



Public Schools of North Carolina

Advanced Teaching Roles Pilot Evaluation: Y3 Final Report

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Design Component Assessment Criteria



Improvement of Classroom Instruction (Q1)



Increase in Schoolwide Student Growth (Q2)



Increase in the Attractiveness of the Teaching Profession (Q3)



Recognition of High-Quality Teachers (Q4)



Support for Retention of High-Quality Teachers (Q5)



Support for Beginning Teachers (Q6)



Scalability (Q10)

Data Sources

- **Impacted Educators Survey** – data collected from six participating LEAs – advanced role teachers, educators directly impacted, and school and LEA-level administrators.
- **Educator Preparation Program Survey** – survey of teacher licensure candidates in EPPs about the appeal of career ladder programs.
- **Teacher Working Conditions Survey** – 2016 and 2018 school-level TWCS data
- **Interviews and Focus Groups** – teachers, school and LEA administrators from the six participating LEAs.
- **Administrative Data** – LEA – grades impacted, number of participating teachers, application and acceptance data. NCDPI – teacher-level effectiveness data aggregated at school level.





Do Advanced Teaching Roles Improve the Quality of Classroom Instruction?

- Year 3 surveys yielded more administrator responses (66 in 2020 vs 23 in 2019), with the same percentage (83%) indicating that ATR did improve the quality of classroom instruction.
- Some administrators cite increased “pedagogical prowess” and teachers using data in goal setting as evidence.





Do Advanced Teaching Roles and/or Related Local-Level Salary Supplements Increase the Attractiveness of the Teaching Profession?

- Additional compensation is important for teachers taking on additional responsibilities.
- Teachers expressed positive views of career ladder in that it made teaching on par with other professions where advancement is possible.
- Most teachers (79%) strongly agreed or agreed that supplemental pay was adequate, but that is down from 92% in Y2.
- A greater number of teachers (47.9% vs 19.5%, $n=338$) found the opportunity to support other teachers more important than salary differentials.



Do the Pilot Programs Provide Recognition to High-Quality Classroom Teachers?

- Continued tension in selection process between highly-effective teachers (EVAAS) and leadership skills.
- Successful applicants for ATR have, on average, higher EVAAS scores than unsuccessful applicants, but the two groups have similar ratings on leadership criteria.
- Focus groups indicate that transparency of the selection process for selecting advanced teaching roles is improving.



Do the Pilot Programs Support Retention of High-Quality Classroom Teachers?

- A large majority (82%) of surveyed teachers remained consistent in their belief that an advanced teaching position would increase the likelihood of remaining in the classroom.
- Most teachers (74.5%, $n=330$) agreed that the opportunity to collaborate with lead teachers influenced their decision to remain in teaching.
- Y3 saw a modest decline in the number of administrators who felt that ATR had a positive impact on teacher retention (Y3, 83%, $n=65$ and Y2, 96%, $n=22$).



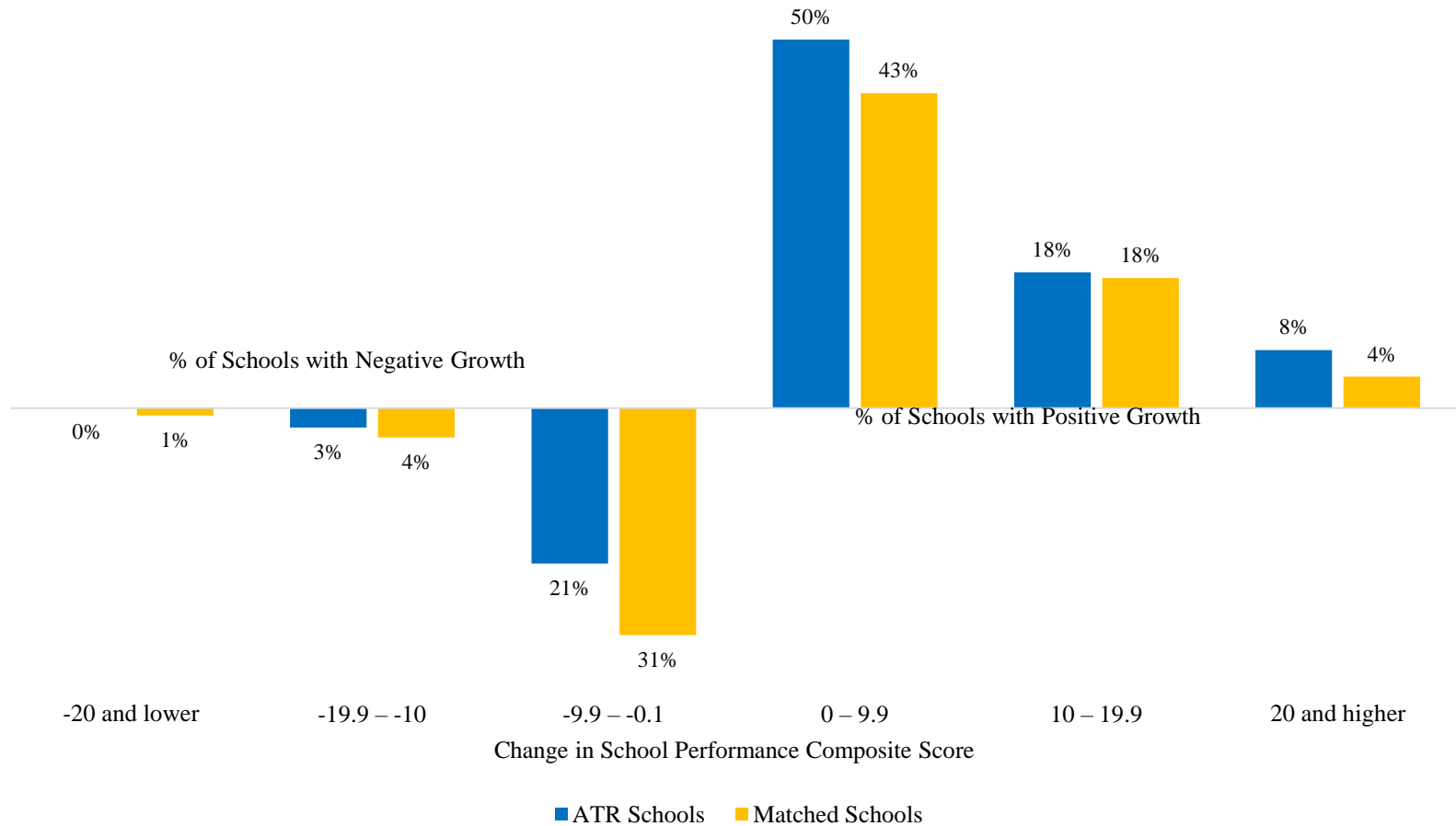
Do the Pilot Programs Provide Assistance to and Support Retention of Beginning Classroom Teachers?

- In Y3, teachers continue to assert that the ATR provides support to beginning teachers.
- Beginning teachers indicate that lead teachers provide better support than regular BTSP activities – especially due to the daily presence of a highly skilled teacher in the classroom.
- This effect is dependent on the design of the ATR program – highest when ATR is working directly with teachers in classrooms.



Do Advanced Teaching Roles Increase Schoolwide Student Performance?

2-Year Change in Performance Composite Scores (without CHCCS & WCS)





Program Recommendations for Scalability

- Require LEA proposals to reflect clearly both identified local needs and statewide lessons learned.
- Provide recurring supplemental implementation funding.
- Provide startup funding for planning and early one-time costs.
- Identify and provide options for LEAs to receive third-party or State technical support.
- Allow LEAs adequate time for both planning and program maturation.

Closing Thoughts (of the author)

But, by the end of our evaluation, and despite misgivings about specific aspects of certain implementations, the majority of the educators with whom we talked—including some who in the earlier years of the pilots expressed concerns—not only supported the presence of the programs but also wanted to see them grow and expand to other LEAs. One lead teacher summarized the less tangible value of advanced teaching roles programs in this way:

[T]here's value in trusting educators to investigate and make decisions about what's best for their students and use things that they've learned from other successful groups to influence what they do with their students. (Advanced Roles Teacher)



Questions and Comments

