact 3: Design	Activity Design Template is filled out, completely. Activity design aligns with your identified needs Activity design is actionable	Activity Design Template is not filled out, completely. Activity design loosely aligns to your identified needs Activity design is not actionable	Activity Design Template is not used Activity design does not align to your identified needs Activity design is not actionable

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 facilitating collaborative relationships 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 positively impacted 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.