

A Study of Teacher Leadership

in New York City

Finding #2

Impact and Satisfaction Differed by Teacher Leadership Role

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.

Teacher leadership roles in City schools have been structured in two different ways. Teacher leaders in peer coaching roles—including Peer Instructional Coaches (PICs), Lead Teachers (LTs), and Master Teachers—have been afforded extra time in their schedule to provide guidance and advice to their colleagues. Teacher leaders in modeling roles—Model Teachers (MTs) and Demonstration Teachers (DTs)—have been hosting visitors to their classrooms to exhibit teaching methods. Surveys of more than 4,000 educators in schools with these roles find that peer coaching roles yielded greater reported impact and satisfaction than modeling roles.

Peer coaches were more likely than model teachers to report frequent collaboration

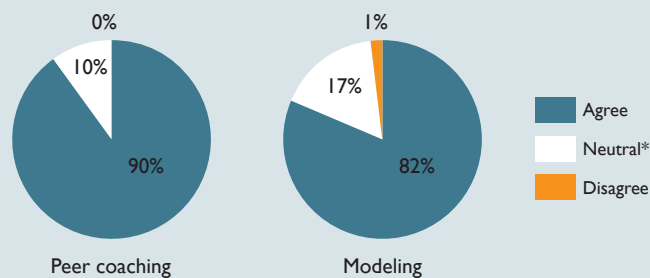
Likely due in part to the different structures of their roles, teacher leaders in the peer coaching role reported conducting observations and leading professional development events more frequently than did their counterparts in the modeling roles. As reported in other

findings in this series, frequency of interaction was tied closely to impact on teachers' practice (see *Finding #3: More Frequent Collaboration Yielded Greater Impact and Use of Danielson Framework*).

Peer coaches were more likely than model teachers to report impact on colleagues

Teacher leaders in the peer coaching role were more likely than their counterparts in modeling roles to agree that they had had an impact on their colleagues' performance levels. For example, 90% of teachers in a peer coaching role agreed that their work had had a direct and positive impact on student learning compared to 82% of those in a modeling role.

Teacher leaders reported their work had had a positive impact on student learning



*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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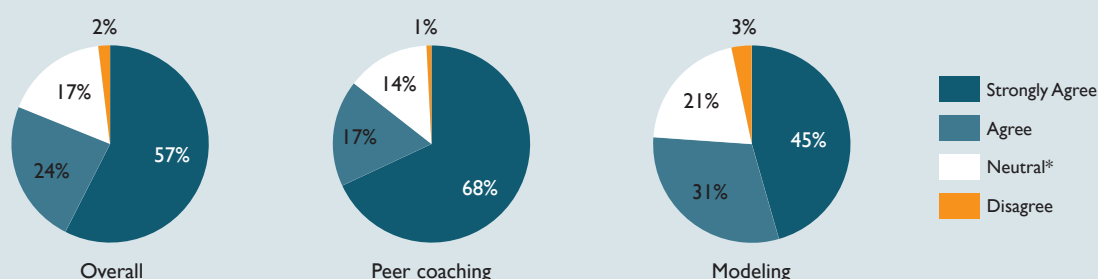
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Peer coaches more likely than model teachers to report professional learning

In addition to being more likely to report impact on their colleagues, teacher leaders in a peer coaching role were more likely to report professional learning for themselves. While 57% of all teacher leaders strongly agreed that their

experiences resulted in significant professional learning, an even greater portion (68%) of those in peer coaching roles did, more than 23 percentage points higher than the figure for those in modeling roles (45%).

Teacher leaders reported having learned a significant amount in their role



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