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Friday Institute for Educational Innovation



Advanced Teacher Roles Evaluation

Presented by Dr. Sarah Bausell and Dr. Lam Pham
October 5, 2023

The Team



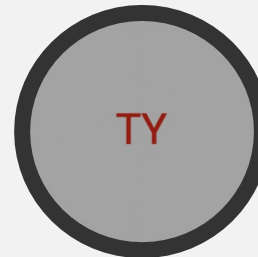
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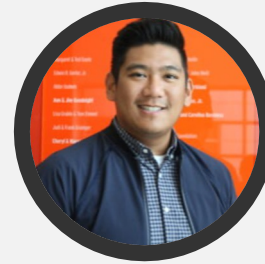
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Presentation Overview

1. Evaluation Overview
2. Implementation Findings
3. Impact Findings
4. Recommendations

2. Evaluation Overview

Goals, Grantees, and Data

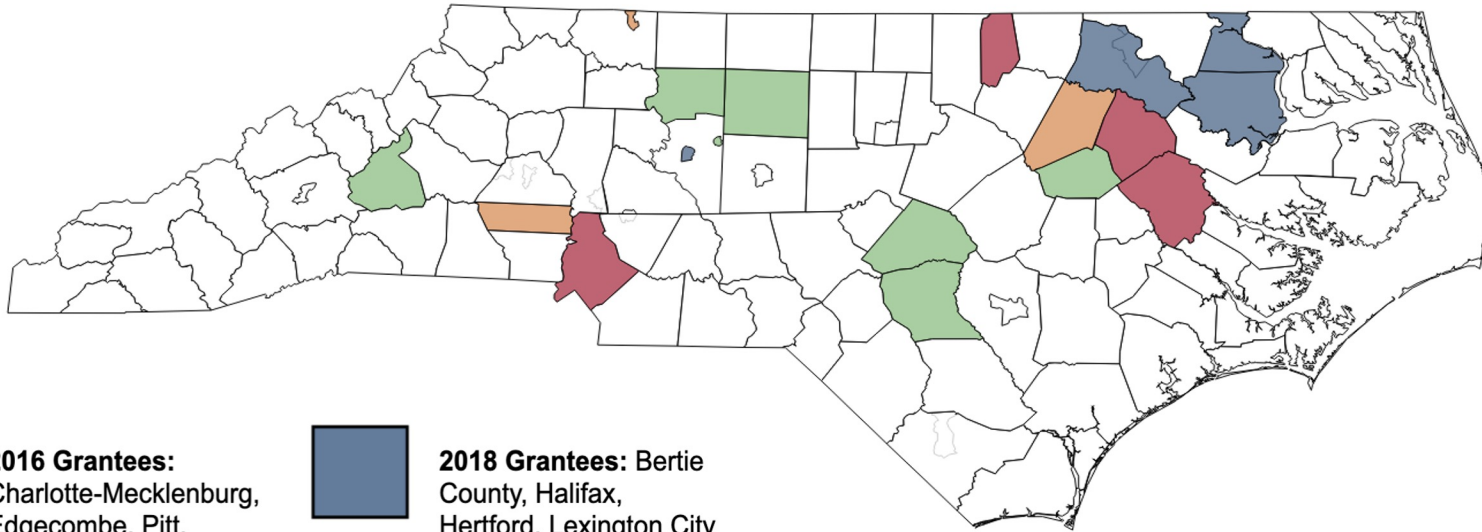
ATR Goals

- Allow highly effective classroom teachers (Advanced Teachers) to **reach an increased number of students.**
- Enable local school administrative units to **create innovative compensation models.**
- Produce measurable improvements in **student outcomes.**

Evaluation Goals

- Assess the academic and instructional **impact** of ATR models and programs
- Understand the **implementation** of these models and programs and help identify factors supporting or impeding their success.

ATR Grantees 2016-2021



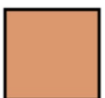
2016 Grantees:
Charlotte-Mecklenburg,
Edgecombe, Pitt,
Vance



2018 Grantees: Bertie
County, Halifax,
Hertford, Lexington City



2020 Grantees:
Winston-Salem/Forsyth
Guilford, Wilson,
Thomasville,
Cumberland, Harnett,
McDowell



2021 Grantees: Lincoln,
Mount Airy, and Nash

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Data & Limitations

Data Sources

- NCDPI Administrative Records for students (2,968 - 39,909) and educators (21,672 - 479,411)
- Interviews (18) with PSU Administrators
- Focus Groups with Teachers (77) and School Administrators (23)
- Observations in Schools (18)
- Surveys with Teachers (227) and Administrators (31)

Analysis Limitations

- Quantitative analysis limited to school-level findings
- Representativeness of survey, interview and focus group data

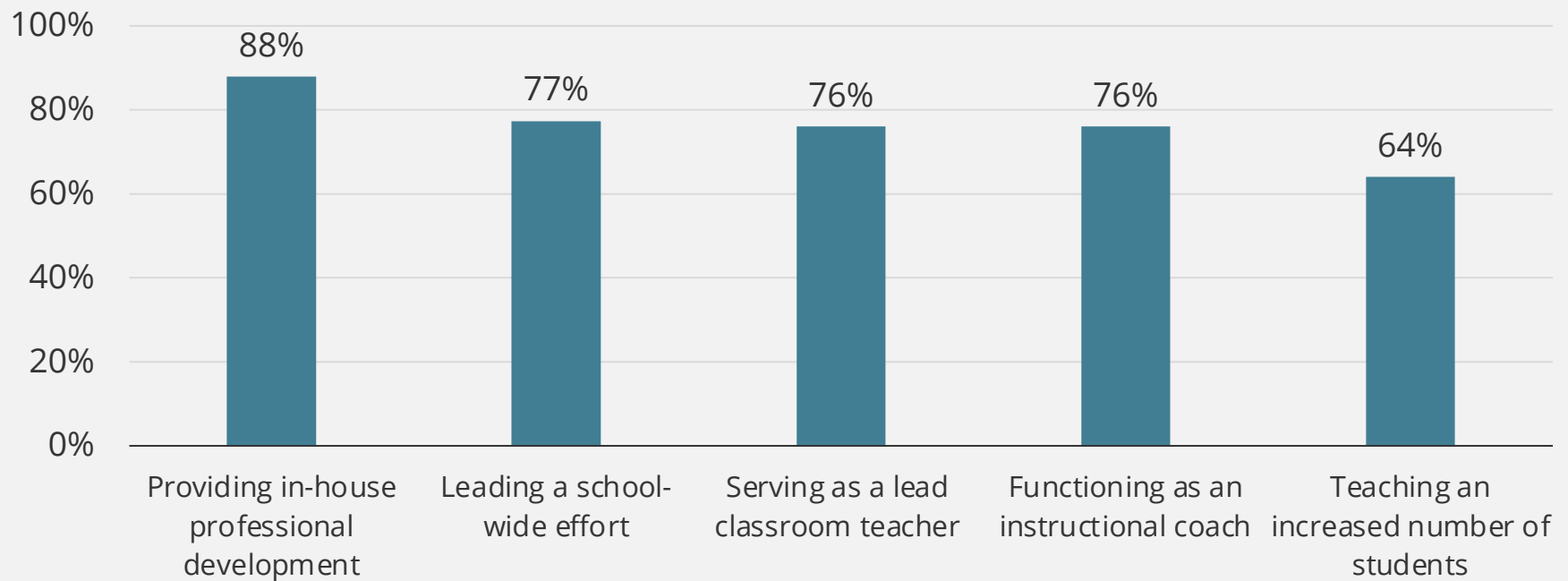
2. Implementation Findings

Models, Access, Barriers, and Supports

ATR Program Models

- PSUs tend to collaborate with **external partners** to design and implement ATR.
- Extensive **school level variation** includes release time and focus of support.
- While hiring protocols and criteria are clear, **evaluation of Advanced Teachers** is still evolving.

Percentage of Advanced Teachers Who Perform Legislatively Prescribed Roles



Equitable Access

- ATR schools tend to **serve larger proportions** of racially minoritized and economically disadvantaged students.
- Educators reported that ATR has **improved access** to highly effective teachers for students attending Title I and/or historically hard-to-staff schools.
- Administrators reported that ATR was a strategy that **supported PSU equity goals**.

Barriers & Supports

- Variable **funding structures and turnover** limit the sustainability and impact of ATR.
- Some administrators indicated that **class-size flexibility** is critical to implementation.
- District and school leaders have been instrumental in **advocating for ATR** and shaping the design of programs.

“The **individualized planning process** for each of our schools was a crucial part of our success... Plans weren’t given to them by the district. They were created by the folks who are boots on the ground every day and **based on their data and needs.**”

- District Administrator

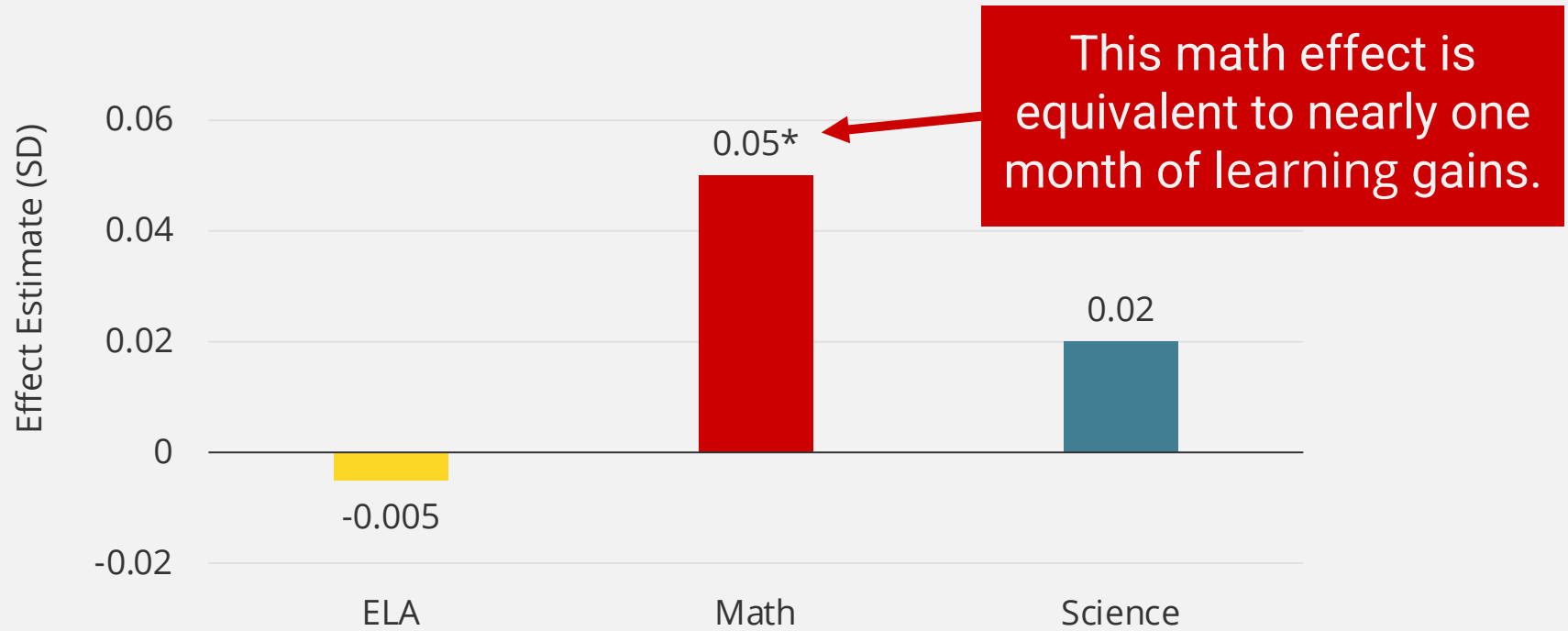
3. Impact Findings

Achievement, Retention, and Working Conditions

Key Quantitative Findings

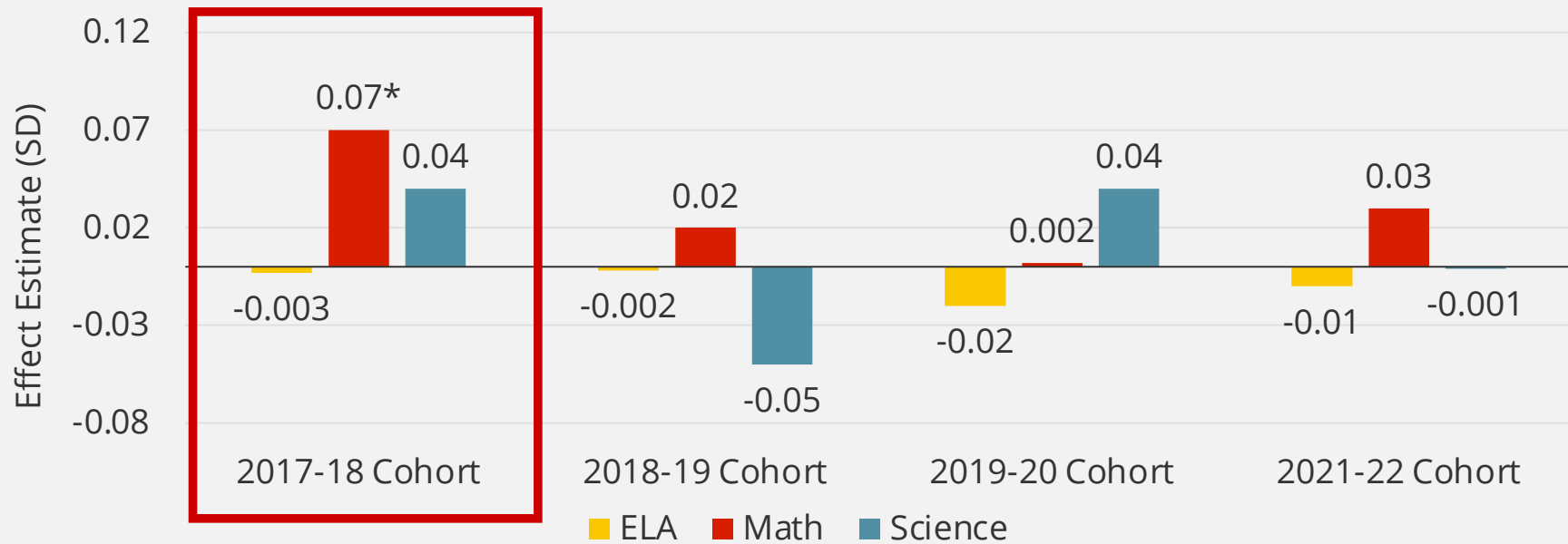
- ATR **improved student test scores** in math but not in English Language Arts (ELA).
- Positive effects in math are **driven by the first cohort** of ATR schools.
- The effect in math **takes at least one year** to manifest.
- PSUs not using Opportunity Culture (OC) produced larger positive effects on EOG/Cs.
- No effect on teacher retention.

Student Achievement



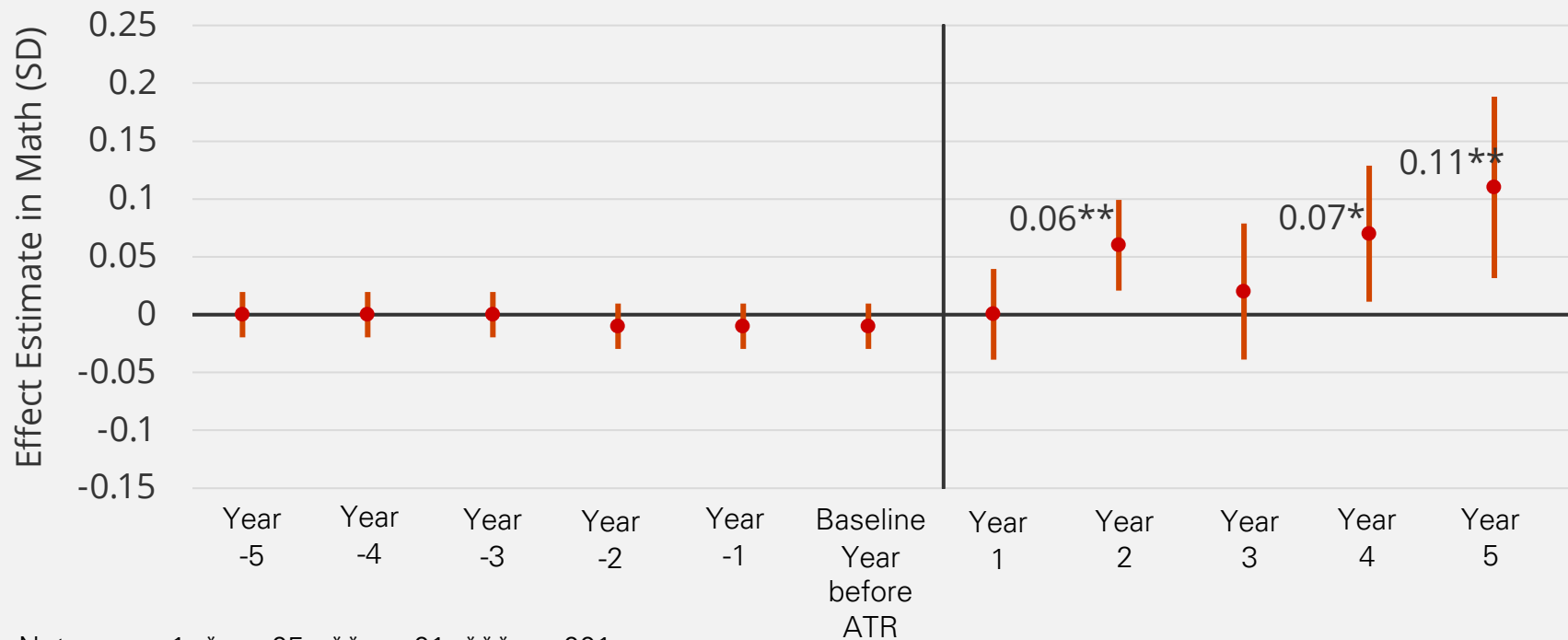
Note. + $p < .1$, * $p < .05$, ** $p < .01$, *** $p < .001$

Effects Driven by Cohort 1



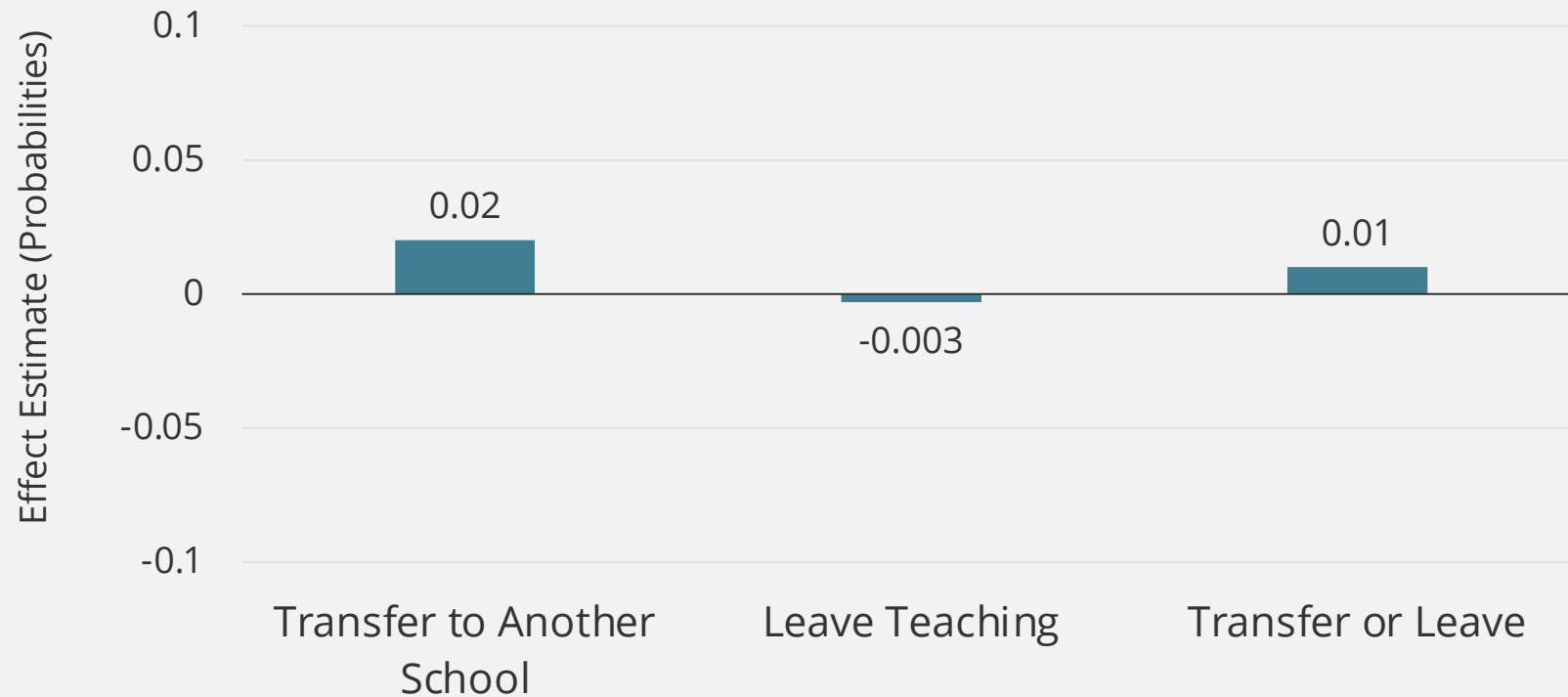
The 2017-18 cohort includes schools in Charlotte-Mecklenburg, Edgecombe, Pitt, and Vance County Schools.

Effects Take at Least 1 Year to Manifest

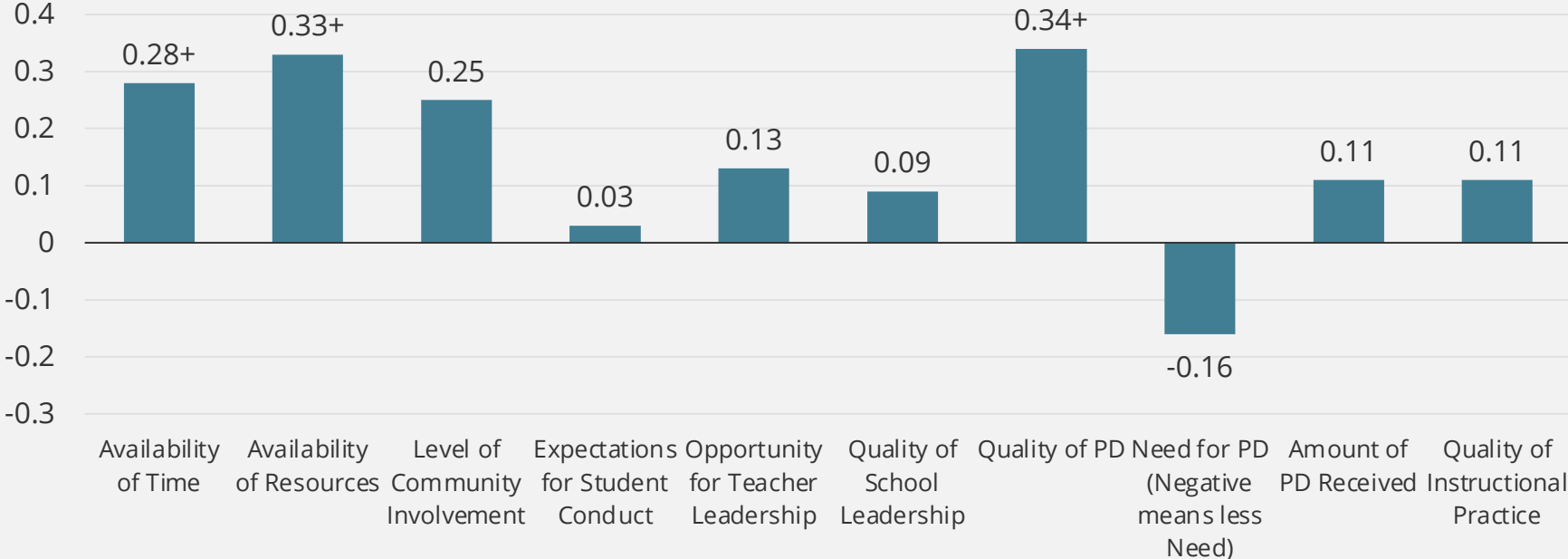


Note. + $p < .1$, * $p < .05$, ** $p < .01$, *** $p < .001$

No Effect on Teacher Retention



ATR Positively Associated with TWC



Note. + p<.1, * p<.05, ** p<.01, *** p<.001

Key Qualitative Findings

- Advanced Teachers report feeling **recognized and valued** for their expertise.
- Teachers receiving support from Advanced Teachers report growing understandings of what and **how to teach effectively**.
- Feeling a **sense of “togetherness”** through academic and social-emotional supports.
- District and school administrators report ATR **supports recruitment** of new teachers.
- ATR stakeholders at all levels emphasized a **culture of continuous improvement**.

4. Recommendations

Programmatic & Evaluation

Improving ATR Programs

- Clearly **define and communicate the roles**, responsibilities, and evaluation methods associated with ATR positions.
- Consider restructuring Advanced Teacher workloads and **eliminating non-essential duties**.
- Foster collaboration and ongoing **professional development**.
- Reevaluate compensation and **funding approaches** to ATR.
- Explore approaches that support **equitable access** to ATR for students and staff.

Improving Future Evaluation

- Systematize and stipulate **common data reporting requirements** across PSU grantees.
- Conduct **in-depth case studies** of select ATR schools to further investigate program outcomes.

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