Preventing Burnout and #Resignation: Investing in Teacher Coaching and Support

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The Campaign for
GRADE-LEVEL
READING

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Research behind coaching employed by Teaching Lab.

Teaching Lab's coaching approach includes the following **evidence-based design features**:

- Embedded **within a larger professional learning strategy** that includes both "paired coaching and group trainings" (Kraft 2016)
- Uses "**an observation and feedback cycle** in an ongoing instructional...situation" (Joyce 1981)
- Provides "**sustained professional dialogue**...focused on developing specific skills to enhance their teaching" (Lofthouse, 2010)
- Leveraging **content knowledge building "prior** to engaging directly with a coach." (Kraft 2016)

Teacher Coaching Improves Instructional Practice, Student Achievement (Figure 1)

On average, teacher coaching raises the quality of teachers' instructional practice and their impact on student achievement by 0.49 standard deviations and 0.18 standard deviations, respectively—as much as or more than the differences observed between a novice teacher and an experienced veteran.
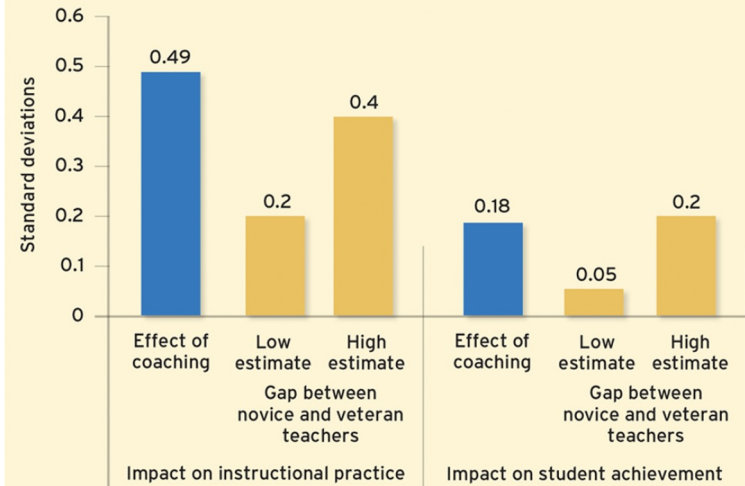
SOURCE: Authors' calculations

Advanced Teaching Roles in Charlotte-Mecklenburg Schools

The Teacher Leader Pathway

Expanded Career Opportunities

- These are game-changing stipends for excellent teachers who want to continue to teach but are looking to lead.

- This career ladder also changes the way the profession looks to those considering teaching.

Coach, Teach, and Lead

Multi-Classroom Leader 2 (MCL2)	$B + \$13,750 - \$18,250$
Multi-Classroom Leader 1 (MCL1)	$B + \$11,250 - \$16,000$

Teach and Reach

Expanded Impact Teacher 3 (EIT3)	$B + \$6,750 - \$9,000$
Expanded Impact Teacher 2 (EIT2)	$B + \$4,500$
Expanded Impact Teacher 1 (EIT1)	$B + \$2,250$
Teacher	B (base pay)

Teacher Leader Pathway Roles

Coaching and Support

EIT 1	EIT 2	EIT 3	MCL 1	MCL 2
• up to 20% larger class size • Serve as a model classroom • Lead a PLC • Lead PD • Serve on committees	• up to 20% larger class size • Serve as a model classroom • Coach 1-2 teachers • Lead a PLC • Lead PD • Serve on committees	• up to 25% larger class size • Serve as a model classroom • Coach 2-3 teachers • Lead a PLC • Lead PD • Serve on committees	• At least 50% release time • Coach up to 6 teachers • Lead content or grade level PLCs • Manage team goals and data • Support EITs	• At least 75% release time • Coach up to 10 teachers • Lead content or grade level PLCs • Manage team goals and data • Support EITs

ESSR & NCDPI Grant Funds

In CMS, ESSER and NCDPI grants support:

- District Staff Salaries
- Professional Development
- Networking and informal support opportunities

These funds do not support:

- Advanced Teaching Role Pay Differentials
- Advanced Teaching Role Job 1 Positions

Sustainability is ensured by creating all ATR positions through existing school budgets such as:

- Regularly allotted ADM
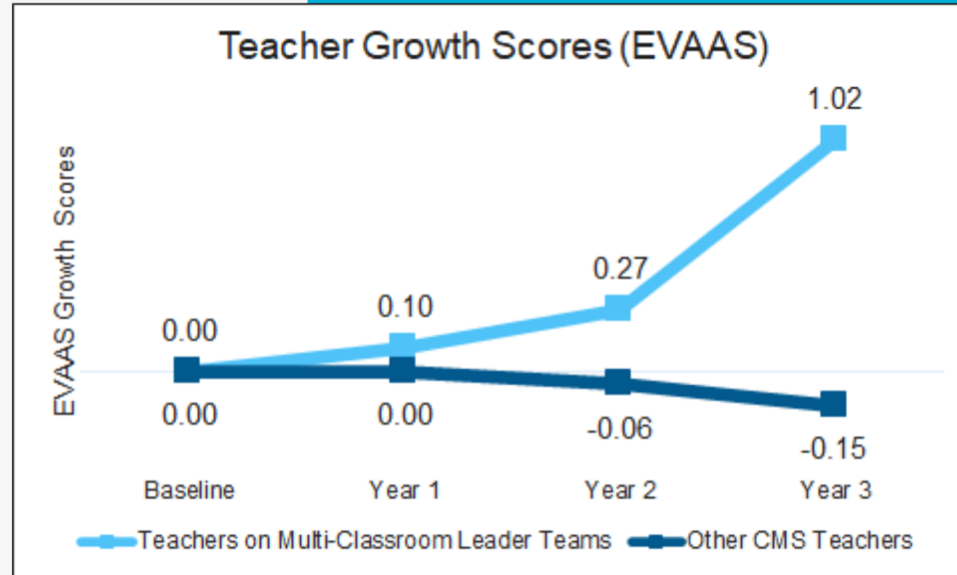- Title 1 funds
- Restart Funds

TLP Academy

TLP Academy recently moved from an in person, three day training to a predominantly asynchronous format. Three preparation modules are housed in Canvas with a five month completion window.

- Modules focus on key components of program implementation
- Schools may not hire TLP roles until Module 1 is completed
- On-site support following Module 1
- Schools may not hire TLP roles in the following school year if all three modules have not been completed by the due date
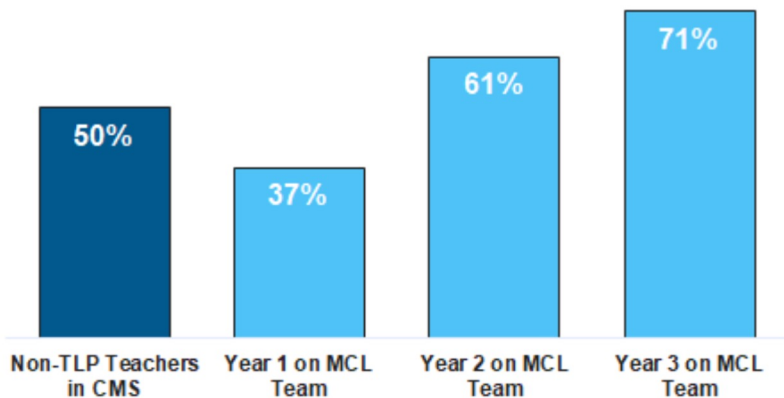
Improvement in Student Outcomes

Team Teachers – those supported by an MCL – saw increases in EVAAS Growth Index equivalent to moving from the 49th to 69th percentile within CMS after three years of support.

CMS teachers not supported by an MCL saw slight decreases over time.

Teacher Growth Scores (EVAAS)

EVAAS Growth Scores

- 0.00
- 0.10
- 0.27
- 1.02

- 0.00
- 0.00
- -0.06
- -0.15

Baseline   Year 1   Year 2   Year 3

━━ Teachers on Multi-Classroom Leader Teams   ━━ Other CMS Teachers

% Teachers with *Accomplished* or *Distinguished* Standard IV Teacher Evaluation Ratings

- Non-TLP Teachers in CMS: 50%
- Year 1 on MCL Team: 37%
- Year 2 on MCL Team: 61%
- Year 3 on MCL Team: 71%

Increases in Teacher Evaluation Ratings

By year three, Team Teachers, supported by an MCL, are almost 1.5 times more likely to receive a rating of Accomplished or Distinguished than teachers not on MCL teams.

For more information, see Public Impact's Opportunity Culture website

Teachers on MCL teams produced gains equal to top-quartile teachers in math, nearly that in reading.
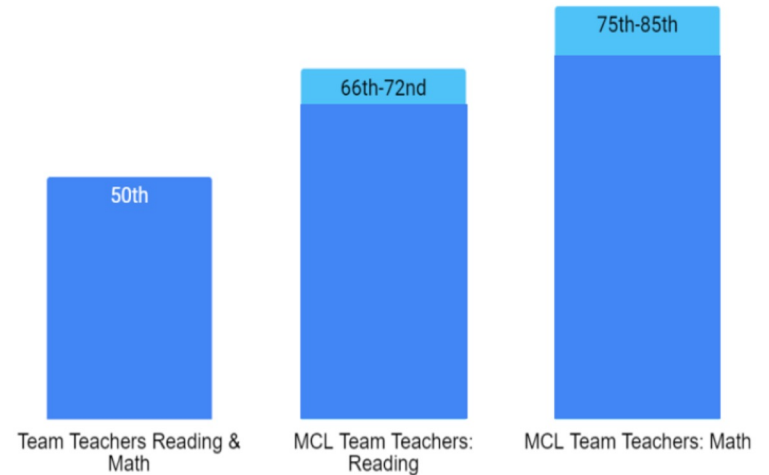
Scope of the Study

- 15,000 students
- 300 teachers
- 3 districts, 2-3 years
- 74% of schools Title I

Backes, B., & Hansen, M. (2018). Reaching Further and Learning More? CALDER Center: Washington, DC.

Reading range based on 6 of 7 models with statistically significant gains.

For more information, see Public Impact's Opportunity Culture website

Percentiles of Learning Gains Produced by Teachers

- 50th — Team Teachers Reading & Math
- 66th-72nd — MCL Team Teachers: Reading
- 75th-85th — MCL Team Teachers: Math

Additional Information

The Teacher-Leader Pathway Department Website includes

- General program information
- Explanations of all roles and responsibilities
- Talent Pool steps, rubrics, application materials, and tips
- All participating school sites
- Grant information

http://bit.ly/CMSTEACHERLEADER

Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars:

DIGITAL ACCESS FOR ALL
Digital Access and Telehealth: What's Working, What Are the Challenges and What Are the Opportunities?
Tuesday, March 7, 12:30−2:00 p.m. ET/19:30 - 11:00 a.m. PT
Co-sponsored by the Patterson Foundation

LEARNING LOSS RECOVERY CHALLENGE
Promoting High Quality Math and Science Learning in Kindergarten
Tuesday, March 7, 3−4:30 p.m. ET/12−1:30 p.m. PT
Co-sponsored by New America

CRUCIBLE OF PRACTICE SALON
Bringing Digital Equity to All Students in Grinnell, Iowa
Tuesday, March 14, 12:30−2:00 p.m. ET/19:30 - 11:00 a.m. PT
Join us!

GLR Learning Tuesdays

The Campaign for GRADE-LEVEL READING

WHAT'S WORKING

GLR 2023:
What's Working Xchange (WWX)

The Campaign for
GRADE-LEVEL
READING

INVITATION

This invitation to share is open to everyone!

We are gathering information about a few strategies related to **learning loss recovery**.

The form is quick and easy to complete. This information will help all of us understand what's happening in our communities and support engagement that will unfold later this year.

Here is the link to complete your responses:
<u>WHAT'S WORKING QUESTION FORM</u>

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