

Teacher Career Pathways Program Impact Analysis

High Student Achievement

Our mission and vision [as teacher leaders] centers around helping ALL students achieve grade and above grade level standards, regardless of subgroup. Our job is to promote equity, excellence, and rigor for all our students.

-Magalie Casimir, Peer Collaborative Teacher

- **Schools that staff at least one teacher leader for an academic year see more students score at the highest levels in ELA.**
After one year of teacher leadership, the percentage of students in grades 3-8 earning level 3 and 4 scores on the state ELA test was higher than the prior year without teacher leadership; a statistically significant increase of 1.9 percentage points, $t(61)=3.09$, $p<.01$.
- **After two years of staffing at least one teacher leader, those schools see even more students score at the highest levels in ELA and see an increase in Math scores.**
After two years of teacher leadership, the average percentage of students in grades 3-8 earning level 3 and 4 scores on the state ELA test was even greater than two years before when there was no teacher leadership; a statistically significant increase of 9.25 percentage points, $t(61)=10.92$, $p<.001$. After two years of teacher leadership, the average percentage of students in grades 3-8 earning level 3 and 4 scores on the state Math test was higher than the two years before when there was no teacher leadership; a statistically significant increase of 6.52 percentage points, $t(61)=5.27$, $p<.001$.
- **Teacher leaders believe their work has an impact on student learning.** 86% of teacher leaders agree or strongly agree that their work as a teacher leader has a direct and positive impact on student learning in their school.

Strategic Selection

“Analysis of TIF teacher leader scores...indicate they are among the most effective teachers in the system when they were selected, a finding that continues to be true [.]”

-Eskolta Beyond Incentives, 2018

- **Teacher leaders are some of the most qualified teachers in the NYC DOE.**
Of those who qualified to be a teacher leader in 2018-19 (691 teacher leaders), 245 teacher leaders (35%) earned a Highly Effective *Advance* rating in 2017-18, 165 (24%) teacher leaders earned a Highly Effective *Advance* rating in 2017-18 and 2018-19, and 259 (37%) earned a Highly Effective *Advance* rating in 2018-19.
- **The process to become a teacher leader continues to become more rigorous over time, ensuring only the most qualified teachers become teacher leaders.**
In 2018-19, we had 844 applicants to teacher leadership. Of those, 465 qualified for a role, a qualification rate of 55%. This compares to our rate of 74% in 2017-18, indicating increasing refinement and rigor in our qualification process.

Improved Teacher Practice

“Every time we’d meet to talk about the activity we did in class and the focus and goal and what I could do next...it gave me a self-awareness I didn’t have.”

-Mentee who worked with a Peer Collaborative Teacher

- **Teachers who work regularly with teacher leader grow their teacher practice.**

Receiving a year of mentoring at the lowest dosage (one to a few times a year) was associated with a 0.38 increase in State MOSL points (p-value < 0.1), while mentoring at the highest dosage (at least once a week) was associated with a 0.43 increase in State MOSL points (p-value < 0.05).

Principals believe that teacher leaders have a real impact on instructional practice.

73% of principals agree that having a teacher leader helped to build instructional capacity.

- **This results in whole school improvement.**

Of schools funded through the Teacher Incentive Fund, 74% of those with a baseline Developing score for “Teacher Pedagogy” improved compared to 30% of matched schools.

- **Increasing the number of teacher leaders in a school increases retention of all teachers.**

The most recent data for schools involved in teacher leadership for one year suggested that among teacher leader schools, a 10-point increase in the ratio of teacher leaders to teachers (e.g., # of TLs/# of teachers jumps from 5% to 15%) results in a 2.6% increase in school retention.

- **The more often a teacher works with a teacher leader, the more committed those teachers become.**

Teachers who worked with a teacher leader more than once a month report more commitment to their school than those who worked with a teacher leader less frequently (77% vs. 69%).

- **This makes teacher leadership a great retention strategy.**

From SY 2013-14 through SY 2015-16, 98% of teacher leaders returned to the NYCDOE the following year, compared to 89% of matched teachers.

Increased Commitment and Retention

“I feel a lot of ownership in this school because I feel like my work really matters here and makes a difference.”

-Bushra Makiya, Master Teacher

Strengthened Collaboration

I support and collaborate with teachers through teacher teams, professional development, and intervisitations/classroom visits. This collaboration leads to improvements in instruction, student learning, and student achievement.

-Oluwanifemi Ogunsuyi, Master Teacher

- **Teacher leadership increases collaboration between teachers, breaking down siloes.**

74% of teacher leaders review and analyze student work with a colleague or group of colleagues a few times a month or more, 11% do so on a daily basis.

- **Teacher leadership increases collaboration between school leaders and teacher leaders, advancing school goals.**

76% of teacher leaders report participating in conversations with school leadership about instructional goals for their school.

- **Overall, teacher leadership improves school culture.**

76% of teacher leaders agree or strongly agree that staffing teacher leaders in their school has helped to improve school culture; 65% of principals consider it a high impact way to improve their school.