



Organizational Effectiveness: Leading with Skill

Competency

Educator demonstrates the ability to perform one or more administrative leadership tasks to maintain/enhance an organization's effective operation.

Key Method

The educator uses the Learn-Design-Do-Reflect Cycle to conduct a needs assessment and develop and implement an improvement plan that utilizes an organizational leadership skill set for working with others in the association.

Method Components

Association leadership means understanding how to create and guide meaningful, positive, and powerful collective action. It means learning to lead members of large, culturally diverse, and engaged groups and steering the activities of those members in the direction of 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



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- Learning Community and Workplace Culture

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 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 the outcomes and the process of implementation of your action plan and consider next steps.

Leading with Skill and Teacher Leadership

According to the NEA Teacher Leadership Competencies (2018), developing your teacher leadership in the area of Leading with Skill includes the following (see Resource section for link to the complete guide):

Emerging Level

- Recognize the need for leaders to exercise skillful stewardship of the (local, state, and/or national) association's vision and resources.
- Understand the need for members to change from dues payers to passionate partners for the work of the association.

Developing Level

- Design, facilitate, and/or coordinate the association's business under the direction and/or mentorship of other teacher leaders.
- Encourage others to participate in the association's work.

Performing Level

- Conduct association business with integrity and skill, effectiveness and efficiency.
- Strengthen the capacity of the association through strategic use of additional resources, increased membership, and more involvement.

Transforming Level

- Lead the creation of new methods and/or the innovation of existing methods of the association to conduct business in ways that allow for a broader vision and greater success.



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- Expand the capacity of the association to identify and engage new partners, additional markets, and resource providers.

Types of Leading With Skill Leadership Plans

- Actively participate in association work with the guidance and support of teacher leaders.
- Coordinate activities to help transition members from passive involvement to active participation in the association's work.
- Participate with colleagues and other stakeholders to influence decision makers to make desired changes.
- Demonstrate integrity and the skills to effectively conduct association business.
- Use resources to purposefully strengthen the capacity of the association.
- Recruit and engage members in the association.
- Use strong relationships to build impactful networks with broad and diverse stakeholders to change policy that affects students, teachers, schools, and the profession.
- Lead association members and others to introduce and implement new processes, protocols, and/or solutions to further and broaden the vision.
- Collaborate with strategically selected external partners to effectively increase the scope, outcomes, and vision of the association.

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 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



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Hattie makes a strong case for collaborative expertise based on his meta-analyses of effective teaching practices and 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)
“Teachers working in schools with strong professional environments improved, over 10 years, 38% more than teachers in schools with weak professional environments.”

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

[Board Engagement: 10 Tips](#)

[Integrative and Interest Based Bargaining](#)

[Keys to Budgeting and Fiscal Management](#)

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

[Parliamentary Procedures](#)

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

Resources

[How to Run for Office](#)



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[Transformational Coaching Rubric](#)

Videos

[Cesar Chavez](#)

[Mother Jones Child of the mill](#)

[NEA history video](#)

[NEA video on business competency](#)

[NEA video on Communication](#)

[NEA Video on Leadership](#)

[Resolving the Heart of Conflict](#)

[What is a Teacher Leader](#)

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.

- 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.



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- Describe your current roles and general experience in teacher leadership at the school, district, and/or state level.
- Who are the stakeholders in your community?

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.

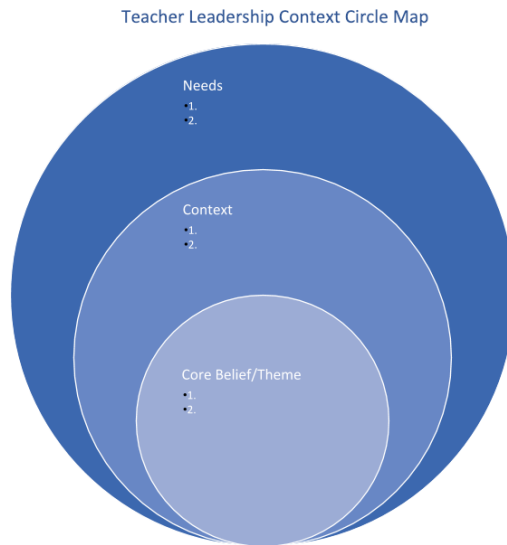
Part 2. Work Examples/Artifacts/Evidence

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 Resource section)

Fill in the Circle Map using the template in the Resource section, or draw your own on chart paper.



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



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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 leading with skill 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?
- 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 leading with skill 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 leading with skill 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 effectively leading with skill, based on your context and grounded in your core beliefs/theme?

Artifact 3: Design

Use the Teacher Leadership Leading with Skill 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:



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- Option 1: 2018–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:

- Websites
- Newsletter
- Emails
- Recorded webinars
- Presentations
- Emails to or from participants
- Online forums (screenshots of conversations)
- Completed websites
- Products developed during the process
- Artifacts from 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 necessary feedback to serve as evidence. Your chosen participants should respond to each prompt in 2–3 sentences or 2–3 bullet points.

- How did the teacher leader engage you in leading with skill?
- 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?



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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 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>Needs may be too broad and out of your realm of influence</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 Theme/Belief is not identified</p> <p>Very little context is given</p> <p>Needs are not identified or not based on facts</p> <p>Needs are stated in a negative tone that is not proactive</p>
Artifact 2: Action Plan	<p>Template is completely filled out</p> <p>Professional goals are measurable, actionable, and relevant to leading with skill</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 leading with skill</p> <p>Needs may be based partially on</p>	<p>Template is not complete, or it is incorrectly filled out</p> <p>Professional goals are missing</p> <p>Needs are missing or based on</p>



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	<p>actual evidence, NOT 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 leading with skill</p>	<p>opinion 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 is not clear and/or the activity does not directly relate to professional goals, needs, desired results, and leading with skill</p>	<p>opinion and/or personal biases</p> <p>Unrealistic results</p> <p>Description is missing or not understandable</p>
Artifact 3: Design	<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>

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?](#)

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Please answer the following reflective questions.

- How will your knowledge of leading with skill 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 leader 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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