Resource 9. Ensuring Sustainability: Collecting Data on Teacher Leadership Implementation and Impact

States and districts implementing teacher leadership initiatives need to understand the successes (and lessons learned) from these efforts over time to ensure their long-term success. State and district leaders can establish an evaluation plan prior to system implementation to consider what metrics of success to track over time.

Measures

It is important to collect implementation and impact data from a variety of sources—both internal, such as individual self-assessments, and external, such as from administrators, teachers, students, and parents. Implementation data are often self-reported through annual reports, surveys, or focus groups and interviews. For impact data, states and districts can use a combination of formative, benchmark, and summative data. One challenge in measuring the impact of teacher leadership is making data collection processes manageable; however, there are creative approaches to mitigating this challenge. States and districts that offer funding for teacher leadership can require schools to identify and share disaggregated school and district data that may shed more light on the impact of teacher leadership on student learning. Likewise, states and districts can require schools to use ongoing, formative data analysis to identify priority teaching and learning standards for continuous improvement.

Metrics

To identify specific metrics to track over time regarding teacher leadership implementation and impact, leaders can reflect on two key questions: (a) how the teacher leader role is being implemented, and (b) what impact the teacher leader role has on teaching and learning. State and district decision makers and leaders may focus on impact data or their return on investment for centrally held funds; however, implementation data are necessary to confirm inputs and activities leading to outcomes. Implementation data are also necessary for informing promising practices to replicate in the future. Table 4 describes types of implementation data that states and districts can collect to help them understand and use impact data, and Table 5 presents examples of impact data that states and districts can collect.

Table 4. Implementation Data Example

Example Implementation Data
• Number of teachers led by teacher leaders
• Number of students taught by teacher leaders
• Recruitment and selection criteria and processes
• Training and transition processes
• Number of professional learning hours
• Perceptions of teachers, teacher leaders, administrators, and students

Table 5. Impact Data Example

Example Impact Data		
Student Outcomes	**Teacher Workforce**	**Teacher Effectiveness**
• Learning and growth • Proficiency • Course-taking patterns and opportunities • Career aspirations and clarity	• Recruitment and retention • Mobility • Diversity • Advancement	• Professional practice data • Student survey data
Parent Engagement	**Climate and Culture**	**Student Support**
• Attendance • Questions and comments	• Bias and awareness • Learning goals • Teacher–student interactions • Student surveys	• Materials and staff • Lesson plan analysis • Teacher knowledge • Referrals and retention

Milestones

After determining measures (how to measure) and metrics (what to measure), states and districts need to establish milestones that define how changes are expected to unfold over time. When establishing implementation milestones, states and districts should consider both program implementation and operations:

▪ **Programmatic milestones** include those related to measures of progress over time (e.g., the number of districts involved, the number of teacher leader roles established, the number of students with instruction led by teacher leaders) or measures of impact and quality (e.g., the number of participants reporting learning based on activities, the improvement in student growth trends for affected students).

▪ **Operational milestones** include implementation fidelity or trends in design, such as staffing (e.g., the number of staff hours dedicated to managing implementation), infrastructure (e.g., the number and type of guidance resources available) and budget (e.g., funding approvals or the amount of grant funds secured).

When establishing impact milestones, states and districts should consider the teacher leader model being implemented. While some teacher leadership models have been shown to have a

positive impact on student learning within a short period of time (e.g., Opportunity Culture[6] and TAP™ (the teacher and student advancement program[7]), other locally designed teacher leadership models have not yet shown this type of impact (e.g., Iowa's Teacher Leadership and Compensation System). States and districts can also consider the time expected between different kinds of results. Perception data (which may come from surveys or interviews) can describe how participants' beliefs or ideas have changed, but they do not measure differences in actual behavior or performance. Typically, perception data shows changes before observable differences in behaviors (which may come from observations or discipline data). Depending on the intervention, it may take several weeks or months to see changes in formative student data, and at least 1 to 2 years to see a significant change in summative student outcomes.

Evaluation Plans

The final planning step for states and districts is to create an evaluation plan (including data collection and analysis plan) for monitoring progress. Because data collection can be complex, it may be helpful to leverage existing data collection methods where possible or partner with research and evaluation organizations to make data collection more feasible. Periodic evaluations conducted by external research organizations can also support states and districts in making unbiased claims about the impacts of the teacher leadership initiative.

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[6] Opportunity Culture is a teacher leadership model designed by Public Impact that "extends the reach of excellent teachers and their teams to more students, for more pay, within recurring budgets" (Public Impact, 2018). More information is available at https://opportunityculture.org/.

[7] The TAP™ model is "a comprehensive educator effectiveness model that provides powerful opportunities for career advancement, professional growth, instructionally focused accountability and competitive compensation for educators" (National Institute for Excellence in Teaching, 2018). For information is available at https://www.niet.org/tap-system/elements-of-success/.