



Building the Capacity of Others

Competency

Educator demonstrates leadership skills and uses personal interactions to implement training for others who wish to take on more association responsibility.

Key Method

The educator uses the Learn-Design-Do-Reflect cycle to understand the workplace culture and to identify association involvement gaps, using personal interactions to implement training for members who wish to take more association responsibility.

Method Components

Association leadership means understanding how to create and guide meaningful, positive, and powerful collective action. It means learning to lead members of groups—large, culturally diverse, and engaged—and steering the activities of those members in the direction of the desired change. Within the context of the association, teacher leaders can build bridges with administrators and other stakeholders in order to advance quality instructional practice and the right policies to make that practice possible.

Association Competencies for Teacher Leaders

- Organizational Effectiveness: Leading with Vision
- Organizational Effectiveness: Leading with Skill
- Organizing and Advocacy
- Building the Capacity of Others
- Learning Community and Workplace Culture



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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 the development of teacher leadership. The following descriptors can help you understand your participation in each step of the process:

- Learn: Delve into the resources, explore the needs of your school, district, or state, and perform a self-assessment in order to gain a deep understanding of the available research, best practices as well as 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 involved in the implementation of your action plan and consider the next steps.

Building the Capacity of Others and Teacher Leadership

According to the NEA Teacher Leadership Competencies (2018), through developing your teacher leadership in the area of Building the Capacity of Others includes the following: (See the resource section for the link to the complete guide):

Emerging Level

- Understand both the range of leadership skills and the styles of communication that members may possess.
- Know the strengths and limitations of other members in terms of their personal leadership skills and communication styles.

Developing Level

- Collaborate in implementing professional growth activities to help members develop.
- Expand association leadership skills at the local, state, and/or national level.

Performing Level

- Develop and provide professional growth opportunities for members working to realize their potential as active members or (local, state, and/or national) association leaders.

Transforming Level

- Engage association members and potential members to discover their greater potential at the local, state, and/or national level.
- Mentor members to envision and achieve the knowledge and skills necessary to build their capacity as potential association leaders.



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Types of Collaborating Purposefully Leadership Plans

- Work with members to develop their professional growth and communication skills.
- Work to expand their leadership skills and communication styles.
- Create and lead professional growth opportunities for association members to become more active and/or leaders.
- Identify and develop leadership strategies to empower members to achieve the potential in themselves and others.
- Empower members and potential members to identify and develop their own leadership potential and communication ability.
- Help members overcome obstacles for themselves and for others.
- Increase ownership of a shared association vision.
- Build leadership and communication through achievement.

Supporting Rationale and Research

Day, D. V., Zaccaro, S. J., & Halpin, S. M. (2004). Leadership development for transforming organizations: Growing leaders for tomorrow. New York, NY: Psychology Press.

This book emphasizes the importance of leaders (using the U.S. Army as an example of a world-class organization in need of transformation) in the development of cultures that are conducive to leadership development.

Hackman, J. R. & Oldham, G. R. (1980). Work redesign. Reading, MA: Addison-Wesley.

This seminal book examines the characteristics of designing work around organizational goals and mission. This research comes from the field of organizational sciences and has direct application for how work is organized for associations.

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 the importance of collaborative expertise based on his meta-analyses of effective teaching practices and this work builds on his visible learning work.

Kraft, M. A., & Papay, J. P. (2016). Developing workplaces where teachers stay, improve, and succeed. The Albert Shanker Institute. Retrieved from [http://distributedleadership.org/assets/asi-\(2016\).pdf](http://distributedleadership.org/assets/asi-(2016).pdf)



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Resources

Templates

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

Anyone NOT in the TLI should use this template.

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

TLI Fellows from 2018–current should have completed this template as part of the TLI’s requirements. Please upload your Action Plan as evidence for this micro-credential.

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

Readings

[NEA Mission, Vision, and Values](#)

[Power Analysis and Power Mapping](#)

[Teacher Leadership Competencies Booklet](#) Scroll until you find the download pdf button

Self Assessments and Activities

[Compass Point Activity](#)

[Jung Typology Test](#)

[The Leadership Compass Self-Assessment](#)

[Personality Self-Assessment from 16 Personalities](#)

Videos

[Brene Brown, Why your critics aren’t the ones who count](#)

[From Good to Great, What determines a level IV leader](#)

[NEA Governance and Leadership Overview](#)

[NEA history video](#)

[Simon Sinek, Why Good Leaders Make you Feel Safe](#)



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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 (Provide Context)

(350–500 words)

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

Answer the following contextual questions to help your assessor understand your current situation.

- What is your professional mission and vision for teacher leadership?
- Describe your professional learning goals for completing this micro-credential.
- Describe cultural groups in the immediate setting and broader environment and how this influences the classroom, school, district and community.
- Describe the professional context for earning this micro-credential, including:
 - Number of years in education, subject area, etc.
 - School/community, e.g., rural, urban, suburban, school level, student/community demographics, socio-economic data.
 - 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
 - Who are the stakeholders in your community?
 - How is diversity, equity, and cultural competence being used to influence organizing and advocacy?

Passing: Professional mission and vision clearly state 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



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specific professional learning goals as an outcome of completing this micro-credential.

Part 2. Work Examples/Artifacts/Evidence

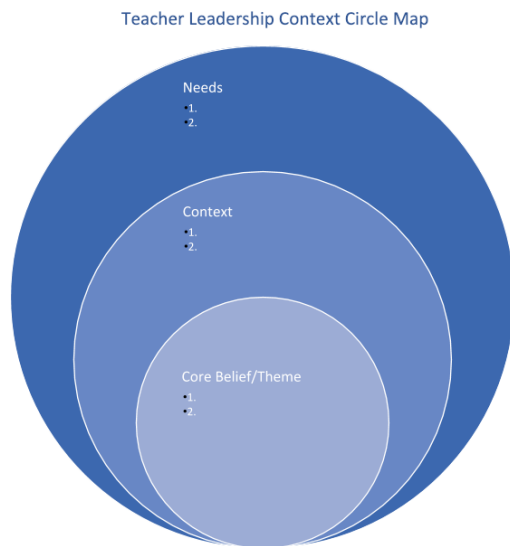
To earn this micro-credentials please submit the following five artifacts as evidence of your learning.

**Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Teacher Leadership Circle Map

(template in the resource section)

Fill in the Circle Map using the template in the resource section or create your own.



Directions for completing the Circle Map

Center Circle: Core Belief/Theme

Use page 5 of the NEA Teacher Leadership Competencies Booklet (see resource section) to identify the Core Belief/Theme that most closely resonates with you.

Middle Circle: Context

Synthesize the information you gathered in Part 1. Include any how you engage other relevant contextual information, including challenging inequities, to guide your thinking and for recording the information for the middle circle, such as:

- District (suburban/rural/urban)
- Colleagues
- Site/District Administration



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- Teacher Leadership Culture
- Demographics (school, community)
- 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 relation to building the capacity of others in the outer circle. Consider the following guiding questions to help you identify your contextual needs:

- Is there a stakeholder group that is not represented in the 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?
- What biases need to be addressed?
- How does the school address the needs of the community?
- What are the needs of your school/district?
- What are the needs of your colleagues?
- How do the needs of your colleagues affect the classroom, school, and district?
- What are the needs of your local association?
- How do the needs of your association affect you and your colleagues?

Artifact 2: Review

Connect your Teacher Leader Circle Map to building the capacity of others by answering the following questions (*50–150 words or 3–5 bullet points each*):

1. What might your role as a teacher leader be to positively impact building the capacity of others regarding addressing the needs of your diverse stakeholders (students, school, district, association), based on your specific context acknowledging cultural or marginalized groups and grounded in your core belief/theme
2. What might your role as a teacher leader be to inspire and support other potential diverse teacher leaders in effectively building the capacity of others, based on your context and grounded in your core belief/theme?

Artifact 3: Design

Use the Teacher Leadership Building the Capacity of Others Competency to design an activity or action that you can do to address an identified need from your Leadership Circle Map. Describe how the plan supports and promotes equity.

Complete and upload one of the following design templates:

- Option 1: 2018–Current Teacher Leadership Institute Fellows Action Plan Template (see template in the resource section or use the one you created in your state cohort)
- Option 2: Action/Design Plan Template for non-Teacher Leadership Institute Fellows



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(see template in the resource section)

Artifact 4: Do (part 1)

Upload 3 different artifacts that show evidence of the implementation of your action plan, annotated with short descriptions (20–50 words each). These artifacts may include:

- Websites
- Newsletters
- Emails to and from participants
- Recorded webinars
- Presentations
- Online forums (screenshots of conversations)
- Completed Websites
- Products developed during the process
- Artifacts from using 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
- Explain how equity is supported and promoted

Artifact 5: Feedback from participants in the Do aspect above (Do, part 2)

Obtain feedback from at least two stakeholders in attendance. Use the following prompts to obtain necessary feedback to serve as evidence. Ask your chosen participants to respond to each prompt in 2–3 sentences or 2–3 bulleted points.

- How did the teacher leader engage you in building the capacity of others?
- 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?



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Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Circle Map	<p>Circle Map is complete, and directions were followed closely</p> <p>Core Belief/Theme is from the Teacher Leadership Book</p> <p>The context section is complete to aid understanding the full picture</p> <p>Needs are listed and realistic and within your sphere of influence Needs reflect diverse perspectives</p> <p>Needs are identified using a positive proactive, professional voice and are facts not opinions</p>	<p>Circle Map is missing important information</p> <p>Core Belief/ Theme is not from the Teacher Leadership Book</p> <p>The context is missing some important information</p> <p>The needs may be too broad and outside of your realm of influence Needs reflect at least one diverse perspective</p> <p>Needs are based on opinion and not fact</p> <p>Professional or proactive voice is not used</p>	<p>Circle Map is incomplete</p> <p>Core Belief/ Theme is 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> <p>Needs do not include diverse perspectives</p>
Artifact 2: Action Plan	<p>Template is completely filled out</p> <p>Professional goals are measurable, actionable, and relevant to building the capacity of others</p>	<p>Template is incomplete or not thoughtfully done</p> <p>Professional goals may not be measurable, actionable, and/or relevant to building the capacity of others</p>	<p>Template is not complete or it is incorrectly filled out</p> <p>Professional goals are missing</p>



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	<p>Needs and current reality are based on actual evidence NOT opinion</p> <p>Needs reflect diverse perspectives</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 building the capacity of others</p>	<p>Needs may be based partially on opinion and/or evidence that is not substantial</p> <p>Needs reflect at least one diverse perspective</p> <p>Results may not be realistic and/or do not focus on affecting the practice of others</p> <p>Description is not clear and/or the activity does not directly relate to professional goals, needs, desired results, or building the capacity of others</p>	<p>Needs are missing or are based on opinion and/or personal biases</p> <p>Needs do not include diverse perspectives</p> <p>Unrealistic results</p> <p>Description is missing or is not understandable</p>
Artifact 3: Design	<p>Activity Design Template is completely filled out</p> <p>Activity design aligns to your identified needs Activity design is actionable</p> <p>Activity supports and promotes equity</p>	<p>Activity Design Template is not completely filled out</p> <p>Activity design loosely aligns to your identified needs Activity design is not actionable</p> <p>Activity supports equity</p>	<p>Activity Design Template is not used</p> <p>Activity design does not align to your identified needs Activity design is not actionable</p> <p>Activity does not address equity</p>
Artifact 4 & 5: Do	<p>Three artifacts with descriptions are included and provide strong evidence of implementation.</p>	<p>Two artifacts with descriptions are included and provide strong evidence of implementation.</p>	<p>Less than two artifacts with descriptions are included OR the evidence is not strong.</p>



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	Feedback is provided from at least two stakeholders.	Feedback is provided, but from only one stakeholder.	No feedback is provided.
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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.

Answer the following reflective questions.

- How will your knowledge of building the capacity of others impact your leadership work with others?
 - How did you address diversity, equity, and cultural competence during this activity?
 - How will addressing diversity, equity, and cultural competence help you advocate in an effective manner?
 - 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 the claims made. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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