Philadelphia Education★ Fund

Components of Out-of-School Teacher Network Development

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Description of Tools and Purposes

This tool is intended to help out-of-school teacher networks (teacher groups meeting outside of the hours of the school day) engage in self-assessment to support goal-setting and growth. It prompts each teacher network to consider three domains:

a) Key structural and organizational features of the network;

b) Community and relationship norms and procedures; and

c) Practices towards network impact and sustainability

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

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

Components

1. Structure			
STAGE	*EMERGING*	*DEVELOPING*	*MATURE*
Meeting Structure	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
Meeting Space	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

Frequency of Meetings	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
Facilitation	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
Leadership	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

2. Relationships & Community			
STAGE	EMERGING	DEVELOPING	MATURE
Purpose/Identity	Little discussion or agreement around purposes and group identity Purpose of network is unknown or misunderstood by outside parties	Purpose and identity of network are forming and periodically discussed by the network Purpose of network is not fully known or understood by outside parties	Purpose and identity of network are understood and fully realized by members Purpose of the network is fully understood by outside parties
Participation	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	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

Out-of-School Teacher Network Development

	network		network
Meeting Engagement	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
Norms of Interaction	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
New Members	Network is difficult to find Recruitment strategy has not been created No formal process exists for integrating members into the community	Network is generally accessible Recruitment strategy has been articulated and partially initiated Process for integrating new members is not always used	The network is easy to find for interested members Recruitment strategy provides for successful ongoing recruitment Consistent processes are used to integrate new members into the network
Conflict Management	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
External Collaboration	Members are isolated from other networks Network does not actively seek out desired partnerships with outside organizations/parties Membership rarely connects its mission to larger landscape of issues in education	Some members participate in other teacher networks Network is building relationships with other organizations and parties Some members make connections between their network and other issues in education	Many members participate in other teacher networks Network actively collaborates with other parties (e.g., other teacher networks, community groups, non-profits, students, parents) Membership understands how its goals fit into larger landscape of issues in education

3. Network Sustainability			
Tasks and Goals	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
Record Keeping	Network does not regularly record and distribute notes Network does not engage with or have system to maintain organizational memory	Notes are sometimes recorded but not always distributed Network is developing system to maintain organizational memory	Notes are regularly recorded and distributed Network has robust system to maintain and engage with organizational memory
Communication	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

Rubric Scoring Directions

1) Choose a 'stage' of development for each component (check mark relevant cell)
2) Score each component: (1 point for emerging; 2 for developing; 3 for mature)
3) Add up points and write subtotal for each of the three domains
4) Check box to indicate whether each domain is 'emerging,' 'developing,' or 'mature'

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Stage	Emerging	Developing	Mature
1. Structure			
Meeting Structure			
Meeting Space			
Frequency of Meetings			
Facilitation			
Leadership			
Subtotal: _____	☐ 5-8 (emerging)	☐ 9-12 (developing)	☐ 13-15 (mature)
2. Relationships & Community			
Purpose/Identity			
Member Characteristics			
Participation			
Meeting Engagement			
Norms of Interaction			
New Members			
Conflict Management			
External Collaboration			
Subtotal: _____	☐ 8-13 (emerging)	☐ 14-19 (developing)	☐ 20-24 (mature)
3. Sustainability			
Tasks and Goals			
Record Keeping			
Communication			
Outcome Monitoring			
Resource Mapping			
Human Capital			
Subtotal: _____	☐ 6-10 (emerging)	☐ 11-14 (developing)	☐ 15-18 (mature)