

Advanced Teaching Roles Recommendations

Presented By:

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Purpose

Provide the Board with:

- An overview of Advanced Teaching Roles Program RFP
- Proposed changes to the upcoming RFP
- An overview of additional supports to be provided to Leandro districts planning to submit an RFP

Advanced Teaching Roles Program RFP Requirements

North Carolina Session Law 2020-78, Section 2.6

Purpose of Program

- Increase the number of students taught by highly effective educators
- Provide salary supplements to classroom teachers in advanced teaching roles
- Allow LEAs to create innovative compensation systems that lead to measurable improvements in student outcomes
- Establish organizational changes that allow sustainability of evidence-based teaching practices

Requirements of the RFP

- Issued annually on September 15th
- LEAs submit proposals by October 15th
- State Board of Education selects program participants by December 15th.
- State Board of Education approves ATR proposals submitted by October 15th if the LEA was participating in an approved program in the prior school in the 2020-21 school year (continuation of program beyond funding).

Required Components of RFP

- Description of program structure
- Descriptions of the advanced teaching roles (including minimum qualifications)
- Job responsibilities of ATR teachers
- Communication plan to LEA employees
- Process for voluntary surrender of advanced role
- Salary supplement information

Required Components of RFP

- Program implementation plan
- Plan for long-term sustainability
- Description of how LEA could partner with educator preparation programs (EPPs), institutions of higher education (IHEs), and community colleges to improve teacher effectiveness and student outcomes

Aligning ATR with State Board Strategic Plan

- **Goal I** – Eliminate opportunity gaps by 2025
 - Objective 6 – Increase the number of educators of color in schools across North Carolina
- **Goal II** – Improve school and district performance by 2025 (Objectives 2-7)
- **Goal III** – Increase educator preparedness to meet the needs of every student by 2025 (Objectives 1-4)

Recommendations

- Include a component to the RFP process that addresses the following:
 - SBE Goals II and III
 - Applicants describe how their ATR proposal ensures that all students in ATR schools have access to a highly effective teacher
 - Applicants describe how ATR program will ensure that teachers (esp. early-career teachers) are better prepared to meet the needs of every student.

Recommendations

- Include a component that addresses Goal I Objective 6 of the SBE Strategic Plan
 - ATR proposals describe how the program will provide differentiated support to early-career teachers that support all teachers of various cultural and social backgrounds
 - The selection of advanced teachers should include objective measures of teacher effectiveness to ensure all qualified teachers have equal opportunity for consideration

RFP Revisions

RFP – Purpose of the Program

- The State Board of Education recognizes the critical intersection of leadership and equity of opportunity. Districts are encouraged to develop advanced teaching roles programs that align with the board’s priorities to address the following:
 - (1) Ensuring that all students in ATR schools have access to a highly effective teacher
 - (2) Ensuring that teachers (esp. early-career teachers) are better prepared to meet the needs of every student.
 - (3) Providing differentiated support to early-career teachers that support all teachers of various cultural and social backgrounds
 - (4) Using objective measures of teacher effectiveness to ensure all qualified teachers have equal opportunity for consideration

Rubric – Qualifications for Positions

Qualifications for Positions	Minimal	Weak	Average	Strong	Excellent
Descriptors	Plan identifies only one approved qualification of individuals in advanced teaching roles.	Plan identifies two qualifications (at least one of which is approved) qualifying of individuals in advanced teaching roles. Plan has a weighting system for the criteria and a theory of action to support that system.	Plan identifies three qualifications (at least one of which is approved) qualifying of individuals in advanced teaching roles. Plan has a weighting system for the criteria and a theory of action to support that system.	Plan identifies four qualifications (at least one of which is approved) qualifying of individuals in advanced teaching roles. Plan has a weighting system for the criteria and a theory of action <u>that includes objective measures of teacher effectiveness to ensure all qualified teachers have equal opportunity for consideration.</u>	Plan identifies five qualifications (at least one of which is approved) qualifying of individuals in advanced teaching roles. Plan has a weighting system for the criteria and a theory of action <u>that includes objective measures of teacher effectiveness to ensure all qualified teachers have equal opportunity for consideration.</u> Plan has a balance of quantitative and qualitative measures.

Rubric – Leadership Outcomes

Leadership Outcomes	Minimal	Weak	Average	Strong	Excellent
Descriptors	Plan describes general outcomes that are expected to arise from the leadership of educators serving in the program's Advanced Teacher Roles	Plan describes specific outcomes that are expected to arise from the leadership of educators serving in the program's Advanced Teacher Roles, and articulates leadership processes <u>that include one of the following:</u>	Plan describes specific outcomes that are expected to arise from the leadership of educators serving in the program's Advanced Teacher Roles and articulates leadership processes <u>that include two of the following:</u>	Plan describes specific outcomes that are expected to arise from the leadership of educators serving in the program's Advanced Teacher Roles, and articulates leadership processes <u>that include three of the following:</u>	Plan describes specific outcomes that are expected to arise from the leadership of educators serving in the program's Advanced Teacher Roles, and articulates leadership processes <u>that include all of the following:</u>
		<ul style="list-style-type: none"> I. <u>Equitably supports teachers of various cultural and social backgrounds</u> II. <u>Ensures that teachers (especially early-career teachers) are better prepared to meet the needs of every student</u> III. <u>All students in ATR schools have access to a highly-effective teacher</u> IV. <u>Differentiated supports to early-career teachers</u> 			

Support for Leandro Districts

Additional Supports

- Schools identified as recurring low-performing
 - Technical support
 - ATR model in local context
 - Leverage resources
 - Completion of application

Questions