

NYC Men Teach Report High Level of Commitment to Teaching Careers

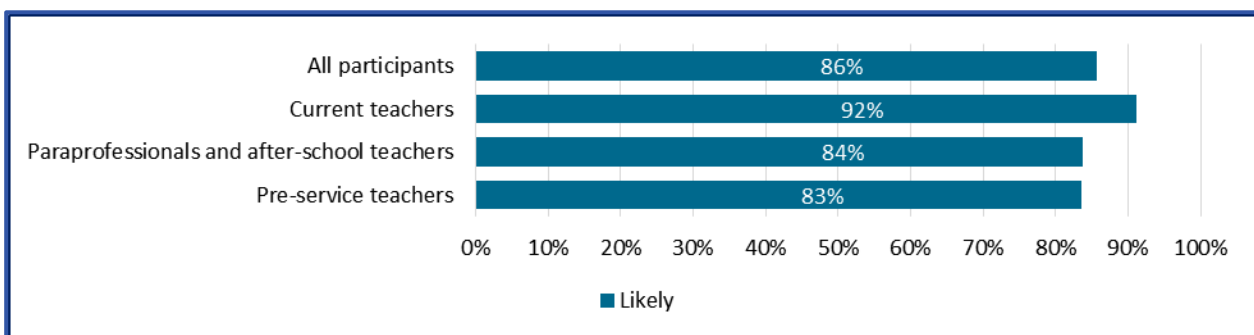
The Westat and Metis Associates April 2019 report, "A Qualitative Evaluation of the Early Implementation of and Current Participants' Experiences with the NYC Men Teach Program," presents findings from a formative evaluation. The evaluation focused on how the program has been implemented and how participants are experiencing it. It sought to identify high quality program recruitment and outreach strategies, to assess the quality of support provided to applicants and participants, and to understand the program's influence on participants' commitment to pursue a teaching career.

The mixed-methods evaluation drew on qualitative data collected from NYC Men Teach participants, DOE and CUNY administrators and CUNY program staff through interviews, focus groups and surveys collected in June and July of 2017.

Findings

NYC Men Teach participants report they are likely to pursue teaching and remain in the classroom. Participants in all stages of the teaching pipeline, including CUNY students, new teachers and current teachers expressed high levels of commitment to enter into or continue in the teaching profession.

Participants Likelihood to Continue Pursuing Teaching (Bar Graph)



What is New York City Men Teach?

Announced in 2015 as part of the NYC Young Men's Initiative (YMI) with support from the Mayor's Office for Economic Opportunity (NYC Opportunity), and implemented in partnership between the New York City Department of Education (DOE) and the City University of New York (CUNY), NYC Men Teach provides a range of professional supports to increase recruitment and retention of male teachers of color committed to educating the City's diverse student population, and empowering the communities they serve.

Through targeted professional development opportunities, leadership trainings, certification exam preparation, and a dedicated support network of education professionals, NYC Men Teach reinforces the path to the classroom for men of color aspiring to teach in NYC schools.

Recruitment strategies were valued and influenced participants' decision to apply to NYC Men Teach. Among the most valued strategies were information sessions for CUNY and DOE participants, and engaging with faculty members and program coordinators for CUNY participants.

"Students in NYC are diverse and deserve to be educated by people who represent their communities."

NYC Men Teach Program Administrator

“I think one thing I’ve learned since I started doing outreach for the program is that the mentor program is so essential for the population of men of color teaching. They have such unique first year experiences compared to other teachers. They are often expected to be disciplinarians in the classroom compared to [other teachers] with the same level of expertise.”

NYC Men Teach DOE Participant

Participants valued the support received to develop their practice including lesson planning, classroom management, content-specific training, student engagement strategies and building teacher networks.

Program participants also reflected positively on CUNY Program Managers. Findings suggest that there is a strong culture of collaboration between program participants and administrators; nearly 60% of CUNY program managers provide personal advisement at least once a week to NYC Men Teach participants.

The type of support most valued by program participants varies depending on where they are in the teaching pipeline:

- Program participants beginning their teaching coursework at CUNY as well as paraprofessionals and after-school teacher

participants placed the greatest value on networking and information sessions. These meetings provided an opportunity to learn more about the teaching profession from current practitioners.

- Participants further along in the teaching pipeline, including students at CUNY who have a clear and strong interest in education as well as pre-certification teacher applicants, place the greatest value on programming that supports their career goals. This included job search and hiring support, teaching certification exam support, alternative certification application support and professional development.
- Current DOE teachers placed the greatest value on the mentoring they were provided through their participation in the program.

Looking Ahead

This early implementation evaluation highlights a promising program model and makes recommendations for program improvements, including increasing engagement among DOE and CUNY administrators and faculty to advance the program’s mission and better support men of color as teachers, increasing engagement between mentors and mentees, and building off of successful outreach and communications strategies. NYC Men Teach will continue to strengthen teaching pathways for program participants, and remains committed to representative New York City classrooms. Increasing teacher diversity has been shown to have a positive impact on all students, and for students of color in particular, having just one teacher of color can have a profound impact on student achievement.

For more information about the Mayor’s Office for Economic Opportunity, please visit: nyc.gov/opportunity.

To read more about the Young Men’s Initiative, visit nyc.gov/ympi.

For more information about NYC Men Teach, please visit: <https://nycmenteach.org/>.