Policy Implementation

Competency

Educator deepens their understanding of how their strengths in teacher leadership impact the policy-making process.

Key Method

The educator uses the Learn-Design-Do-Reflect cycle to conduct a needs assessment and engage stakeholders in a policy implementation meeting or activity. The educator deepens their understanding of the policy implementation process and how their own biases, experiences of privilege, and personal values impact this competency.

Method Components

Smart education policy should be shaped and guided by what accomplished teachers know about teaching and learning. Too often, individuals with little to no classroom experience are in charge of making policy decisions. Teacher leaders are willing to step up and step out of their classrooms to serve in school, district, state, or national policy leadership capacities to help to shape and, eventually, implement the policies that support student learning.

Policy Competencies for Teacher Leaders

- Policy Implementation

- Policy Advocacy

- Policy Making

- Policy Engagement and Relationships

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.

- 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.

Policy Implementation and Teacher Leadership

According to the NEA Teacher Leadership Competencies (2018), developing your teacher leadership in the area of policy leadership includes the following competencies:

Emerging Level

- Demonstrate awareness that policy impacts school environment.

- Engage in inquiry to learn the policies of their school.

- Understand the effects of policies on their school environment.

Developing Level

- Discern information to gain a meaningful understanding of the intent of policy at the school level.

- Implement mandated policies.

Performing Level

- Engage and include policy into practice.

- Create and utilize a culture of research and inquiry in regard to policy.

Transforming Level

- Lead collaboration with diverse stakeholders about effective and innovative policy implementation.
- Evaluate policy impact at many levels as a result of inquiry and research.
- Implement policies through innovative strategies to minimize the harm of inequitable policy while maximizing the benefit of equitable policy.

Types of Policy Implementation Leadership Plans

- Identify the process stages for policy adoption and implementation.
- Identify methods for involvement in the process.
- Identify the intent of school policy.
- Inform others about policy through various communication methods.
- Implement policies with equity through a variety of narrative methods.
- Analyze policy impact at many levels as a result of research and/or data analysis.
- Establish a culture of research through inquiry about policy issues by collaboratively engaging colleagues.
- Implement policies by designing decision-making frameworks that promote equity and fairness.
- Lead collaboration among diverse stakeholders on effective and innovative policy implementation as a committee and/or PLC member to implement goals for specific policies.
- Conduct a focus group, survey, or data analysis to evaluate the policy impact at many levels.
- Create an action plan and/or innovative strategy for policies to minimize the harm of inequitable policy while maximizing the benefit of equitable policy.

Supporting Rationale and Research

Resources

Department of Education Comprehensive Needs Assessment Document: A U.S. Department of Education guide to developing a needs assessment tool
https://www2.ed.gov/admins/lead/account/compneedsassessment.pdf

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Embarking on Action Research Educational Leadership, April 2009
http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/Embarking-on-Action-Research.aspx

Engaging Stakeholders
https://www2.ed.gov/programs/readingfirst/support/stakeholderlores.pdf (16 pages)

Power Mapping
http://greenlining.org/wp-content/uploads/2013/02/PowerMapping.pdf

Resources

Templates

Artifact 1: 📄 Teacher Leadership Context Circle Map Template

Artifact 3 Options: 📄 Action Plan Template-Module 2 (Design) or 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

Resources

7 Steps to Create a Policy Study

Activities vs. Outcomes: The Difference Makes All the Difference
Learning Forward, October 2015, Vol. 36 No. 5

Department of Education Comprehensive Needs Assessment Document

Design Thinking for Educators

REL Publication | Continuous Improvement in Education: A Toolkit for Schools and Districts

[REL Publication | Practical Measurement for Continuous Improvement in the Classroom: A Toolkit for Educators](#)

[She Should Run](#)

[Stephen Covey's circle of concern and circle of influence](#)

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

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.

1. What is your professional mission and vision for teacher leadership?

2. Describe your professional learning goals for completing this micro-credential.

3. 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, socioeconomic 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.
   o 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 optional 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
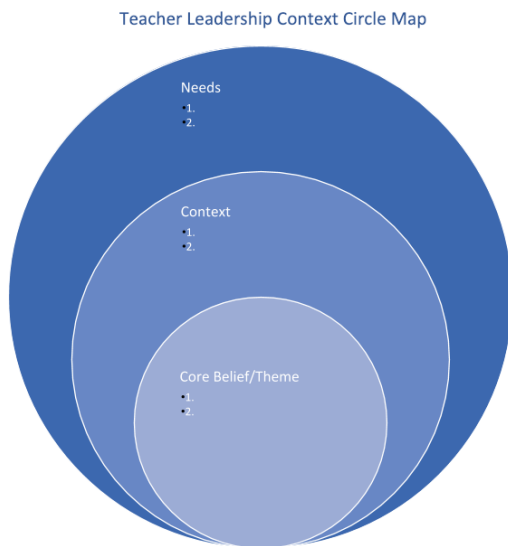
Directions for Circle Map

- Center Circle: Core Belief/Theme

The center circle should lists at least two core beliefs or themes that guide you.

- Middle Circle: Context

Synthesize the information you gathered in Part 1, question 3. 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

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- 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 relation to policy implementation 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?

- How are diverse perspectives included?

- 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 leadership circle map to policy implementation by answering the following questions (50-150 words or three to five bullet points each):
1. What might your role be as a teacher leader to positively impact the identified policy implementation 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 policy implementation with cross cultrual or diverse groups, based on your context and grounded in your core belief/theme?

Artifact 3: Design

Use the Teacher Leadership Policy Implementation competency to design an activity or action that you can perform to address an identified need from your leadership circle map. Describe how your 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 (Click here or see template in Resources section)
- Option 2: Action/Design Plan Template for non-Teacher Leadership Institute Fellows (Click here see template in Resource 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:
- Websites
- Newsletter
- Emails
- Recorded webinars
- Presentations
- Emails to and from participants
- Online forums (screenshots of conversations)
- Completed websites
- Products developed during the process
- Artifacts from tools like Remind or Hussle
- 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 – Do (Part 2)
Obtain feedback from at least two diverse stakeholders in attendance.
Use these prompts to obtain necessary feedback to serve as evidence. Your chosen participants should respond to each prompt in two to three sentences or bulleted points.
- How did the teacher leader engage you in policy implementation?
- 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 belief/theme 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 within a teachers' scope of influence Needs are identified using a positive proactive, professional voice and are facts, not opinions	Circle map is missing important information Core belief/theme is not from the Teacher Leadership Book The context is missing some important information The needs are broad Needs reflect at least one diverse perspective Needs are based on opinion and not fact Professional or proactive voice is not used	Circle map is incomplete Core belief/theme not identified Very little context given Needs are not identified or not based on facts Needs are stated in a negative tone that is not proactive
Artifact 2: Review	Both questions are answered and connect to the circle map created in Artifact 1.	At least one question is unanswered or both questions are answered but do not connect with the circle map in Artifact 1.	Both questions are answered but do not connect with the circle map created in Artifact 1 at all.

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Artifact 3: Design	Action plan is created and is connected to your circle map created in artifact 1. Activity designed aligns to your identified needs Activity designed is actionable Submission includes requirements in the template	Action plan is created but is not clearly connected to your circle map created in artifact 1. Activity design loosely aligns to your identified needs Activity design is not actionable Submission includes requirements in the template	Action plan does not connect to the your teacher map circle in artifact 1 Activity design does not align to your identified needs Activity design is not actionable Submission does not align with the template
Artifact 4: Do	There are 3 artifacts and they provide evidence of the implementation of the action plan, and the annotations are detailed, clearly articulating the purpose and impact of the artifacts. The artifacts demonstrate how equity is actively promoted and integrated throughout the implementation process. Annotations include: ● Time/Date ● Number of participants	There are 3 artifacts provide evidence of the implementation of the action plan. The artifacts demonstrate how equity is actively promoted and integrated throughout the implementation process. At least one of the annotations is missing one of the following: ● Time/Date ● Number of participants ● Purpose of artifact and how it was used ● How equity is supported and promoted	The artifacts do not demonstrate evidence of the implementation of the action plan, lack annotations, or are incomplete.

	● Purpose of artifact and how it was used ● How equity is supported and promoted		
Artifact 5: Feedback from Participants	Feedback was obtained from stakeholders, and responses provide thoughtful and insightful commentary on all 5 prompts. Responses demonstrate an understanding of the stakeholder's experience and offer suggestions for improvement.	Feedback was obtained from stakeholders, but responses lack depth and specificity. Some prompts may not have been addressed, or responses may be vague.	Feedback was not obtained from stakeholders or responses are incomplete and lack detail.

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 policy implementation 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?
- How did addressing diversity, equity, and cultural competence affect your ability to engage in policy implementation?
- 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

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work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.