

# DATA POINTS



## 4 KEY FINDINGS FOR TEACHER TEAMS

A CRPE study reports positive, early-stage findings from a strategic school staffing initiative called the Next Education Workforce (NEW) in Mesa, Arizona. In this model, teachers work in a team, draw expertise from one another, and share responsibility for a student roster. The approach allows educators to differentiate roles, distribute responsibilities, and engage in collaboration and support. Compared to peers in non-teamed classrooms, NEW teachers are more likely to remain at their school the following year, plan to stay in the profession for five years, are more likely to recommend teaching to a friend, and have higher evaluation ratings.

[bit.ly/4bzdY3I](https://bit.ly/4bzdY3I)

## 47% GREATER LIKELIHOOD OF BECOMING A TEACHER IN MARYLAND PROGRAM

A working paper on grow-your-own program effectiveness found that the Teacher Academy of Maryland, offering a career-technical education pathway for high school students going into teaching, created more teacher candidates, increased graduation rates, and led to a 5% increase in pay once hired. Participating students in public Maryland high schools were 0.6 percentage points likelier to choose a teaching career after high school. With so few students

entering teaching overall, that small amount marks a jump of 47%. Black girls who took part were 80% more likely to become teachers after high school.

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## 9th GRADERS BOOST GPA THROUGH CONTINUOUS IMPROVEMENT METHODS

A report examined early impacts of the Networks for School Improvement (NSI), established by the Bill & Melinda Gates Foundation to increase the proportion of Black and Latino students and those experiencing poverty who are on track to graduate high school and enroll in college. NSI schools saw increases in 9th-grade students' GPA, core course pass rate, and credit completion. Networks that focused on boosting the percentage of 9th graders on track to graduate saw a 0.13-point increase in GPA. To foster sustainability of the continuous improvement work, protected team time, coaching for school teams, and professional learning for district leaders are needed to facilitate the efforts.

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## 19% DROP IN TEACHER STRESS

The RAND Corporation published findings from the 2024 State of the American Teacher Survey, completed by 1,479 nationally representative K-12 teachers. Job-related stress has returned to prepandemic levels: 59% reported

a lot of stress, down from 78% in 2021. Despite the drop, twice as many teachers report frequent burnout and stress compared to similar working adults. Teachers reported they were as likely to leave their jobs by the end of the 2023-24 school year as similarly employed peers. Teachers work nine more hours per week than similar working adults (53 versus 44) yet earn about \$18,000 less in average base pay. Black teachers reported significantly more hours of work per week than their peers, while female teachers indicated greater rates of recurring job-related stress and burnout than males.

[bit.ly/4cylIN7](https://bit.ly/4cylIN7)

## 63% OF TEACHERS WANT MORE COLLABORATION TIME

Teachers are calling for more collaborative and dynamic work environments, according to the Voices From the Classroom 2024 survey by Educators for Excellence. 62% of teachers reported having built-in professional learning experiences with teacher-to-teacher collaboration on instructional improvement, but only 46% described the profession as "collaborative." 63% want even more time to collaborate with colleagues. 50% said they favored the idea of team teaching, and 31% said they were open to it but wanted to learn more about it. 83% of teachers of color favored co-teaching models.

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