

Highlights from the

# Emerging Teacher Leaders Program



Great teachers.  
Bright futures.

Compiled by Eskolta School Research and Design

## Program Overview

IN EARLY 2016 the New York City Department of Education partnered with Teaching Matters and developed a highly effective and efficient strategy for supporting a teacher leadership pipeline in the city's highest needs schools.

The **Emerging Teacher Leaders Program (ETLP)** provides participating teachers with guided opportunities to reflect, practice, and grow their teacher leadership skills through a professional learning series. ETLP targets skillsets that align to the competencies with Teacher Career Pathways (TCP) teacher leader roles. Participants engage in activities that enhance their ability to apply their expertise to support the specific instructional focus of their school community and the pursuit of a TCP teacher leader qualification.

Participants attend four 2.5 hour workshops. In these sessions, they build the content knowledge and skills needed to demonstrate each competency:



## Background on Focus Groups

In the spring of 2016, Eskolta School Research and Design launched the Emerging Teacher Leadership Program and Policy Fellows Roundtable Discussion Series in partnership with the New York City Department of Education's Office of Teacher Recruitment and Quality to gather insight from emerging teacher leaders about their program experience. The findings on the following page were collected from two groups of fellows that each met twice, and included 16 teachers from elementary, middle and high schools in the Bronx, Brooklyn, Queens, and Manhattan.



# Participant Feedback

1. Emerging Teacher Leaders were motivated to take on more teacher leadership work so they could improve their schools, support teachers and help students.

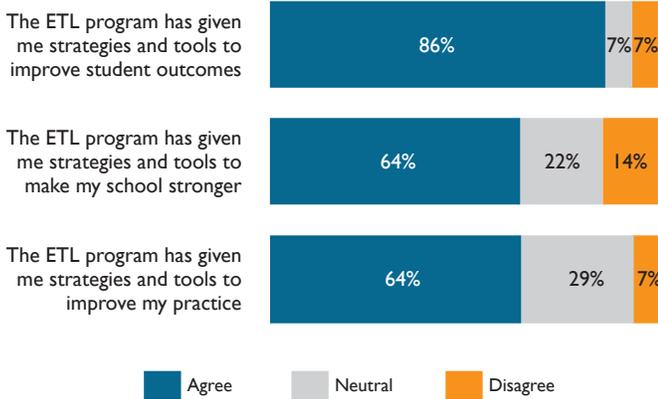
*“We have the common goal of being reflective, looking towards the future and making change.”*

*“All of us are here in the service of improving student achievement.”*

*“I’m interested in collaboration and how it can change my school climate.”*

2. Emerging Teacher Leaders reported that the program gave them tools and strategies to improve student outcomes, make their schools stronger and improve their own practice.<sup>1</sup>

**Program Feedback**



*“Looking at student work – when I tried it, I found how exciting and effective it is. I went downstairs and shared with my colleagues.”*

*“[This program helped me] widen [my] lens away from [my] own assumptions to what the data says and what others say. How can I show what I’m doing instead of showing others what I think they should do?”*

1. This data is based on responses from 14 of the Emerging Teacher Leaders who participated in the Program and Policy Fellows discussion series described in the background portion of this document.

3. Emerging Teacher Leaders gained concrete skills and knowledge that they were able to apply immediately.

*“I am currently working on writing subject curriculum for Algebra and I am using the format in strategizing for assessment.”*

*“I learned how and why to group students in different content areas and have continued to do so.”*

*“I used the t-chart to analyze student strengths and gaps.”*

4. Emerging Teacher Leaders found that the resources and structure for completing assignments independently helpful.

*“[The] online resources we had access to are very high quality. It was good to share them with colleagues.”*

*“[Doing assignments between meetings] helped me to organize and reflect on learning as I was doing it.”*

*“[The] tools concretize what you’re doing so you can explain it better.”*