

# R3 Framework Evaluation Brief



January 2020

Pitt County Schools' *R3 Framework* was designed to offer leadership opportunities and new career pathways to teachers that would allow them to remain in the classroom while also extending their influence. Teachers who are eligible for the advanced teacher positions outlined in the initiative are trained to lead others in the use of best practices and data-driven instruction in order to address teaching and learning needs at their school. For their part, the teachers in these positions receive additional compensation. The desired results are a reduction in teacher turnover, an increased number of effective teachers, and improved student outcomes.

The initiative includes two leadership development programs, the Key Beginning Teacher (BT) Program and the Teacher Leadership Institute (TLI), both of which serve as pipelines to prepare teachers for the advanced leadership roles that are also part of the initiative.<sup>1</sup> Key BT is a one-year program for promising Beginning Teachers who are nominated by peers and administrators at their school because of their leadership potential. These teachers participate in four areas of support: orientation, training, resources, and advocacy. The first three areas support Key BTs in making connections, facilitating meetings, and providing resources to their fellow BTs. The advocacy component is the culminating event when all Key BTs visit North Carolina's General Assembly to discuss with state legislators key issues impacting education.

In the Teacher Leadership Institute (TLI), teachers participate in two years of intensive professional learning that is focused on building their disposition as a leader, a collaborator, and an instructor who is adept at using best practices in the classroom. In their second year, teachers complete a Capstone Project that demonstrates their use of one of the foundational leadership strands that is aligned with the Teacher Leadership Competency rubric<sup>2</sup> and their professional growth goals. Upon completion of the Capstone Project, participants graduate from the first two years of the program and are eligible for a \$4,800 supplement that is awarded incrementally during years three and four, along with financial and mentoring support if they choose to pursue certification by the National Board for Professional Teaching Standards.

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<sup>1</sup> The advanced leadership positions that are part of the R3 Framework include the Facilitating Teacher and Multi-Classroom Teacher.

<sup>2</sup> Developed by Center for Teaching Quality, National Board of Professional Teaching Standards, and the National Education Association.

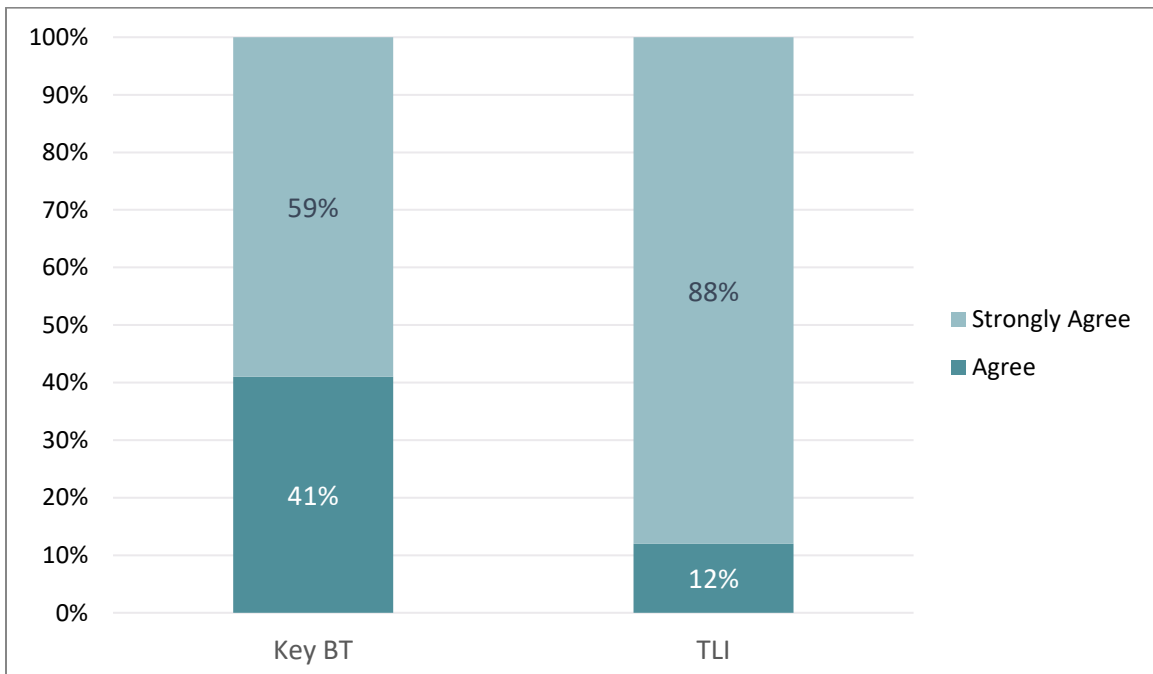
This edition of the *R3 Framework Evaluation Brief* summarizes data on outcomes of the two pipeline leadership programs. Findings were derived from an online survey developed by Measurement Incorporated (MI) and administered to teachers who participated in the programs during the 2018-2019 school year. A total of 22 out of 35 Key BTs (63%) and 41 out of 48 (85%) TLI teachers submitted a survey.<sup>3</sup> In addition to the survey, MI obtained extant data from the Division of Educator Effectiveness and Leadership (DEEL) that included teacher retention and participation in other R3 advanced teacher leadership positions. The findings are organized around the outcome areas bulleted below.

- Leadership aspirations
- Teacher satisfaction
- Teacher leadership skills
- Teacher retention and participation in additional leadership opportunities
- National Board certification

### Leadership Aspirations

Findings from the study demonstrated that Key BT and TLI fill a need for teachers who had aspirations for leadership opportunities. Seen in **Figure 1**, all of the respondents who participated in Key BT and TLI agreed that the programs were aligned to their professional growth goals.

**Figure 1**  
**Alignment of Leadership Programs with Educators’ Professional Growth Goals**  
*Percentage of Key BT and TLI participants who responded “agree” or “strongly agree”*



Source: MI survey, Key BT n=22; TLI n=48

<sup>3</sup> Less than 2/3 of the Key BT program participants completed the survey; therefore, caution is heeded when generalizing results.

To add, **Table 1** shows that the top three reasons that Key BT and TLI teachers pursued the programs were to grow as educators, take on more leadership, and have a greater impact on their school community.

**Table 1**  
**Reasons for Accepting/Applying for the Key BT/TLI position**  
*Percentage of Key BT and TLI participants*

	Key BT	TLI
To continue to grow and learn as an educator	95%	100%
To take on more leadership roles in my school	77%	80%
To have a greater impact on my school community	64%	78%
I heard positive things about the program from other teachers.	59%	76%
To utilize the financial and/or mentor support that would be available for National Board Certification	n/a	73%
To advance my career	64%	56%
To supplement my salary	n/a	41%

Source: MI survey, Key BT n=22; TLI n=48

Specific to TLI, almost three-quarters (73%) of teachers applied to utilize the financial and/or mentor support for National Board certification (NBC). This factor, along with the leadership learning opportunities, had greater appeal than the salary supplement, the latter of which interested 41% of teachers.<sup>4</sup>

## Teacher Satisfaction

The study also found that respondents were overwhelmingly satisfied with the programs and the supports that they received (**Table 2**). For instance, all of the respondents in both programs were satisfied with the goals and purposes, the amount of professional learning, and the timeline of activities.

**Table 2**  
**Satisfaction with the Programs and Supports**  
*Percentage of Key BT and TLI teachers responding “satisfied” or “very satisfied”*

	KEY BT	TLI
The goals and purpose of the program	100%	100%
The program requirements	96%	100%
The amount of guidance that you received from DEEL	96%	100%
The amount of support that you received from school administration	96%	93%
The amount of professional learning opportunities	100%	100%
The timeline of activities	100%	100%

Source: MI survey, Key BT n=22; TLI n=48

<sup>4</sup> The Key BT Program did not include a salary supplement.

Moreover, **Table 3** shows that nearly all of the respondents were satisfied with each of the program components of the Key BT program and TLI.

**Table 3**  
**Satisfaction with Program Components**  
*Percentage of Key BT and TLI teachers responding “satisfied” or “very satisfied”*

Key BT Program Components	Key BT
Orientation with new teachers	96%
Monthly BT training meetings at school	96%
Opportunities to create resources for BTs	96%
Advocacy Trip	96%
TLI Program Components	TLI
Capstone Project	100%
NBC mentoring	98%

Source: MI survey, Key BT n=22; TLI n=48

Though not reported in the table, 95% of Key BTs and 100% of TLI’ers surveyed agreed that the amount of work and expectations for participation was worth their time and energy.

### Teacher Leadership Skills

**Table 5** lists the ways in which the Key BT program and TLI had an impact on teachers’ leadership skills. At the top of the list, most respondents (77% and 88%) agreed that they were a more confident and capable leader as a result of their participation in the programs.

**Table 5**  
**Improvements in Leadership Skills**  
*Percentage of teachers responding “agree” or “strongly agree”*

	Key BT	TLI
I am a more confident and capable leader.	77%	88%
My communication with colleagues is more effective.	68%	88%
I reflect on the strategies that I use with my students more.	68%	76%
My communication with students is more effective.	59%	73%
I collaborate with my colleagues more to have a greater impact on students.	50%	71%
I am more actively involved in problem-solving and addressing school-level issues.	50%	56%

Source: MI survey, Key BT n=22; TLI n=48

Many teachers from both programs reported that their communication and collaboration with colleagues was more effective, as well as their communication with students. The tables also shows that half or more of teachers in the programs reported increased involvement in problem-solving and school-level issues—examples of which are bulleted on the following page.

- I feel more comfortable advocating for myself in the profession and for my students. I feel like I have a better understanding of what advocacy means for myself, the profession, and for my students. I feel armed with the correct language and tools to speak to the community and public about encouraging respect for the profession.—*Key BT*
- I feel like I am better able to advocate for my current population of students. I am able to give resources to their teachers and to other teachers in the county to acknowledge how important AIG students are and how much time we should be spending on and with them.—*Key BT*
- I believe we all advocate for our students in different ways. The Key BT program has given me a voice and a platform from which to make my voice heard. Advocacy comes in many forms, the Key BT program has provided an excellent opportunity to be a more effective advocate for our students and county.—*Key BT*
- I learned a lot about myself as a collaborator and leader through all of the training, and my capstone project has been invaluable. It was absolutely worth the time and energy.—*TLI*
- Absolutely proud to have learned about the dimensions of true leadership. This program has changed me forever. It's impact will help to support who and what I become to students and colleagues in the future!—*TLI*

Specific to TLI, teachers provided illustrations of the ways in which their Capstone Projects helped them to develop leadership skills. The themes that were generated from the examples are aligned with those listed in Table 5. Several examples are bulleted below.

- My Capstone Project has allowed me to form connections with other teachers that have made me feel valued and given me the knowledge that I can capably support and facilitate learning for teachers who are already at the top of their game. The change that has occurred for me is that I feel much more comfortable and confident offering support to other teachers.
- I feel more valued as a leader and speaker for my school. I had an opportunity to work with other teachers and build rapport to allow for continued collaboration throughout my career. The teachers I work with have a vested interest in our project, and they are very passionate about our progress. This excitement has poured over into PLC meetings and departmental meetings. Most importantly, we support and value each other. We presume positive intentions; we work with other grade levels and we keep writing on the forefront as a continuous venture for student growth.
- I feel the impact of my Capstone Project has been having parent buy-in. Having the students contribute so much made parents have to come out to witness the work of their students. Parents were so impressed! The relationships built between teachers, students, and parents were the greatest impact of my Capstone Project. As a result of my Capstone Project, teachers want to implement this next year and keep it ongoing.

Finally, respondents from both programs reported that they were able to put their newly gained leadership skills to use in a variety of ways. More specifically, over half of the TLI'ers (55%) and 41% of Key BT participants surveyed applied their new leadership skills in various committees and teams at their

schools. Other areas included supporting their colleagues and participating in discussions with administration on school-level issues. Several examples are provided in the following comments.

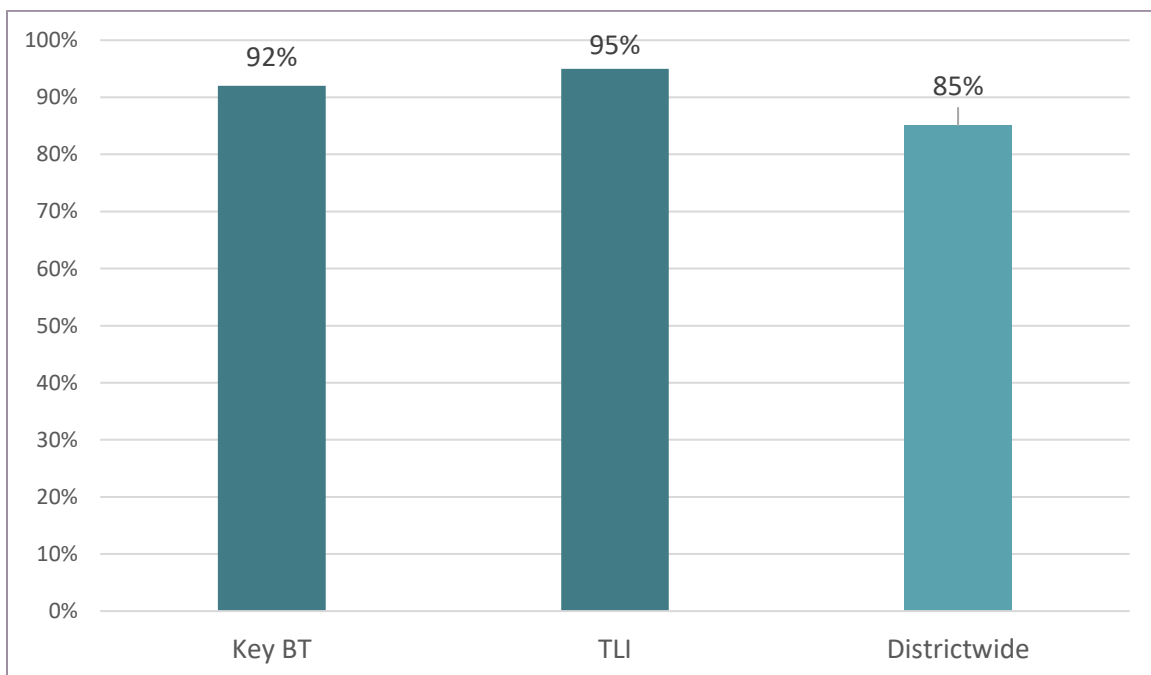
- As being approachable and passionate, I was even contacted by [another teacher] to help her create a presentation...I was so excited and from that collaboration, we built lessons for next year so we can co-teach.—*TLI*
- My administrators and colleagues are coming to me for advice on a number of issues both schoolwide and classroom-related, as a result of my experience in TLI and the leadership skills that I have demonstrated over the past year.—*TLI*

## Teacher Retention and Participation in Additional Leadership Opportunities

One of the goals of the leadership opportunities provided through the *R3 Framework* is to retain classroom teachers. The programs fulfilled this goal as seen in **Figure 2** which shows that nearly all of the teachers who participated in Key BT and TLI during the 2018-2019 school year remained at Pitt County one year later. Furthermore, they were retained at a higher rate than the percentage of teachers across the district during the previous year.<sup>5</sup> Not reported in the figure but worth noting is that a very high proportion—86% of Key BT and 98% of TLI respondents—agreed that the leadership programs and positions were an effective way to retain teachers in the district.

**Figure 2**  
**Teacher Retention**

*Percentage of 2018 Key BT and TLI teachers retained in 2019 compared to 2018 District Retention Rate*

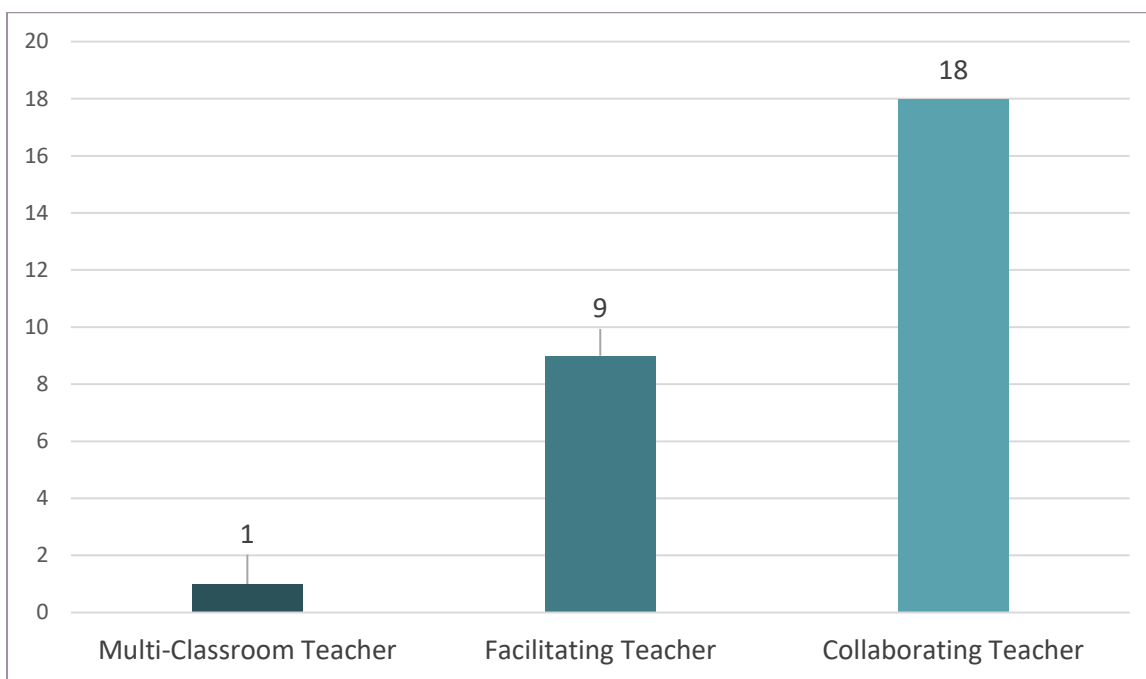


Source: DEEL

<sup>5</sup> The 2018 districtwide retention rate was used because the 2019 rate was not available.

Additionally, about one-third of Key BT and TLI respondents participated in other leadership positions that are part of the *R3 Framework*, hence fulfilling another goal of the programs which was to provide an effective pipeline for leadership development and advancement. Specifically, **Figure 3** shows that in the current school year, one TLI teacher was assigned the position of a Multi-Classroom Teacher, 9 were Facilitating Teachers and 9 more became Collaborating Teachers. In the Key BT group, 9 teachers were Collaborating Teachers.

**Figure 3**  
**2019-2020 Participation in Additional Leadership Opportunities**  
*Number of Key BT and TLI teachers in additional R3 leadership positions*



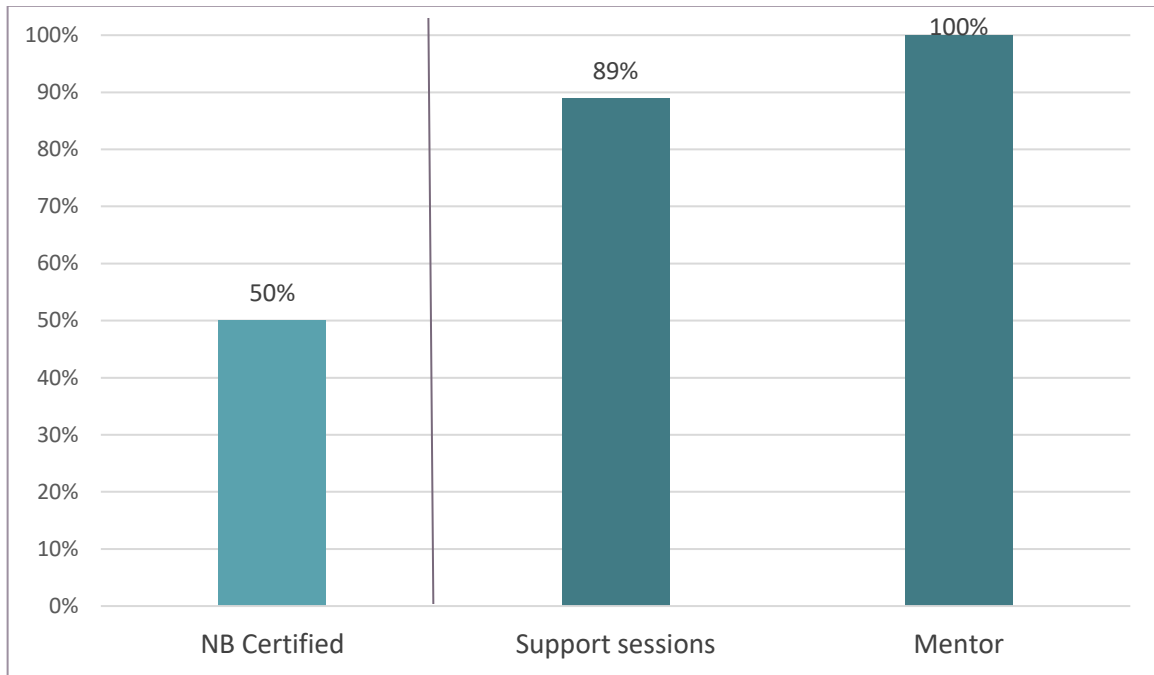
Source: DEEL

## National Board Certification

TLI teachers had the option, as part their participation in the Institute, to utilize financial and mentoring support to pursue or renew certification by the National Board for Professional Teaching Standards. Since the inception of TLI, 20 teachers have exercised this option and half (50%) of them successfully certified or renewed certification by 2019 (see **Figure 4** on the next page). What's more, of the teachers who certified or renewed, 89% had also attended support sessions that were offered by DEEL and all of them (100%) utilized an assigned mentor during at least one or both years of their application process.

**Figure 4**  
**National Board Certification**

*Percentage of TLI teachers who achieved certification and utilized supports*



Source: DEEL

## Summary

This edition of the *R3 Framework Brief* documents the positive impacts of two of PCS' *R3 Framework's* leadership development programs, namely the Key BT program and Teacher Leadership Institute. The study showed that the programs met the needs of teachers who desired additional leadership training and opportunities. Likewise, respondents were satisfied with their participation in the programs and felt that the amount of work was worth their time and effort.

The study also found that respondents who participated in the programs improved and applied their leadership skills to a variety of areas. For example, most reported that their communication with colleagues and students had become more effective. Teachers in both programs participated in various school-level committees and teams and were able to demonstrate their skills through their involvement in problem-solving and school-level issues. These findings are important because they demonstrate the ways in which teacher leaders are influencing other teachers at the school.

Another important outcome of the TLI program, in particular, is that half (50%) of the teacher participants became certified by the National Board for Professional Teaching Standards. As a point of comparison, the nationwide certification rate is typically cited as 40%.<sup>6</sup> The relatively higher certification rate in Pitt County might be attributed to teachers' participation in DEEL's support sessions and mentorship based on the findings presented in this study. The importance of more NB certified teachers in Pitt County is twofold. One, it is likely to translate into improved student outcomes, a prediction that is based on nationwide research.<sup>7</sup> Two, NB certified teachers are likely to remain in Pitt

<sup>6</sup> <https://www.k12.wa.us/certification/national-board-certified-teachers/become-national-board-candidate>

<sup>7</sup> Belson, S. I., & Husted, T. A. (2015). Impact of National Board for the Professional Teaching Standards Certification on student achievement. *Education Policy Analysis Archives*, 23(91).



County schools, based on a studies that found higher teacher retention rates among NB certified teachers as compared to teachers who were not NB certified.<sup>8</sup>

Finally, over 92% of teachers who participated in the Key BT program and TLI during the 2018-2019 school year remained teaching in Pitt County Schools one year later, which was higher than the 2018 district retention rate of 85%. This finding is consistent with data from a larger MI study on the *R3 Framework* which showed high teacher retention rates among earlier program cohorts and higher rates than the district average. Equally important, the current study documented that one-third of the Key BT and TLI teachers went on to participate in advanced leadership positions that are also part of the *R3 Framework*. Collectively, the findings provide evidence that the initiative is fulfilling its goals of retaining effective teachers and empowering these teachers to have a larger impact on their schools. Future studies will invest the impact of the programs on student outcomes and teacher effectiveness.

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<http://dx.doi.org/10.14507/epaa.v23.2074>

<sup>8</sup> Center for Educator Recruitment, Retention, & Advancement. (2018). Retaining South Carolina Teachers Through National Board Certification.