



# TLI Technological Facility

## Competency

The educator demonstrates effective utilization of technology in leadership work.

## Key Method

The educator uses the Learn-Design-Do-Reflect inquiry cycle to demonstrate the knowledge, skills, and dispositions to effectively utilize technology for managing responsibilities, collaborating, communicating, and networking in order to lead stakeholders.

## Method Components

### Technological Facility for Teacher Leaders

According to the ISTE standards for Leaders, teacher leaders utilize digital tools and technology to:

- Increase equity, inclusion, and digital citizenship
- Engage others in establishing a vision, strategic plan, and ongoing evaluation cycle for transforming learning with technology
- Create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning
- Build teams and systems to implement, sustain, and continually improve the use of technology to support learning
- Model and promote continuous professional learning for themselves and others.

### 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



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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.

## Technological Facility and Teacher Leadership

According to the NEA Teacher Leadership Competencies (2018), developing your teacher leadership in the area of Technological Facility includes the following (see Resources section for link to the Complete Guide):

### Emerging Level

- Use technology as a tool beyond instruction and for leadership.
- Utilize technology to manage professional responsibilities and expand their capacity as a teacher leader.
- Use technology for both synchronous and/or asynchronous collaboration.

### Developing Level

- Use and explain appropriate technology methods when building networks with stakeholders.
- Explore technology innovations to build capacity.
- Use technology to collaborate for a shared vision and/or meaningful purpose.
- Use technology for both synchronous and asynchronous collaboration.

### Performing Level

- Demonstrate appropriate use of existing technology to offer learning opportunities for stakeholders to whom it would otherwise be inaccessible.
- Communicate with a broad and diverse audience through various technological methods.
- Incorporate technology innovation into daily practice and share innovations with colleagues.
- Use technology to collaborate and facilitate a shared vision and/or a meaningful purpose.
- Use technology to engage colleagues in synchronous and asynchronous communication and collaboration.

### Transforming Level

- Lead technological innovation and transformation to create new forms of and uses for technology as a tool for communicating, advocating, managing, and networking, as well as for learning and teaching.



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- Use innovative virtual environment and show inventiveness in connecting with other teacher leaders for change.
- Use technology to lead colleagues and support them in the development of a shared vision and/or a meaningful purpose.
- Use technology to create synchronous and asynchronous communication and collaboration.

### Types of Technological Facility Leadership Plans

- Use technology tools to manage work and to expand teacher leader capacity.
- Collaborate through the use of technology.
- Create electronic documents such as e-newsletters, lesson plans, and/or emails.
- Collaborate synchronously and asynchronously with colleagues in order to establish a shared vision
- Utilize current technology to reach a broad and diverse audience where a digital divide might exist.
- Facilitate collaboration with a broad and diverse audience using existing and emerging technologies in order to further a shared vision.
- Research and share information about innovative technology.
- Share narratives about technology's ability to impact change.

## Supporting Rationale and Research

Collison, G., Elbaum, B., Haavind, S., & Tinker, R. (2000). *Facilitating online learning: Effective strategies for moderators*. Atwood Publishing.

<http://hub.miracosta.edu/teaching-academy/online/roundtables/collison.pdf>

Jackson, C. K., & Bruegmann, E. Teaching students and teaching each other: The importance of peer learning for teachers. *American Economic Journal: Applied Economics*. 1.4. 2009. National Bureau of Economic Research. DOI: 10.3386/w15202:

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

## Resources

### Templates

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



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[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!](#)

[Design Thinking for Educators Toolkit](#)

[Glossary of Education Reform](#)

[ISTE Standards](#)

[Social Media for Teachers: Guides, Resources, and Ideas](#)

[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.*

## 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?



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- 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

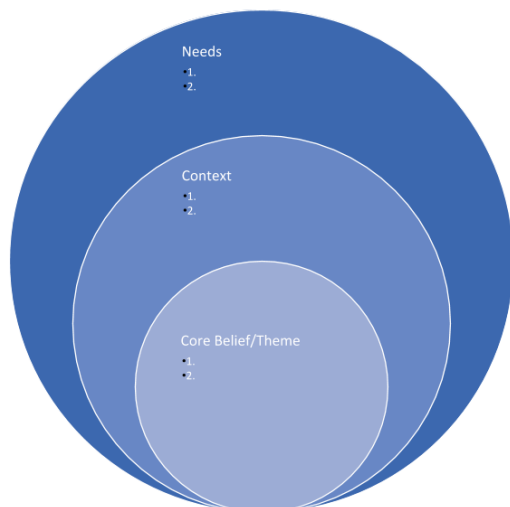
To earn this micro-credential, please submit the following four artifacts as evidence of your learning. Please do not include any information that will make you or your students identifiable to your reviewers.

### 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.

Teacher Leadership Context Circle Map



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### 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 Technological Facility 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?
- 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 Technological Facility 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 Technological Facility 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 Technological Facility based on your context and grounded in your core belief/theme?



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### **Artifact 3: Design**

Use the Teacher Leadership Technological Facility 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
- Artifacts from Technological Facility 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 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 Technological Facility?
- 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?



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- 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>Circle map is complete, and directions were followed closely.</p> <p>Core theme/belief is from the Teacher Leadership Book.</p> <p>The context section is complete, with enough context to be useful in understanding the full picture.</p> <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>Circle map is missing important information.</p> <p>Core theme/belief 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 out of your realm of influence.</p> <p>Needs are based on opinion, not on facts.</p> <p>Professional or proactive voice is not used.</p>	<p>Circle map is incomplete.</p> <p>Core theme/belief is not identified.</p> <p>Very little context is 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>Professional goals are measurable, actionable, and relevant to Technological Facility.</p> <p>Needs and current reality are based on</p>	<p>Template is incomplete or not thoughtfully done.</p> <p>Professional goals may not be measurable, actionable, and/or relevant to Technological Facility.</p> <p>Needs may be based partially on opinion</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>



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	<p>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 Technological Facility.</p>	<p>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 Technological Facility.</p>	<p>Unrealistic results.</p> <p>Description is 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> <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>



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<b>Artifact 5: Feedback from Participant s</b>	Two participants provided feedback.  Feedback is thoughtful and useful for self-reflection.	Only one participant provides feedback.  Feedback may not be useful for self-reflection.	No feedback 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.*

- How will your knowledge of Technological Facility 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?

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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