

# A Study of Teacher Leadership

## in New York City

### Finding #3

### More Frequent Collaboration Yielded Greater Impact and Use of Danielson Framework

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.

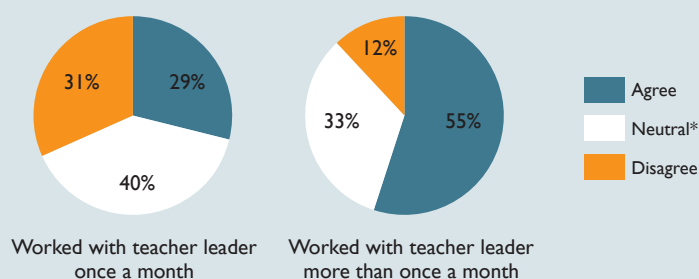
The core purpose of these roles is the development of instructional capacity through collaborative meetings between teacher leaders and their colleagues. Surveys of more than 4,000 educators in schools with a teacher leadership program find that working with teacher leaders developed teacher capacity, particularly when collaboration was more than once a month. In particular, it was expected that teacher leaders' support would enhance use and understanding of the Danielson Framework for Teaching, a normative description of teaching practices that NYCDOE has incorporated into its teacher evaluation system. Survey responses indicated that this expectation was being met.

### Teachers report greater impact with more frequent collaboration with teacher leaders

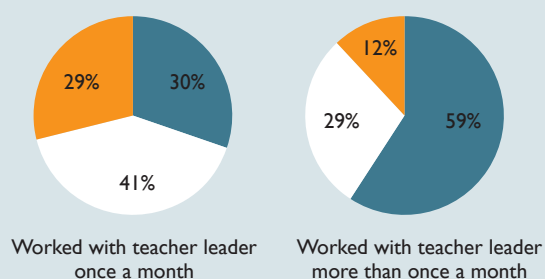
A strong, statistically significant relationship was found between how often teachers worked with teacher leaders and how effective they reported that work to be. Of the teachers who met with their teacher leaders more than once a month, a majority agreed that it helped them to see

the strengths and weaknesses of their practice more clearly (55%) and to improve their own instructional practice (59%). Teachers who met with teacher leaders once a month or less, in contrast, were half as likely to report such impact.

#### Teachers reported that teacher leaders helped them see their strengths and weaknesses



#### Teachers reported that teacher leaders helped them improve their instructional practice



\*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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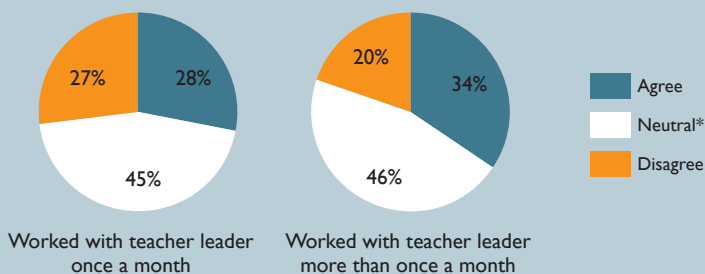
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### Teacher leader support connected to perceived value of the Danielson Framework

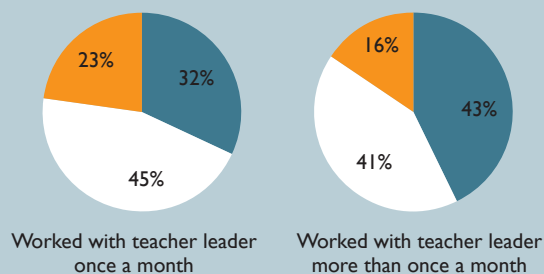
While survey respondents' perception of the Danielson Framework was mixed, those who worked more frequently with teacher leaders were significantly more likely to report its benefits. Of teachers who did not work with teacher leaders at all, about one-quarter agreed that the Danielson Framework was a useful tool for their own instructional practice (24%) or that their colleagues used it as a common language for improving instructional practice (27%). These

figures increased slightly (to 28% and 32% respectively) for teachers who met with teacher leaders once a month. However, for those who met with teacher leaders more than once a month, the numbers were notably higher, with one-third (34%) reporting that the tool was useful for their own practice and almost half (43%) reporting that it was used as a common language by colleagues.

**Teachers reported that the Danielson Framework was a helpful tool for improving practice**



**Teachers reported that colleagues used the Danielson Framework as a common language**



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