

# Advanced Teaching Roles (ATR), Growth Opportunities, and Teacher Apprenticeships

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# Advanced Teaching Roles (ATR)

Dr. Thomas Tomberlin, Senior Director, Office of Education Preparation and Teacher Licensure

# Teacher Compensation and Advanced Teaching Roles Program (ATR)

- Administered by NCDPI according to North Carolina General Statute 115C-311 and NC Session Law 2023-134, Section 7.66.
- Purpose: The State Board of Education shall establish a program to develop advanced teaching roles and organizational models that link teacher performance and professional growth to salary increases for classroom teachers in selected school administrative units.
- The purpose of ATR aligns with all three of the SBE's Goals:
  - Goal 1: Eliminate opportunity gaps by 2027
  - Goal 2: Improve school and district performance by 2027
  - Goal 3: Increase educator preparedness to meet the needs of every student by 2027.

# Current State of ATR

- State appropriations of approximately \$5.5 million recurring (original investment \$1.5 million annually). State supported salary supplements for Adult Leadership and Classroom Excellence teachers (\$10,000 and \$3,000, respectively)
- Currently 25 LEAs participate in the program at various stages of implementation.
- NCDPI has forged a strong partnership with evaluation partner (Friday Institute) to monitor impact and guide improvement efforts.
- NCDPI and Friday Institute are working with SAS-EVAAS to develop growth measure for advanced teaching roles (Adult Leadership and Classroom Excellence).

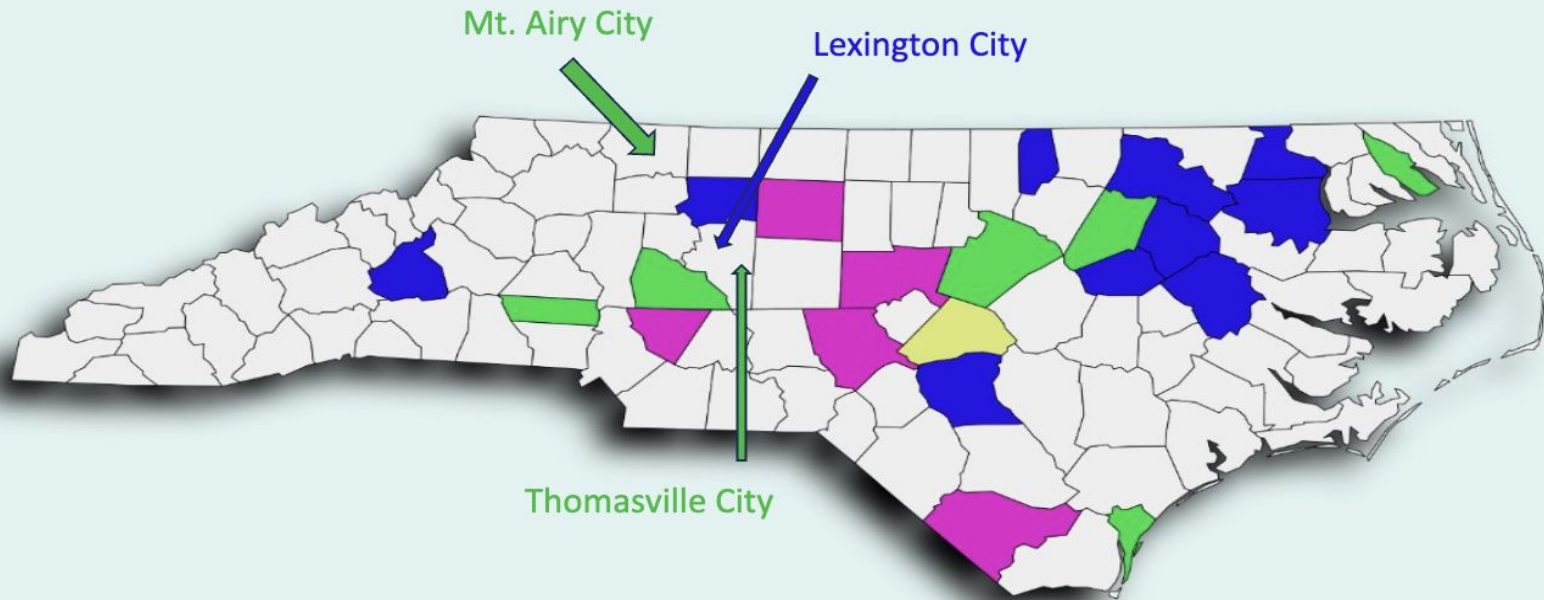
# NC Advanced Teaching Roles LEAs

Continuation

Active

Planning

Cohort	LEA
Pilot #1	Charlotte Mecklenburg
Pilot #1	Edgecombe County
Pilot #1	Pitt County
Pilot #1	Vance County
Pilot #2	Bertie County
Pilot #2	Halifax County
Pilot #2	Hertford County
Pilot #2	Lexington City
Pilot #3	Winston-Salem Forsyth County
Pilot #3	Wilson County
Program #1	Cumberland County
Program #1	McDowell County
Program #2	Lincoln County
Program #2	Mt. Airy City
Program #2	Nash County
Program #2	Thomasville City
Program #3	Wake County
Program #3	Elizabeth City-Pasquotank
Program #3	Rowan-Salisbury
Program #4	New Hanover County
Program #4	Chatham County
Program #4	Guilford County
Program #4	Moore County
Program #4	Columbus County
Program #4	Cabarrus County



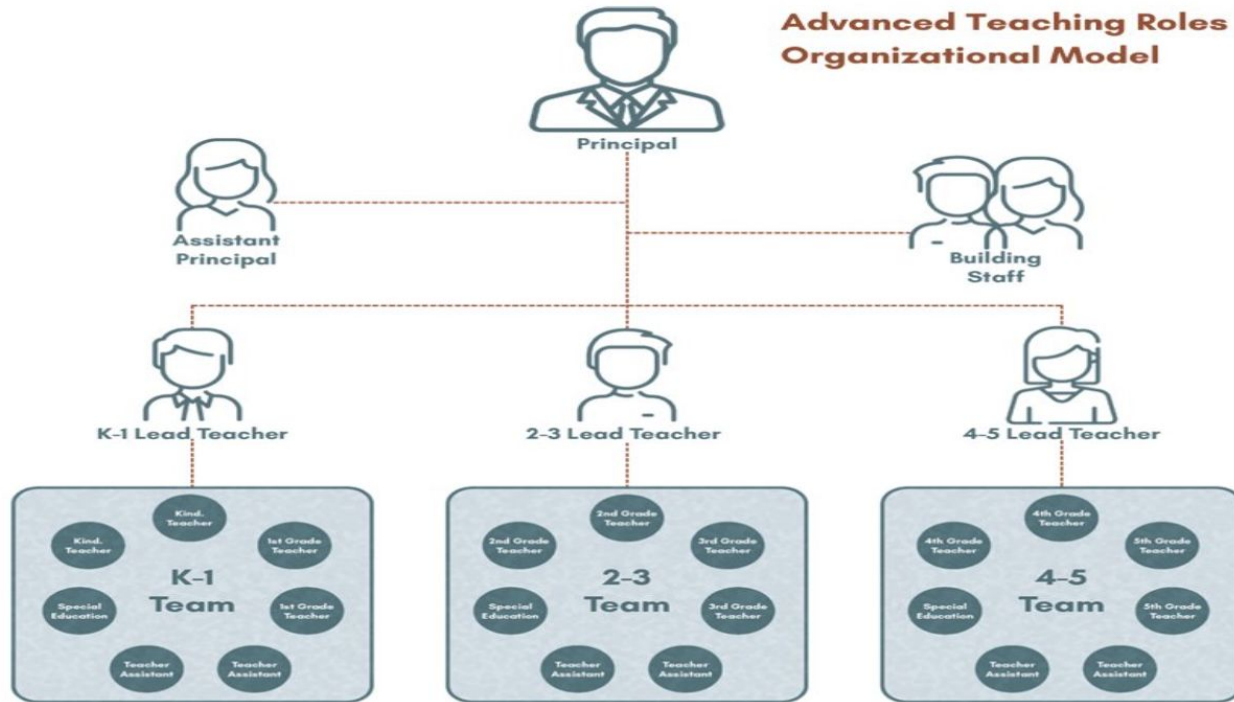
- Temporarily Suspended Program
- Programs Approved for 2024-25
- Active, Funded Programs
- Programs in Continuation Funding

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# Current State of School Organization



# ATR Approach to School Organization



# Selection Criteria for Advanced Teacher Roles

ATR programs must establish the minimum qualifications for their advanced teaching roles positions. Criteria must include at least two of the following:

- Advanced certification, such as NBPTS certification or a master's degree in the (content) area in which the teacher is licensed;
- A rating of at least accomplished on each of the Teacher Evaluation Standards of NCEES;
- A three-year average EVAAS growth index of 1.5 or greater, and no individual year of growth below 0.
- Demonstrated mastery of teaching skills as required by the local compensation model.

# Demonstrated Mastery of Teaching Skills

- How can NCDPI and State Board of Education provide guidance on determining mastery of teaching skills?
- SBE approved the use of ESSER funds for a research study into this (and other) question(s).
- Research study will examine program participants' selection criteria to determine what factors are correlated with success in advanced teaching role.
- Study will also explore non-testing related measures of teacher effectiveness that can support program participants in their selection processes.

# Questions for Discussion

- How can the State (SBE and NCDPI) help expand the ATR program into under-represented parts of the State?
- What implications are there for the principal role in the ATR approach to school organization? What supports do principals need to shift from the traditional, to new, paradigm?
- How can the ATR model provide targeted support for beginning teachers and address their high attrition rate?
- Should the research findings indicate selection criteria that are correlated with better outcomes, should the SBE standardize (in part or whole) the selection criteria for ATR advanced teacher roles?

# Growth Opportunities

Alex Granados, Policy and Research Advisor to the Superintendent

# Licensure and Compensation Reform

- The Professional Educator Preparation and Standards Commission worked for more than a year on licensure reform.
- Following that work, in March 2023, the State Board voted to request General Assembly authorization to run a six-year pilot of licensure and pay reform.

# CAREER PATHWAYS

	<b>\$30,000</b> Base Salary*	<b>\$38,000</b> Base Salary*	<b>\$40,000</b> Base Salary*	<b>\$45,000</b> Base Salary*	<b>\$56,000</b> Base Salary**
<b>APPRENTICE</b>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"><li>▶ Associate's degree or equivalent number of semester hours towards a bachelor's degree</li><li>▶ Community Colleges can support current, classified TA's in obtaining an Associate's of Arts degree and moving into the licensed Apprentice role</li><li>▶ Community Colleges can serve as the preparation provider to assist in moving from Apprentice or License 1 to other license levels</li></ul> <p><b>Support</b></p> <ul style="list-style-type: none"><li>▶ Mentored and supported by a License 4 teacher</li><li>▶ Could receive support from the employer's ITSP (Initial Teacher Support Program) while working toward a License 1</li></ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"><li>▶ Bachelor's degree or higher</li><li>▶ 18 hours of relevant content</li><li>▶ Preparation sponsor (EPP and Public Unit)</li></ul> <p><b>Support</b></p> <ul style="list-style-type: none"><li>▶ In-class supervision by Advanced Teacher</li><li>▶ Co-teacher of record</li></ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"><li>▶ Preparation sponsor (EPP and Public School Unit)</li><li>▶ Choose from approved tools to provide evidence of mastery of standards of practice assigned to the license</li></ul> <p><b>Support</b></p> <ul style="list-style-type: none"><li>▶ Mentor &amp; plan for advancement</li><li>▶ 5+ hours/week of clinical supervision</li></ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"><li>▶ <b>**Completers of a traditional EPP program start here**</b></li><li>▶ Use approved tools to provide evidence of mastery of standards of practice assigned to the license</li></ul> <p><b>Support</b></p> <ul style="list-style-type: none"><li>▶ Weekly peer review by License 4 or higher educator</li></ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"><li>▶ Use approved tools to provide evidence of mastery of standards of practice assigned to the license</li></ul> <p><b>Support</b></p> <ul style="list-style-type: none"><li>▶ Classroom Excellence &amp; Adult Leadership Coaching</li><li>▶ Base Salary Range: \$56,000 - \$71,000</li></ul>

\* Salary numbers were based on the 2021-22 teacher salary scales and will change to reflect the new salary scale. Additionally, salary listed is base and does not include possible increases from local supplements, National Board Certification, license renewal, master's degree, annual increases, future budget increases, etc.

\*\*License four salaries will continue to grow with years of experience, in addition to mastery.

## ADVANCED CREDENTIAL LEADERSHIP OPPORTUNITIES

**ADVANCED TEACHER CLASSROOM EXCELLENCE: Salary - License 4 Rate of Pay + \$5,000**

Conduct model lessons and facilitate peer reflection.

**ADVANCED TEACHER ADULT LEADERSHIP: Salary - License 4 Rate of Pay + \$10,000**

**REQUEST BY THE NORTH CAROLINA STATE BOARD OF EDUCATION TO THE  
NORTH CAROLINA GENERAL ASSEMBLY  
AUTHORIZING THE CREATION OF A PILOT PROGRAM TO STUDY  
A NEW TEACHER LICENSURE SYSTEM**

**Teacher Licensure Pilot Program to be Implemented:** The State Board of Education shall develop and implement a pilot program to study a new professional pathways and licensure system to replace the current teacher licensure system. Such a pilot program shall include local public-school districts of varying size and geographic diversity and shall be designed to implemented at the district level beginning in the 2024-25 academic year following a year of preparation during the 2023-2024 fiscal year. The pilot shall be authorized for six academic years, including the planning year.

**Statement of Need/Policy --** Such a pilot program is needed for the following reasons:

- The current licensure system is overly complicated and difficult for teachers to navigate.
- The current pathways into the teaching profession do not have sufficient flexibility or professional support to meet the needs of teachers from various backgrounds who wish to enter the teaching position.
- There are insufficient numbers of individuals entering into the teaching profession. It is critical for the State to remove unnecessary barriers to entry into the teaching profession.
- Teachers in their first three years are leaving the profession at the rate of 12.7% per year, a number which has been increasing over the last five years. There are ways the State can reduce these high attrition rates. It is essential to the success of public education in the State that beginning teachers receive the professional preparation, professional development and support they need in order to be successful and feel supported so that they will choose to remain in the teaching profession.
- The current licensure system does not allow the flexibility needed to meet incoming teachers “where they are” based on their unique and individual needs.
- Current teacher compensation is not commensurate with that of other professionals who have similar educational attainment. Further, teachers lack opportunities to advance their careers while staying in the profession. These are barriers to teachers entering and remaining in the profession.

## **Required Elements of the Proposed Pilot** – The pilot program shall include the following elements:

- A series of entry points and transition into the teaching profession, with clear requirements for the different entry points and transitions that allow for advancement, instead of the current system in which all teachers are treated the same based on longevity.
- Pathways for progressively advancing through the different levels of licensure, to achieve continuing or permanent licensure and advanced licenses.
- Advanced teaching, mentor, and teacher leadership roles designed to support and improve classroom instruction.
- Learning tools and structures that are designed or selected to support teachers through the various levels of licensure and professional learning and advancement.
- Alternative methods to assess the competencies of beginning teachers.

# Barrier to reform: Effectiveness Measures

- Demonstration of effectiveness 3 of 5 years (either EVAAS or ~~Qualitative Growth Review~~ Tools designed to measure impact on student learning/peer collegial review practice or other reliable and valid quantitative or qualitative methods that have not yet been developed)
- SBE approved use of ESSER funds for research study into evaluation measures for effectiveness.
- Study of ATR selection criteria of advanced teachers will take place over the next year.

# Teacher Support

- Advanced Teaching Roles is the spearhead for any licensure reform.
- It provides an opportunity for advancement while baking in support for early-career teachers.
- Lead teachers will oversee a team of teachers, including early career teachers, and provide supports dependent on the need of the respective teachers.

# Preliminary Steps Toward Reform:

- Fine-tuning and growth of Advanced Teaching Roles.
- Identification of effectiveness measures other than EVAAS.
- Development of additional on-ramps to the classroom..

# Questions for Discussion

- What possible measures of effectiveness should the state consider?
- What additional barriers to licensure reform need to be considered?
- What are the most important elements teachers need in a new licensure system?
- What are the pitfalls of transitioning to a new licensure system?

# NC Teacher Apprenticeships

Julie Pittman, Special Advisor to State Superintendent, Teacher Engagement

# HB 259: Teacher Apprenticeships

1. The original provision for TA to Teachers and Teacher Apprenticeships in HB 259 was written narrowly, and therefore no one has qualified for Teacher Apprenticeship funding as of April 1. This money will revert at the end of the fiscal year.
2. TA to Teachers has experienced more demand than there is money allocated in the budget.
3. NCDPI submitted a request for technical correction so that in the current fiscal year, leftover money for Teacher Apprenticeships will go to TA to Teachers to help meet the current demand.
4. A separate provision was submitted by NCDPI to expand the flexibility for Teacher Apprenticeships to design the state apprenticeship program to meet specific workforce needs and different entry points.

# Benefits for State and District School Systems

- A well-prepared and diverse educator workforce
- An expanded pool of individuals eligible to become teachers through increased access to affordable pathways
- Effective recruitment and retention of high quality educators
- Incentive and braided funding streams for program development and implementation



# Benefits for Prospective Educators

- Clear pathways to educator credentials and licenses
- “Earn While You Learn” model that helps eliminate financial burdens of educator preparation programs
- Long-term mentorship beyond student teaching experience
- High-quality new teacher induction and job-embedded professional learning



# Benefits for Educator Preparation Programs

- Effective strategy to recruit and support diverse students
- Streamlined partnerships with state/district education agencies
- Opportunity to re-envision educator preparation



# Educator Registered Apprenticeship (ERA) Intermediary

- Currently supporting NCDPI in designing/implementing K-12 Registered Apprenticeship Programs (RAP)
- With funding from the US DOL, the ERA is led by [RTI International](#) and provides technical assistance to state and local education agencies and their partners across the country to help them design and launch educator Registered Apprenticeship Programs (RAPs).
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# State Leadership Academy (SLA)

- North Carolina has registered a team to participate in the ERA's [State Leadership Academy](#) - a cross-state, virtual workshop series to help state teams better understand RAPs in education and the different models implemented in different states/districts/schools.
- The NC SLA team will consider local contexts and policies, as well as develop a plan for how NCDPI will implement educator RAPs in the state

# State Design Team: Fall 2024

- The NC SLA Team and NCDPI have started discussions around co-hosting a statewide ‘Teacher Apprenticeship Accelerator’ in the Fall with the ERA where district teams can come together to design their Registered Apprenticeship Programs.
- District teams can complete their grant applications for HB 259 funding by December 2024.

# Questions for Discussion

- How will a Teacher Apprenticeship Program address pipeline issues?
- What impact will this have on the way we prepare teachers?
- How will this help support beginning teachers?
- How could this help students have greater access to high quality teachers?
- How could this help us study and develop measures of effectiveness?
- How could this grow district/regional partnerships with EPPs and Community Colleges?

# Discussion