

A Study of Teacher Leadership

in New York City

Finding #1

Principals and Teacher Leaders Were Highly Satisfied with Roles

OVER THE LAST THREE YEARS, the New York City Department of Education (NYCDOE) has sought to increase opportunities for teacher leadership in New York City schools. During this time, NYCDOE has invested in teacher leadership through the federally financed Teacher Incentive Fund and by working with the United Federation of Teachers to integrate new teacher leadership roles into the teachers' contract.

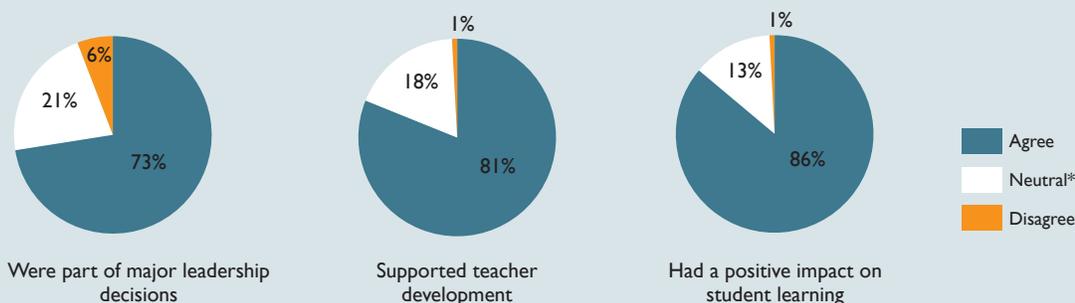
Such leadership roles were conceived as a valuable structure that would serve principals by supporting their own leadership. Surveys of more than 800 participating principals and teacher leaders indicate that this has largely borne out in practice.

Teacher leaders agreed role benefited them and their schools

Teacher leaders generally agreed that the program provided them opportunity to contribute to their school's instructional goals, to improve instructional practice, and to yield positive student impact. Nearly three-quarters of the teacher leaders (73%) agreed that they were consulted on major leadership decisions, and more than four out

of five (81%) agreed that their work resulted in improved instructional practice among the teachers with whom they worked. Although the program was only in its first or second year for most participants, the majority (86%) already strongly agreed that their work as a teacher leader had had a direct and positive impact on student learning.

Teacher leaders reported that in their role they...



*Survey respondents were given a six-point scale. The Neutral label applies to responses of "Somewhat Agree" and "Somewhat Disagree," representing the two midpoints on the scale.

Background

AT THE OUTSET OF THE 2014–15 SCHOOL YEAR, the NYCDOE Office of Teacher Recruitment and Quality commissioned Eskolta School Research and Design to explore the development and impact of teacher leadership roles in New York City schools. In November 2014 and April 2015, surveys were sent to every City school in which a teacher leader role was staffed. Responses were received from 392 schools, providing a broad and representative sample of the population, with a total of 178 principals, 641 teacher leaders, and 3,922 of the teachers they supported responding. This policy brief shares one of four key findings that are of particular note in the 2014–15 analysis.

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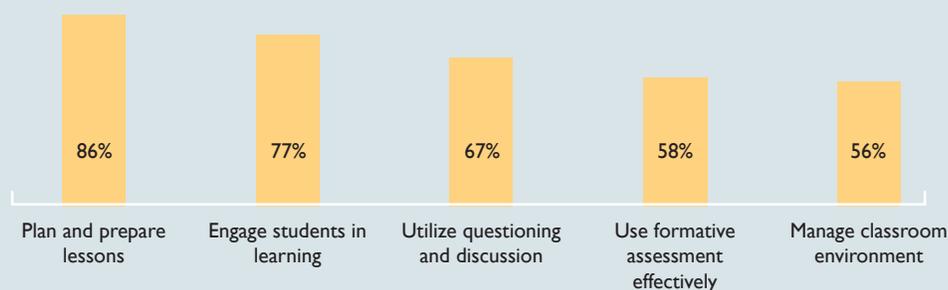
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Principals agreed that teacher leadership roles benefited their schools

School principals' satisfaction with the work of their teacher leaders is an important indicator of success. Survey responses indicate that this satisfaction was relatively high. Overall, more than four out of five principals (82%) agreed that teacher leaders had helped them to build instructional capacity at their school. Principals reported this value arising

most of all in the support teacher leaders provided their colleagues in planning and preparing lessons (cited by 86% of principals), in engaging students in learning activities (cited by 77%), and in utilizing questioning and discussion techniques with students (cited by 67%).

In which ways did teacher leaders help other teachers improve their practice, as reported by principals?



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