TLI Adult Learning

Competency

Teacher Leader applies an understanding of adult learning theory to address a need.

Key Method

The educator uses the Learn-Design-Do-Reflect Cycle to create and implement a leadership plan in which adult learning is critical to its success.

Method Components

Principles of Adult Learning Theory

According to Malcolm Knowles (1984), four principles should be applied to adult learning:

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience (including mistakes) provides the basis for the learning activities.
- Adults are most interested in learning subjects that have immediate relevance to and impact on their job or personal life.
- Adult learning is problem-centered rather than content-oriented. (Kearsley, 2010)

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.

Adult Learning and Teacher Leadership

According to the NEA Teacher Leadership Competencies (2018), developing your teacher leadership in the area of adult learning includes the following. (See Resource section for link to the Complete Guide):

Emerging Level
- Understand the different ways in which adult learners grow professionally.
- Respect adult learners' expertise and value the direct impact they have on student success.

Developing Level
- Build awareness of adult learning to better understand how to impact colleagues.
- Address adult learners' diverse needs while utilizing their areas of expertise.

Performing Level
- Lead learning activities to enhance the practice of others at various levels of leadership.
- Implement adult-learning strategies while utilizing colleagues' diverse areas of expertise.

Transforming Level
- Design and implement new learning opportunities for colleagues, respecting where they are in their practice, while focusing on extending not only their personal and professional growth but also their collective growth.
- Develop learning experiences that can be extended and replicated across diverse contexts and communities.
  - o Lead others, including those of other cultures, to advocate for more innovative and creative ways to cultivate socially just learning environments.
  - o Engage in self-education and self-reflection about socially just learning environments.

Types of Adult Learning Leadership Plans
- Implementing school initiatives
- Connecting to adult learning centers
- Collaborating with departmental colleagues
- Leading professional development
- Presenting at state conferences

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Supporting Rationale and Research

Chang, S. (2010). Applications of andragogy in multi-disciplined teaching and learning. *Journal of Adult Education, 39*(2). Retrieved from: https://eric.ed.gov/?id=EJ930244

Harris, A. (2008). Distributed leadership: According to the evidence. *Journal of Educational Administration, 46*(2), 172–188. http://www.emeraldinsight.com/doi/abs/10.1108/09578230810863253

Jackson, C. K., & Bruegmann, E. (2009). Teaching students and teaching each other: The importance of peer learning for teachers (No. w15202). National Bureau of Economic Research. Retrieved from: http://www.nber.org/papers/w15202

Knowles, M. (1998). The adult learner: The definitive classic in adult education and human resource development (5th ed.). Woburn, MA: Butterworth. http://bit.ly/2gcvRml

MacBeath, J., & Dempster, N. (2009). *Connecting leadership and learning: Principles for practice.* Abingdon: Routledge. https://books.google.com/books?hl=en&lr=&id=s-A9HxUKhFsC&oi=fnd&pg=PP1&dq=MacBeath,+J.,+%26+Dempster,+N.+(2009).+Connecting+leadership+and+learning:+Principles+for+practice.+Abingdon:+Routledge.&ots=D5NijUWUPo&sig=dN7IiITIxOeS8s8NPEm1sHCZTsw#v=onepage&q&f=false

Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice.* San Francisco, CA: Jossey-Bass, a Wiley brand. Retrieved from: http://bit.ly/2pDtSrr

Resources

Templates
Teacher Leadership Context Circle Map (Google Doc) for Artifact 1

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

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[Teacher Leadership Competencies](#) (Full booklet download)
Scroll to find the PDF download

Other Resources
[Design Thinking for Educators Toolkit](#)

[Knowles Resource on Andragogy](#)

[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?
- 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 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.
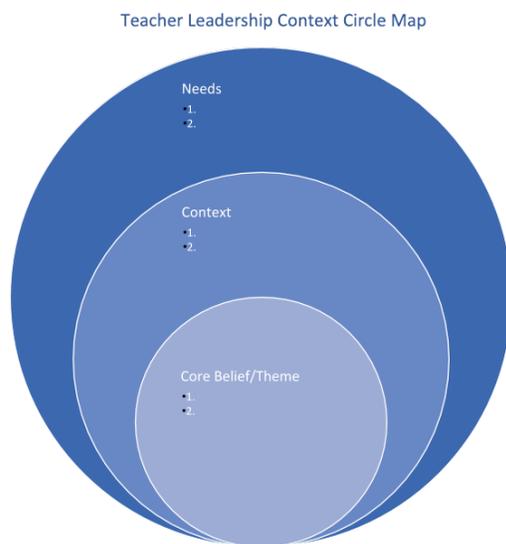
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Part 2. Work Examples/Artifacts/Evidence

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

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

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After identifying your teacher leadership context, identify and record the needs of your school and/or district, in relation to Adult Learning, 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 Adult Learning 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 Adult Learning 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 Adult Learning, based on your context, grounded in your core beliefs/theme?

Artifact 3: Design
Use the Teacher Leadership Adult Learning 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

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- Presentations
- Emails to/from participants
- Online forums (screenshots of conversations)
- Completed website
- Products developed during the process
- 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 Adult Learning?
- 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.

Core Theme/Belief is from the Teacher Leadership Book.

The context section is complete with | Circle map is missing important information.

Core Theme/Belief is not from the Teacher Leadership Book.

The context is missing some important information. | Circle map is incomplete.

Core Theme/ Belief not identified.

Very little context given.

Needs are not identified or are not based on facts. |

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	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.	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.	Needs are stated in a negative tone that is not proactive.
Artifact 2: Action Plan	Template is completely filled out. Professional goals are measurable, actionable, and relevant to adult learning. Needs and current reality are based on evidence, not opinion. Results are realistic and focus on affecting the practice of others. Description is clear, and activity directly relates to professional goals, needs, desired results, and adult learning.	Template is incomplete or not thoughtfully done. Professional goals may not be measurable, actionable, and/or relevant to adult learning. Needs may be based partially on opinion and/or evidence is not substantial. Results may not be realistic and/or do not focus on affecting the practice of others. Description is not clear and/or the activity does not directly relate to professional goals, needs, desired	Template is not complete, or it is incorrectly filled out. Professional goals are missing. Needs are missing or based on opinion and/or personal biases. Unrealistic results. Description missing or not understandable.

		results, and adult learning.	
Artifact 3: Design	Activity Design Template is completely filled out. Activity design aligns to your identified needs. Activity design is actionable.	Activity Design Template is not completely filled out. 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.
Artifact 4: Evidence of Implementation	Three artifacts are submitted. Artifacts are from implementation of plan. All artifacts contain a description that includes: ● time/date ● number of participants ● purpose of artifact and how it was used.	Fewer than three artifacts are submitted. Artifacts are not related to implementation. Artifact descriptions are missing key components.	Fewer than three artifacts are submitted. Artifacts are not related to implementation. Artifact descriptions are not included.
Artifact 5: Feedback from Participants	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.

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 Adult Learning 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 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.