TLI Reflective Practice

Competency

Educator thinks deeply and carefully about who they are and how they lead.

Key Method

The educator uses the Learn-Design-Do-Reflect Cycle to deepen their understanding of their reflective practices and then creates and implements a plan to engage colleagues (and/or a diverse range of stakeholders) in reflecting on both the educators' and the colleagues' roles and responsibilities.

Method Components

Reflective Practice for Teacher Leaders

Teacher leaders use feedback and research to improve their practice and leadership skills. They continually reflect on their growth, role, and responsibilities as a teacher leader to bring about change. They make strategic plans that are informed by data and reflective analysis.

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.

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- 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.

Reflective Practice and Teacher Leadership

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

Emerging Level
- Acknowledge yourself as a teacher leader; also acknowledge leadership areas in need of further growth.
- Model strong, reflective instructional and leadership practice.
- Understand the role of data and reflective analysis in practice.
- Search for purposeful leadership opportunities both inside and outside of the classroom.

Developing Level
- Help to create conditions to encourage reflection among colleagues and administrators.
- Engage in leadership opportunities both inside and outside of the classroom.
- Reflect on your growth, role, and responsibilities as a teacher leader to bring about change.
- Make strategic plans that are informed by data and reflective analysis.

Performing Level
- Encourage a broad and diverse range of stakeholders to reflect deeply on their roles and responsibilities within instruction, policy, association, and other facets of teaching and leading.
- Develop and implement strategies and/or policies to promote growth, improvement, and reflection.
- Support others in understanding and using data and reflection to drive instructional practice, policy, and organizational decisions

Transforming Level
- Help systems to function with a culture of mindful and meaningful reflection.
- Lead the development and implementation of large-scale instructional, policy, and organizational ideas to incorporate growth and reflection.
- Lead the collection and analysis of data to support the cultural shift that incorporates the cycle of reflection as a consistent, intentional, and regular practice.

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Types of Reflective Practice Leadership Plans

- Improve practice and professional growth by using data analysis or SMART goals.
- Use data and reflection to develop strategic plans for growth.
- Employ a variety of communication methods, such as cognitive coaching cycles, communication logs, emails, and/or conversation maps.
- Engage a broad and diverse group of stakeholders to assess and reflect on their role(s) in association, instruction, policy leadership, and decision-making through conversations, journaling, blogs, or other forms of communication.
- Help establish policies and procedures to encourage colleagues to become reflective practitioners.
- Utilize data to develop and implement a systematic cycle of reflection to drive
cultural shifts and decision-making about instructional practices and leadership roles.

Supporting Rationale and Research

Behrstock-Sherratt, E., Bassett, K., Olson, D., & Jacques, C. (2014). From good to great: Exemplary teachers share perspectives on increasing teacher effectiveness across the career continuum. American Institute of Research. http://www.gtlcenter.org/sites/default/files/Good_to_Great_Report.pdf

Hodges, T. D., & Clifton, D. O. (2004). Strengths-based development in practice. In A. Linley & S. Joseph (Eds.), *Handbook of positive psychology in practice*. Wiley. MacBeath, J., and Dempster, N. (2009). *Connecting leadership and learning: Principles for practice*. Routledge. http://www98.griffith.edu.au/dspace/bitstream/handle/10072/28012/57815_1.pdf?sequence=1

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](#)

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

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

[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 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

Needs
1.
2.

Context
1.
2.

Core Belief/Theme
1.
2.
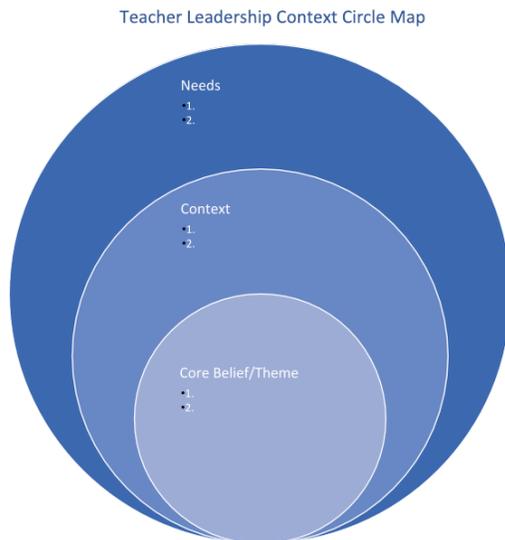
Directions for Circle Map
- Center Circle: Core Theme/Belief
Use page 5 of the NEA Teacher Leadership Competencies Booklet (see Resources section) to identify the Core Belief/Theme that resonates with you.

- 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

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- 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 Reflective Practice 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 Reflective Practice 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 Reflective Practice 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 Reflective Practice, based on your context and grounded in your core belief/theme?

Artifact 3: Design
Use the Teacher Leadership Reflective Practice 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)

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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 Reflective Practice like journal entries, blogs…
- 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 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 Reflective Practice?
- 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?

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 not identified.

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	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, not fact.

Professional or proactive voice is not used. | Very little context given.

Needs are not identified or are not based on facts.

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 Reflective Practice.

Needs and current reality are based on actual 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 | Template is incomplete or not thoughtfully done.

Professional goals may not be measurable, actionable, and/or relevant to Reflective Practice.

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. | Template is not complete, or it is incorrectly filled out.

Professional goals are missing.

Needs are missing or are based on opinion and/or personal biases.

Unrealistic results.

Description missing or not understandable. |

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	results, and Reflective Practice.	Description is not clear and/or the activity does not directly relate to professional goals, needs, desired results, and Reflective Practice.	
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.	No feedback provided.

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		Feedback may not be useful for self-reflection.	

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 Reflective Practice 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.