

# Early Career Leadership Fellow Collaborative



## ECLF Program Impact Report

MAY 2018

A transformation is taking place within public education in its teacher ranks with over 2 million new teachers entering America's public schools in recent years. At the same time, the conditions facing teachers are tougher than ever, creating retention challenges among all educators – but particularly our newest hires – around the nation.

How will we support these early career educators to be successful in the classroom and to grow as leaders? What will it take for them to step up as leaders in their local, state and national associations?

The National Education Association (NEA) and Consortium for Educational Change (CEC) have developed an innovative program for supporting early career educators and propelling them into new leadership opportunities. The NEA/CEC Early Career Leadership Fellow (ECLF) Collaborative is a yearlong experience designed to:

- engage early career educators to grow as leaders
- provide them skills and resources to engage other early career educators and identify and plan for a change
- activate them to become formal and informal leaders in their local, state and national unions

The ECLF Collaborative is grounded in the Teacher Leadership Institute competencies, with a focus on

overarching, instructional, policy and association leadership. It squarely supports NEAs 2018-2020 Strategic Framework.

Three national cohorts, each with six local associations, have been successfully implemented between 2015 and 2018. Four states in the Midwest (IA, IL, MN, WI) launched state-level ECLF programs in 2017-18 with support from an NEA Great Public Schools (GPS) grant. To date, 279 Fellows have participated in the program, engaging 1,395 early career educator "Sounding Board" participants. Approximately 50% of Fellows are educators of color.

Program review data shows the ECLF Collaborative has been very successful in meeting its goals; furthermore, data suggests some additional positive impacts on educator satisfaction and retention.

## KEY PROGRAM STRUCTURES

All ECLF programs have the following program components:

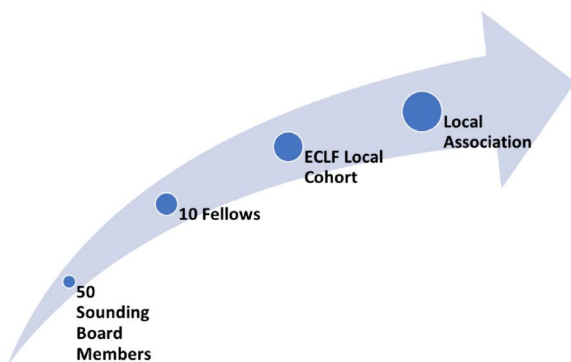
- Cohort launch meeting with Fellows from different affiliates
- Monthly local meetings facilitated by an ECLF coach based on the ECLF curriculum
- Sounding Board: Each Fellow identifies an organizing group of at least 5 other early career educators to learn about their experiences and supports needed
- Leadership Engagement & Action Plan (LEAP): A group plan Fellows create to seek a desired change identified as a priority by early career educators in Sounding Board conversations

## INTENTIONAL PROGRAM REVIEW

Fellows and coaches participate in pre, midpoint and end surveys to understand leadership growth, views about leadership and leadership within the association. Coaches use data with Fellows to facilitate reflective conversations about leadership skill development and their experiences with their association. Presidents use data to inform local planning and change. An annual Fellow alumni survey provides further data about fellow leadership in the association and support needs. This report is based on alumni survey data.


## SAMPLE LEAP EFFORTS

- Enhancing communications about the association for early career educators
- Developing and running district new-hire orientations
- Creating a new teacher mentoring program
- Supporting members with professional growth planning
- Addressing social justice and equity issues
- Building new community partnerships and improving family engagement



Regional TURN & ECLF Cohort 1, Cohort 2 Locals and Cohort 3 Locals





**92%** agree the ECLF experience helped them to find a voice on issues that matter to them in public education

## PROGRAM IMPACT

Through their engagement with other early career educators in Sounding Board conversations and the creation of the LEAP, the ECLF program activates Fellows to impact teaching and learning issues that directly impact the lives of students. Moreover, Fellows are stepping up to leadership in their association to find their voice on issues that matter to early career educators. The following program impact points come from a 2018 survey of program alumni; where available, pre-cohort comparison data is noted.

### **ECLF helps Fellows understand and connect with their union at all levels**

- 94% feel familiar with and connected with their local association; *increase of 54% from pre-survey (40%)*
- 66% feel familiar with and connected with their state association; *increase of 50% from pre-survey (16%)*
- 73% feel familiar with and connected with their national association; *increase of 57% from pre-survey (16%)*

- 94% are proud to be a member of their local association; *increase of 17% from pre-survey (77%)*

### **ECLF engages early career educators to step into union leadership**

- 63% agree they are currently active as a leader in their association; *increase of 46% from pre-survey (17%)*
- 67% agree the ECLF experience has given them access to new leadership roles in their association

### **ECLF activates Fellows to build supports for other early career educators**

- 98% agree/strongly agree that they are familiar with the skills they need to support colleagues as a teacher/educator leader; *increase of 53% from pre-survey (44%)*

### **ECLF gives Fellows voice, influence and professional authority**

- 92% agree the ECLF experience helped them to find a voice on issues that matter to them in public education

- 94% agree they grew in their teacher leadership skills because of ECLF
- 95% agree/strongly agree that they grew in their understanding about new leadership interests because of the ECLF experience
- 93% agree they have developed ongoing relationships with other early career educators because of ECLF
- 90% agree they still keep connected with other Fellows and ECLF supporters
- 83% agree the ECLF community gives them a positive sense of belonging

**ECLF helped Fellows grow in each of the three Teacher Leadership domains:**

- Instructional leadership: 68% agreed they see themselves as this type of leader prior to the program; 94% agreed they see themselves as this type of leader after the program *[Increase of 26%]*
- Policy leadership: 37% agreed they see themselves as this type of leader prior to the program; 67% agreed they see themselves as this type of leader after the program *[Increase of 30%]*
- Association leadership: 23% agreed they see themselves as this type of leader prior to the program; 78% agreed they see themselves as this type of leader after the program *[Increase of 55%]*



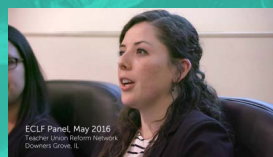
Additionally, survey data indicates the ECLF program played an important role at a key point in these educators’ careers – including with their support, career satisfaction and their decision to remain in the profession. They also plan to stick with their union going forward.

- 93% agree the ECLF experience provided important support to them as an early career educator
- 90% agree the ECLF experience positively impacted their satisfaction with their job in education
- 88% agree the ECLF experience supported them to remain working in public education
- 90% agree the ECLF experience has given them a greater appreciation of the benefits of association membership
- 95% agree they plan to remain dues paying members while they are practicing educators, with 77% of them responding “strongly agree”

**Check out these CEC videos to learn more about the ECLF Collaborative:**



**Purpose**  
<http://bit.ly/2s3CfOB>



**Impact**  
<http://bit.ly/2jtBatw>

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