

# Philadelphia Education★ Fund

## Components of In-School Teacher Network Development

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# Components of In-School Teacher Network Development

## Description of Tools and Purposes

This tool is intended to help *in-school* teacher networks (teacher groups meeting during the school day) engage in self-assessment. It prompts each teacher network to consider:

- School Level Culture
- Formal Network Relationships
- Informal Network Relationships
  - Key structural and organizational features of the network
  - Community and relationship norms and procedures
  - Practices towards a sustainable and growth-centered network

Note that not all components necessarily apply to each network. In addition, a network may meet various criteria along multiple levels of development.

Importantly, the development of a network is not linear. A network’s stage of development may fluctuate over the course of the organization’s age, during its annual cycle, and in accordance with the network’s needs.

This self-assessment can help prompt a network to catalogue its strengths as well as identify additional opportunities for growth.

## Components

1. Formal Networks: Structure			
STAGE	EMERGING	DEVELOPING	MATURE
<b>Meeting Structure</b>	Structure is not consistent between meetings  Structure is not sufficiently matched to network needs (e.g., too structured or unstructured)	Formalized structure exists but is not always followed  Members do not have clear expectations around structure or purpose of structure	Structure is consistently followed  Members understand structure and purpose of structure

<b>Meeting Space</b>	No consistent meeting location  Many challenges with establishing suitable spaces (e.g., size, proximity, capacity)	Consistent meeting location exists but is not ideal  Some challenges with establishing suitable spaces	Consistent meeting location exists (including digital)  Space is ideally suited for most network and member needs
<b>Frequency of Meetings</b>	Meetings are held irregularly  Meetings are scheduled in an ad-hoc fashion	Regular meetings are scheduled but not always held  Meeting schedules are set in advance	Meetings are held regularly and in accordance with network needs  Meeting schedules are set in advance and largely followed
<b>Facilitation</b>	Member participation in conversation is uneven  Facilitation does not adhere to meeting structure and norms	Facilitator works to include multiple voices and perspectives  Facilitation usually adheres to meeting structures and norms	Facilitator incorporates and elicits diverse and productive discussion  Facilitation takes advantage of and drives productive use of meeting structures and norms
<b>Leadership</b>	Leadership roles and responsibilities are not clearly defined or shared  No formal system exists to support leadership transitions	Leadership roles and responsibilities are established  Systems to support leadership transitions are in development	Leadership is diverse  Network leaders collaborate amongst each other and with other group members  Systems exist to support leadership transitions

<b>2. Formal Networks: Relationships &amp; Community</b>			
<b>STAGE</b>	<i>EMERGING</i>	<i>DEVELOPING</i>	<i>MATURE</i>
<b>Purpose/Identity</b>	Little discussion or agreement around purposes and group identity	Purpose and identity of network are forming and periodically discussed by the	Purpose and identity of network are understood and fully

	Purpose of network is unknown or misunderstood by outside parties	network Purpose of network is not fully known or understood by outside parties	realized by members Purpose of the network is fully understood by outside parties
<b>Participation</b>	Inconsistent attendance by members  Unclear or not fully formed member core  Members drawn from insufficiently diverse background (e.g., schools, school type, grades, subject areas, race/ethnicity, gender/sex)  Member participation goals are not regularly assessed by network	Regular member attendance  Emergence of dedicated core members  Members represent some key elements of relevant diversity  Member participation goals are assessed by network , e.g., understanding of ideal number of members	Reliable member attendance  Dedicated core of members enhance network  Fully diverse members broaden and enhance network  Member participation goals and rationale are articulated and understood by network
<b>Meeting Engagement</b>	Tasks are not engaging to members  Opportunities for members to contribute voice to network are unclear	Tasks are generally engaging to members  Some members become involved in additional roles to benefit network	Tasks are fully engaging to members  Members actively seek new ways to contribute to network
<b>Norms of Interaction</b>	No established or explicit norms	Norms exist but are not consistently adhered to	Norms are understood and adhered to  Norms contribute to constructive, respectful, and purposeful dialogue
<b>New Members</b>	<i>Network is difficult to find</i>  <i>Recruitment strategy has not been created</i>  <i>No formal process exists for integrating members into the community</i>	<i>Network is generally accessible</i>  <i>Recruitment strategy has been articulated and partially initiated</i>  <i>Process for integrating new members is not always used</i>	<i>The network is easy to find for interested members</i>  <i>Recruitment strategy provides for successful ongoing recruitment</i>  <i>Consistent processes are used to integrate new members into the</i>

			<i>network</i>
<b>Conflict Management</b>	Differences / tensions are not acknowledged openly  Conflict is hidden or avoided  Decision-making is not transparent to all members	Conflict is present and impedes network goals  Group decisions are exclusively made by majority or Leadership  Decision-making is sometimes transparent	Recognition and productive use of differences  Conflict / tension is expected and managed openly and respectfully  Decision-making is fully transparent
<b>External Collaboration</b>	<i>Members are isolated from other networks</i>  <i>Network does not actively seek out desired partnerships with outside organizations/parties</i>  <i>Membership rarely connects its mission to larger landscape of issues in education</i>	<i>Some members participate in other teacher networks</i>  <i>Network is building relationships with other organizations and parties</i>  <i>Some members make connections between their network and other issues in education</i>	<i>Many members participate in other teacher networks</i>  <i>Network actively collaborates with other parties (e.g., other teacher networks, community groups, non-profits, students, parents)</i>  <i>Membership understands how its goals fit into larger landscape of issues in education</i>

<b>3. Formal Networks: Network Sustainability</b>			
<b>STAGE</b>	<i>EMERGING</i>	<i>DEVELOPING</i>	<i>MATURE</i>
<b>Tasks and Goals</b>	Follow-up tasks are not regularly identified  Tasks and goals are not fully articulated before, during, or after meetings	Follow-up tasks are sometimes identified but are not always completed  Tasks and goals are sometimes articulated before, during, or after meetings	Follow-up tasks are regularly assigned and completed  Tasks and goals are articulated before, during, or after meetings  Members follow through with tasks proficiently and in a timely fashion
<b>Record Keeping</b>	Network does not	Notes are sometimes	Notes are regularly

	regularly record and distribute notes  Network does not engage with or have system to maintain organizational memory	recorded but not always distributed  Network is developing system to maintain organizational memory	recorded and distributed  Network has robust system to maintain and engage with organizational memory
<b>Communication</b>	Network has not established regular modes and norms for communication  Network goals and activities are not advanced by communication practices	Network has established modes of communication with contact information of members  Network sometimes uses communication channels to establish relationships and further networks goals	Members and leaders interact via multiple channels (e.g., e-mail, online, phone, face-to-face)  Network regularly uses communication to accomplish tasks and advance goals  Network uses appropriate channels to promote goals and enhance relationships
<b>Outcome Monitoring</b>	Outcomes are not regularly monitored  Network has yet to establish systems for measuring outcomes and applying findings	Some network members are aware of outcomes  Outcome evaluation and formative development are not prioritized or built into network dialogue and planning processes	Outcomes are regularly monitored in multiple ways  Self-evaluation is used formatively to strengthen network activities and goals
<b>Resource Mapping</b>	Network resources, needs, and goals are not considered and mapped  Network resources (e.g., space, finances) are not sufficient or sustainable	Network resources, needs, and goals are sometimes considered and partially mapped  Network resources are not fully sufficient and sustainable	Network resources, needs, and goals are regularly considered and mapped  Network resources are adequate and planning addresses sustainability
<b>Human Capital</b>	Human resources and needs are not assessed or discussed  Members do not actively reflect on personal and	Human resources and needs are considered  Consideration of human resources and needs is not used to drive pursuit of activities to build personal	Members actively reflect on and catalogue human strengths and opportunities  Reflection drives personal and

	professional development	and professional skills	professional development towards enhancing network
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<b>4. Informal Networks: Relationships &amp; Community</b>			
<b>Frequency of Informal Interaction</b>	Teachers rarely (approximately one time per month or less) seek advice or guidance from individuals in their network	Teachers sometimes (approximately once per week) seek advice or guidance from individuals in their network	Teachers regularly (multiple times per week) seek advice or guidance from individuals in their network
<b>Value of Informal Interaction</b>	Teachers do not value informal relationships with others	Teachers somewhat value informal relationships with others	Teachers highly value informal relationships with others
<b>Observation</b>	Teachers rarely (once every few months or less) observe other teachers in their school	Teachers sometimes (twice a month) observe other teachers in their school	Teachers often (weekly) observe other teachers in their school

In order to use the scoring rubric below:

- 1) Designate a level for each component
- 2) Score the sub-totals (1 for emerging; 2 for developing; 3 for mature)