



Advanced Teaching Roles: Key Evaluation Findings

Dr. Thomas Tomberlin and Dr. Shaun Kellogg

November 7, 2024

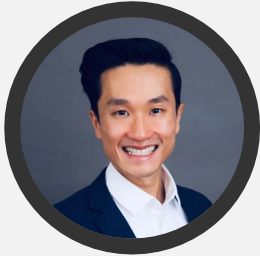
Authors & Sponsor



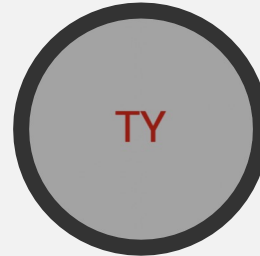
Shaun Kellogg, Ph.D.
Principal Investigator
Senior Director
Friday Institute



Thomas Tomberlin, Ed.D.
Agency Sponsor
Director of Educator
Recruitment and Support
NCDPI



Lam Pham, Ph.D.
Quantitative Lead
Assistant Professor
College of Education



Tamara Young, Ph.D.
Survey Lead
Associate Professor
College of Education



Sarah Bausell, Ph.D.
Qualitative Lead
Research Scholar
Friday Institute



Emily Thrasher, Ph.D.
Qualitative Support
Research Scholar
Friday Institute

Report Contributors



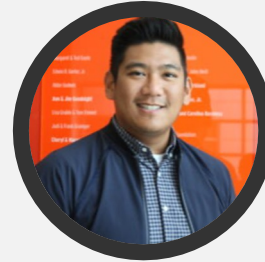
James Birkett
Quantitative Support
Research Associate
Friday Institute



Brayan Diaz
Qualitative Support
Research Assistant
Friday Institute



Victor Cadilla
Quantitative Support
Graduate Student
College of Education



Aaron Arenas
Qualitative Support
Research Assistant
Friday Institute

Agenda

1. Program Overview
2. Implementation (2023-24 SY)
3. Impacts (2022-23 SY)
4. Discussion

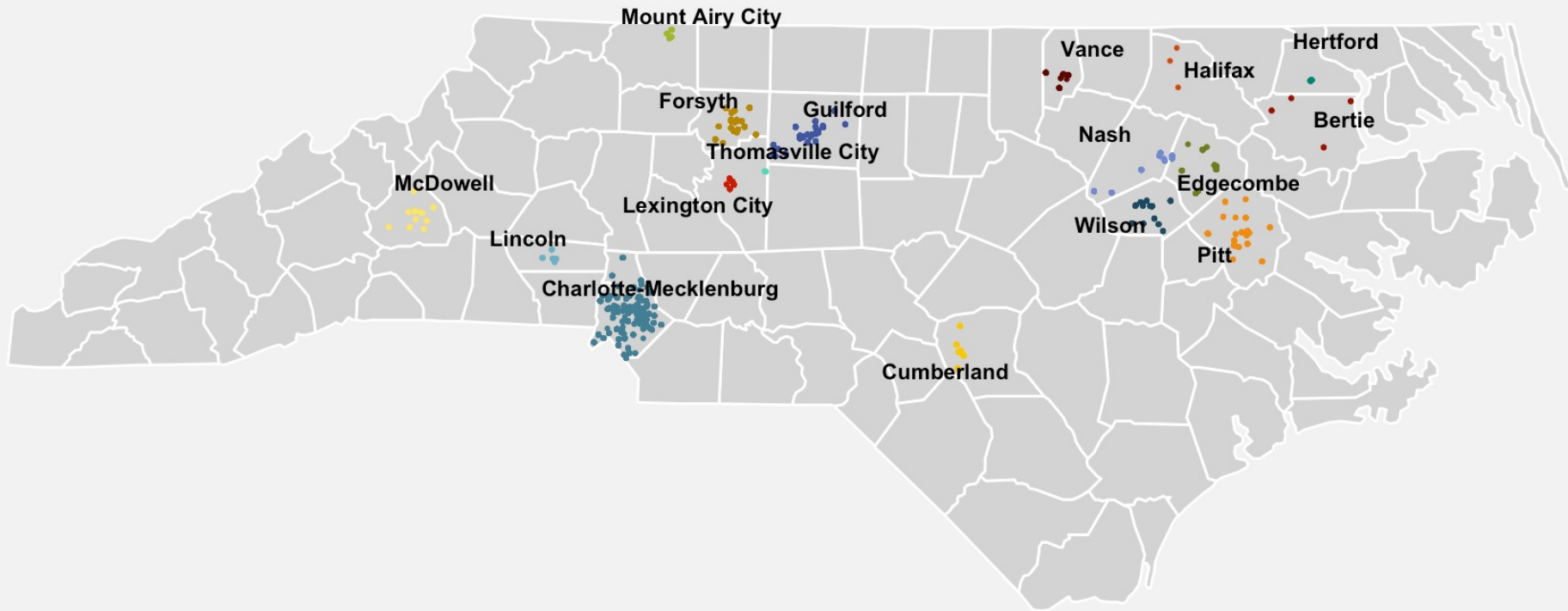
1. Program Overview

Goals, Grantees, and Legislation

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 academic achievement.**

Grant-Funded PSUs & Schools Implementing ATR in 2023-24



17 PSUs 277 Schools 849 Adv. Teachers 2,461 Supported Teachers

New Legislative Requirements*

Adult Leadership

- a. Leads a team of 3-8 teachers.
- b. Provides classroom instruction for at least 30% of the school day.
- c. Shares responsibility for the performance of all students of on team.
- d. Receives a supplement of \$10K.
- e. Makes up to 15% of teachers in an ATR school.

Classroom Excellence

- a. Is on an Adult Leadership teacher team.
- b. Assumes and maintains responsibility for at least 20% of additional students.
- c. Is responsible only for the performance of their own students.
- d. Receives a supplement of \$3K.
- e. Makes up to 5% of teachers in an ATR school.

*Article 20 Chapter 115C-312 of General Statutes

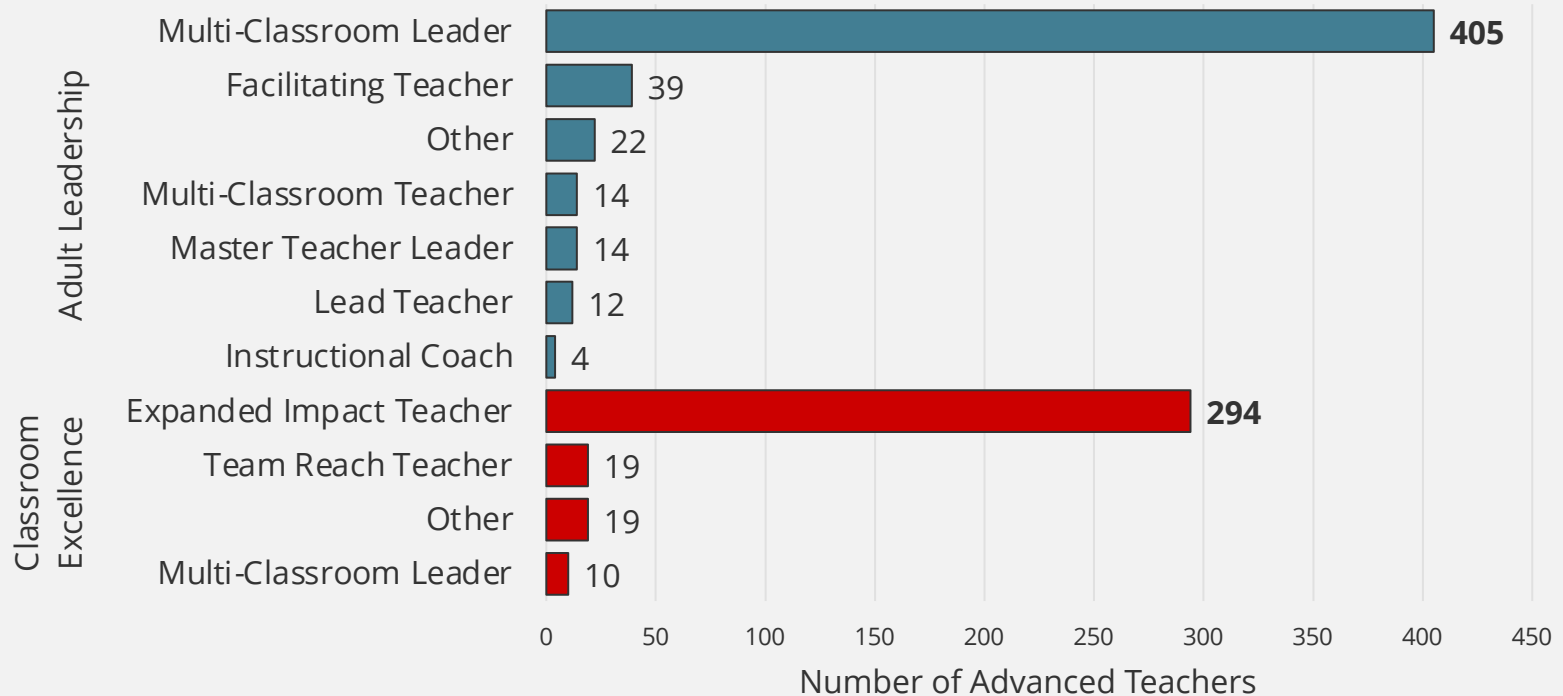


College of Education
Friday Institute for Educational Innovation

2. ATR Implementation

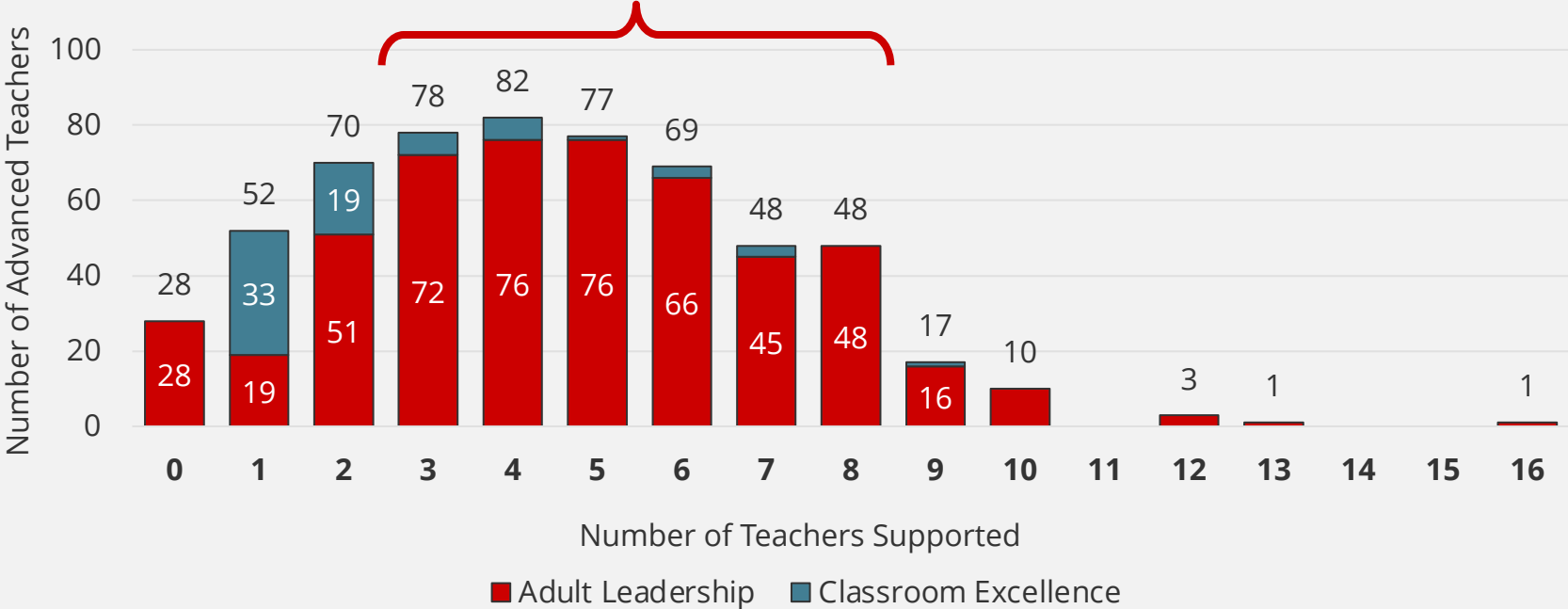
Program Findings for 2023-24

Roles of Advanced Teachers



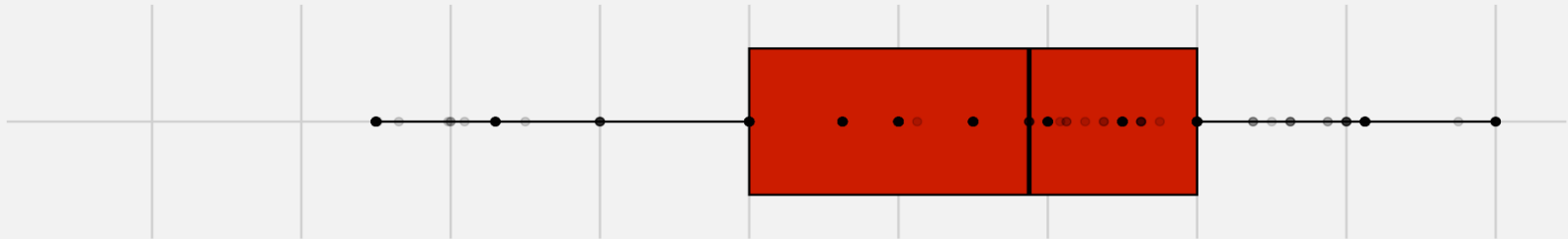
Number of Teachers Supported by Role

78% of Adult Leadership roles supported the legislatively prescribed 3-8 teachers



Salary Supplements

Adult Leadership



Classroom Excellence



↓
\$3,000 allotted for Classroom Excellence

↓
\$10,000 allotted for Adult Leadership

Case Study Highlights

ATR Strengths

- a. Tier II & III Student Support
- b. Ongoing Professional Learning Opportunities
- c. Career Ladder & Lattice for Teachers

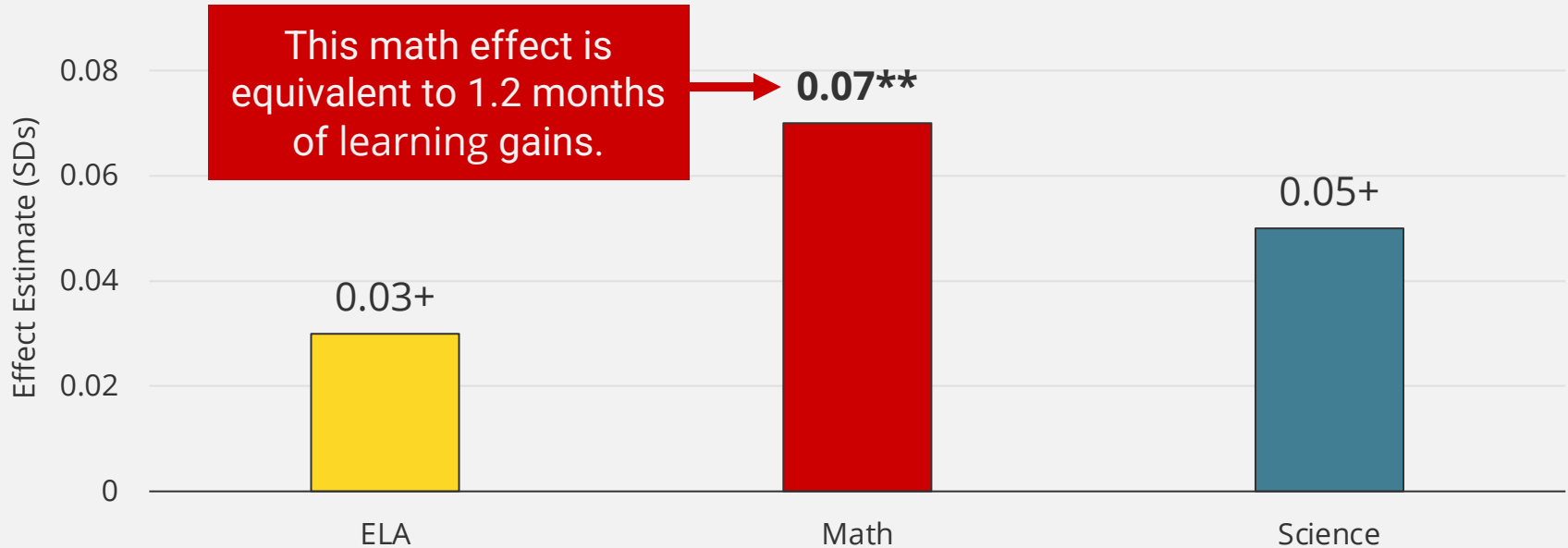
ATR Challenges

- a. Legislative Alignment
- b. Ongoing Demands of the Role
- c. Reliable & Sustainable Funding

3. ATR Impact

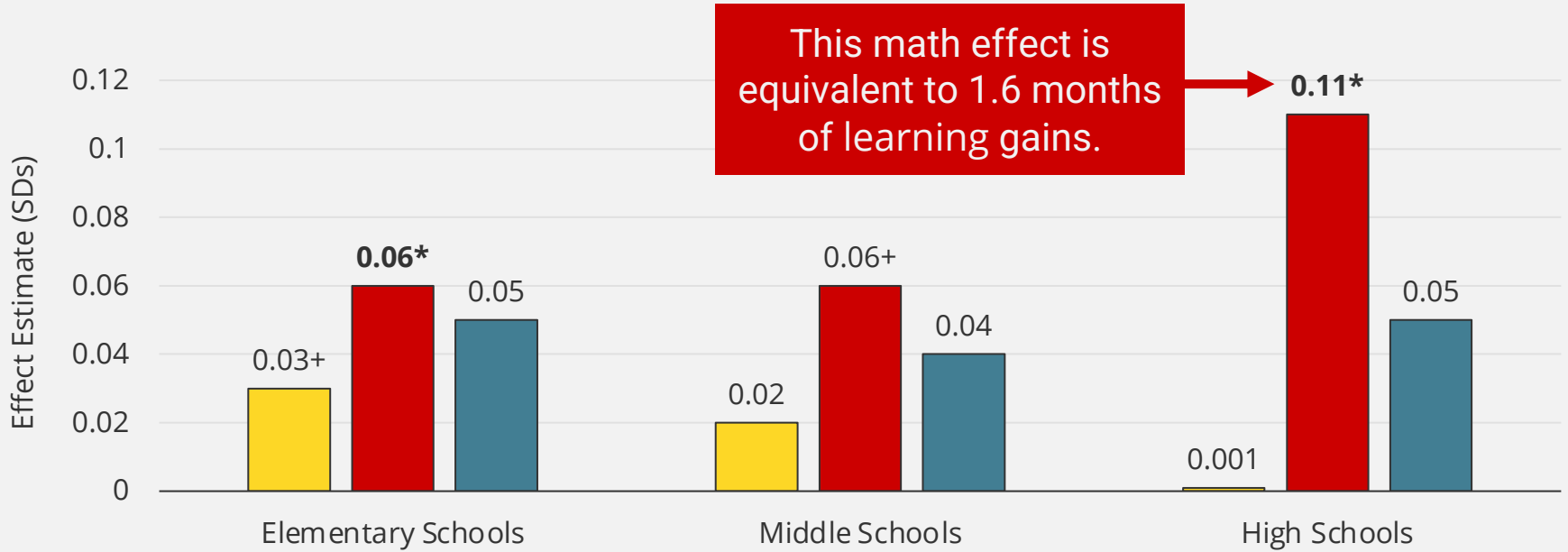
School-Level Findings for 2022-23

Student Achievement



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

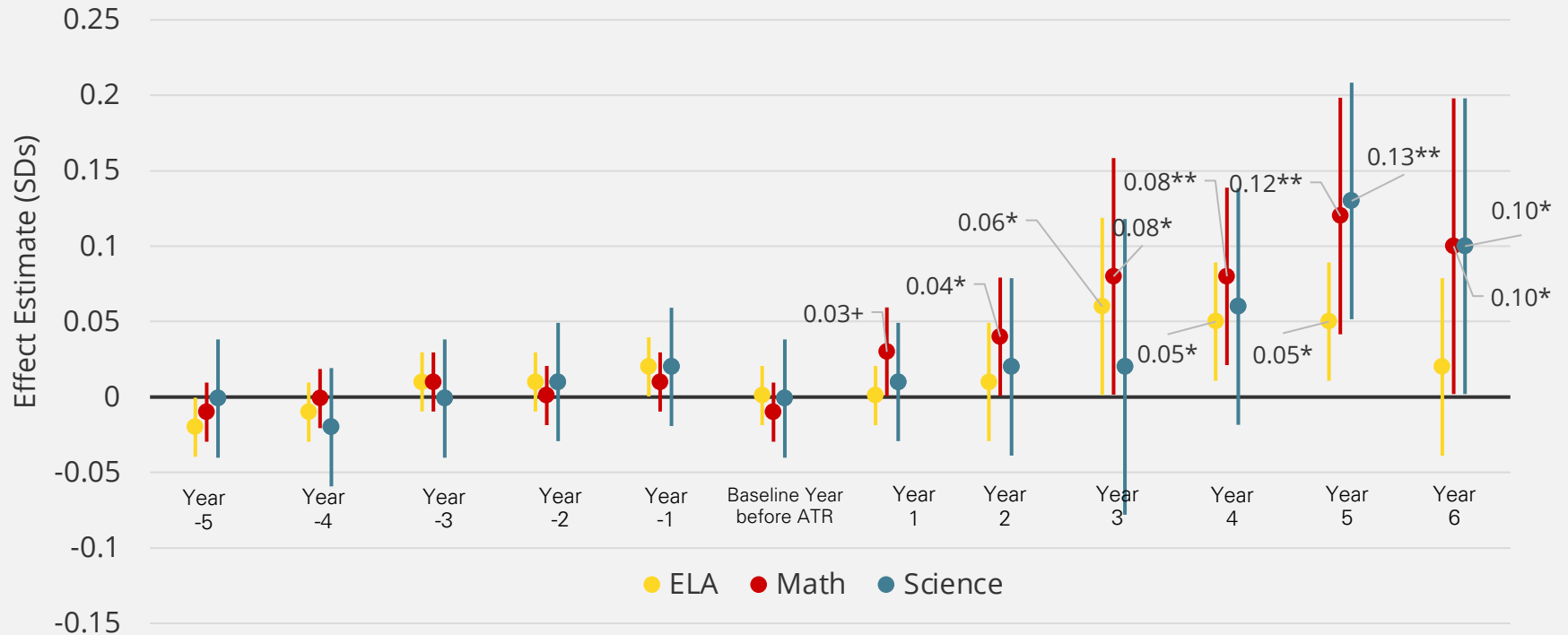
Effects by School Level



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

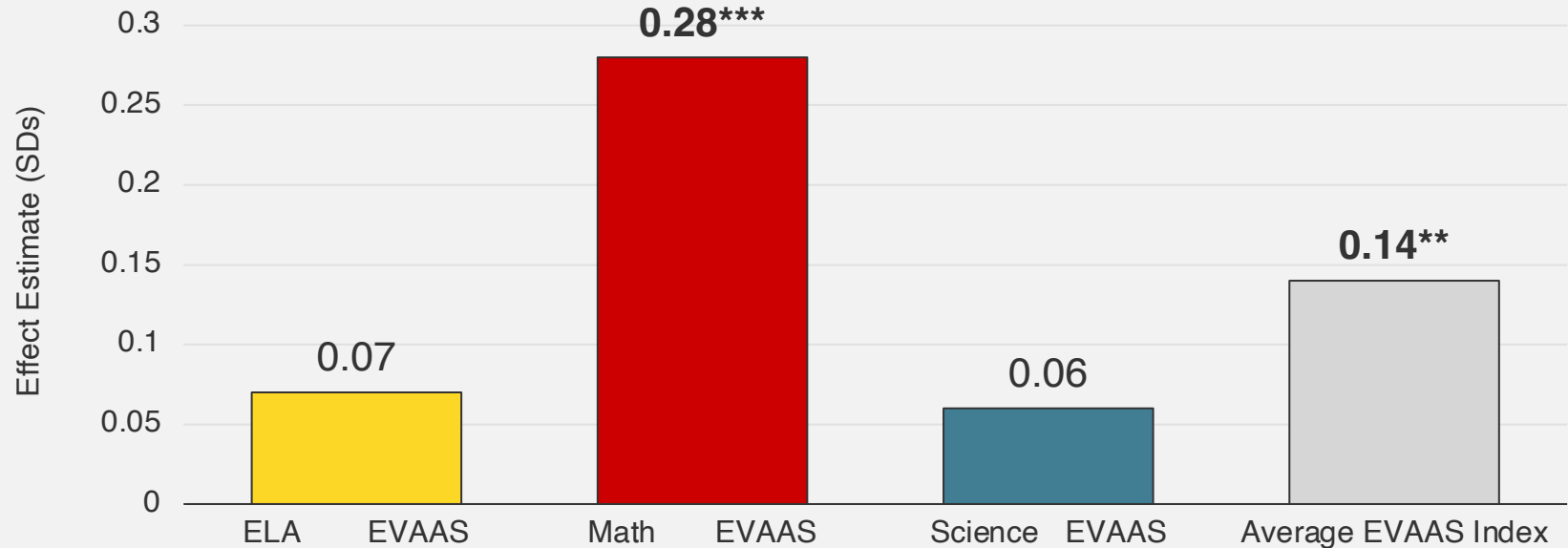
■ ELA ■ Math ■ Science

Effects Grow Over Time



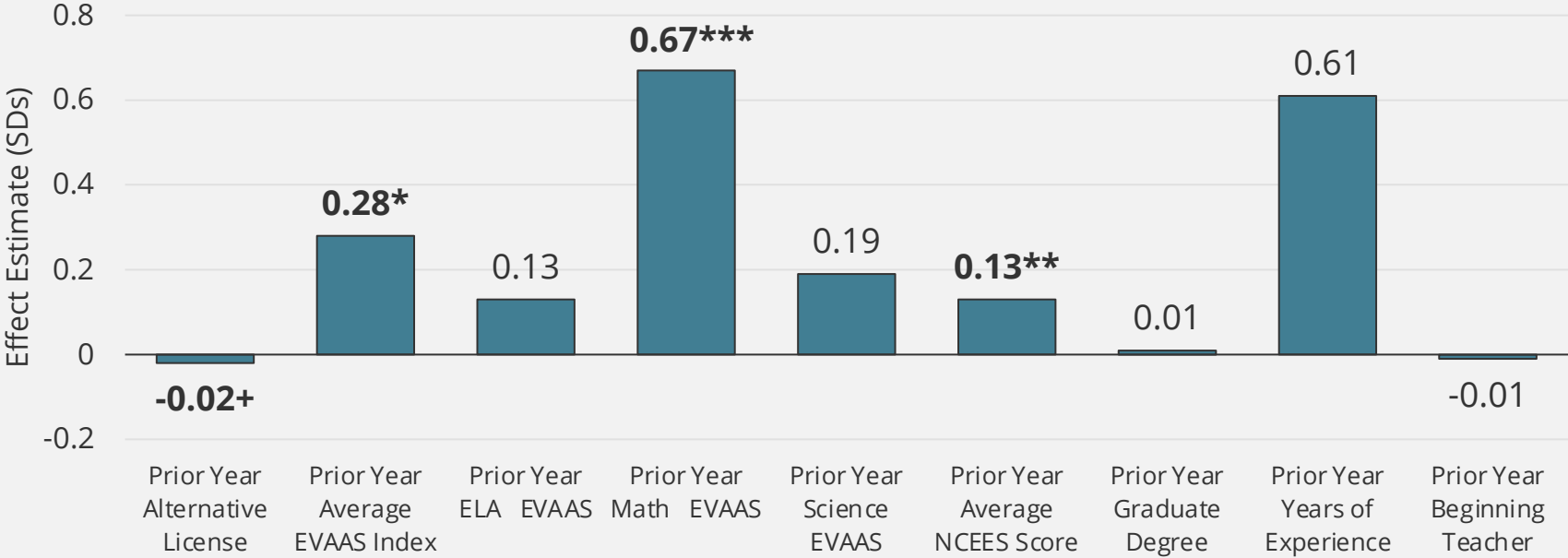
Note. + $p < .1$, * $p < .05$, ** $p < .01$, *** $p < .001$

Teacher Effectiveness



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

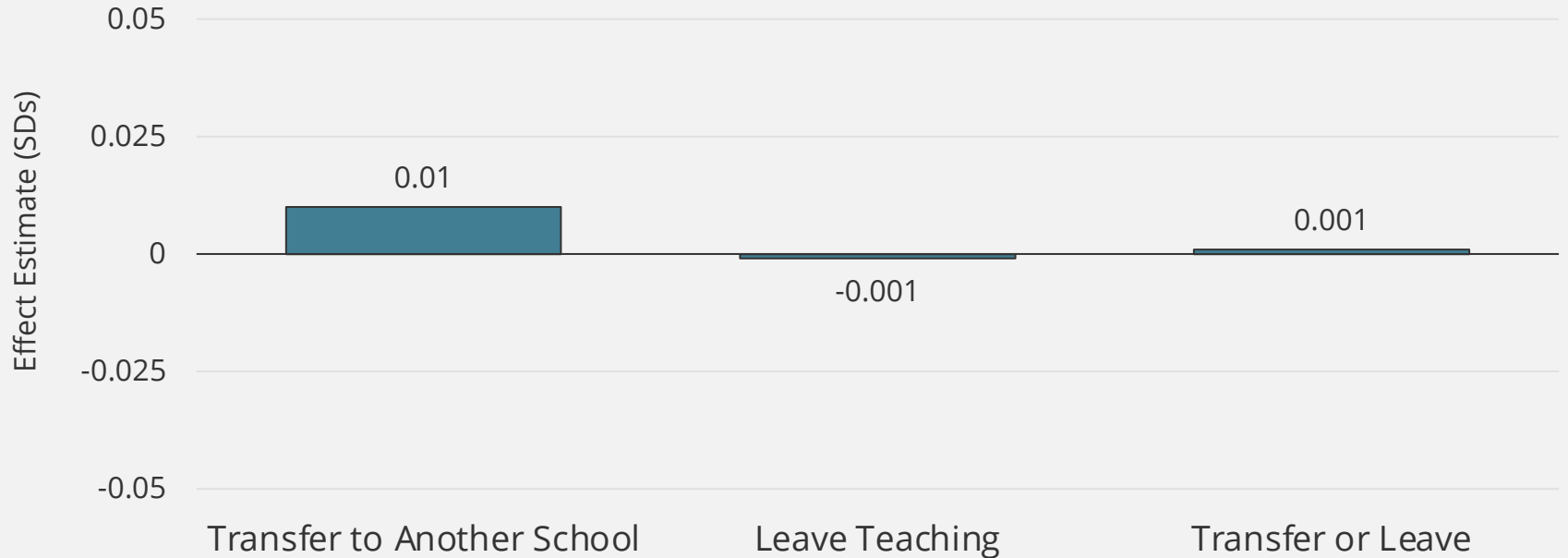
Characteristics of New Hires



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

Teacher Retention

No Effect on Teacher Turnover



Next Steps for 2023-24 Analyses

School-Level Impacts

- Monitor trends after 6th implementation year
- Reassess impact on Teacher Working Conditions

Teacher-Level Impacts

- Examine teacher-level impacts for all PSUs
- Explore program factors associated with impacts

4. Discussion

Recommendations & Questions

Recommendations

- School principals: Help establish processes and routines for *systematic data analysis* and provide more *tailored professional development* and collaboration opportunities for Advanced Teachers.
- District administrators: Provide *clear role definitions* and *sufficient release time* for Advanced Teachers and consider *broader retention strategies* beyond ATR.
- State Leadership: Provide *sustainable funding* and ensure *alignment of legislative requirements* with the reality of district contexts.
- Institutions of Higher Education: Enhance *connections with ATR programs* to better prepare future educators for new collaborative teaching models.

Questions or Comments?

Contact Information



Shaun Kellogg, Ph.D.

Principal Investigator

Senior Director & Teaching Professor

Friday Institute for Educational Innovation

sbkellog@ncsu.edu

NC STATE

College of Education
Friday Institute
for Educational Innovation