

# NORTH CAROLINA

## NEW TEACHER SUPPORT PROGRAM

AT A GLANCE

Consistent • Individualized • In-the-Moment

Teachers Served

**9300**



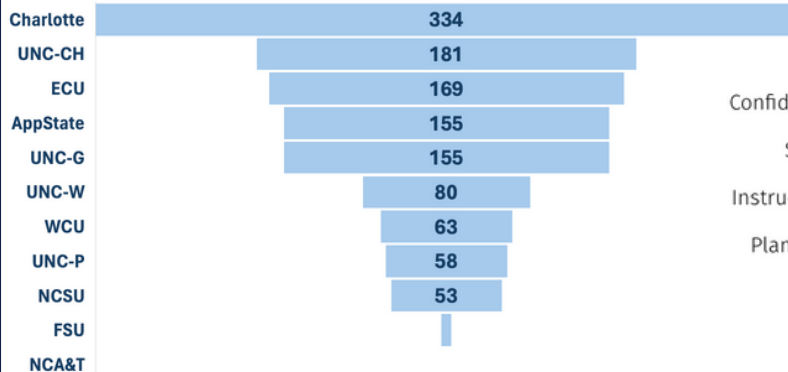
Coaching Hours

**140,000+**

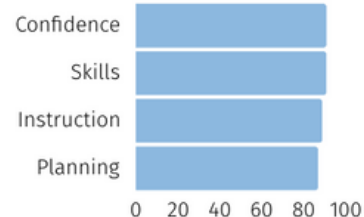
### Areas of most improvement reported by teachers

Classroom Management  
Student Engagement

2023-2024  
Teacher Enrollment by IHE Region



### Beginning Teacher Improvement



### PARTNER PERSPECTIVES

#### Partnership Motivations



- Instructional support needs
- Shortage of mentors
- Influx of alternatively licensed teachers

#### Core Values Alignment



- Teacher retention
- Building teacher efficacy
- Managing frequent change

#### Pressing Challenges



- Financial constraints
- Narrative data
- Contextual needs

### MOST VALUED SUPPORTS

#### As Reported by District Partners

Delivery of instructional strategies

Non-evaluative Observation

Sharing Resources

Classroom/Behavior Management

### CONTACT

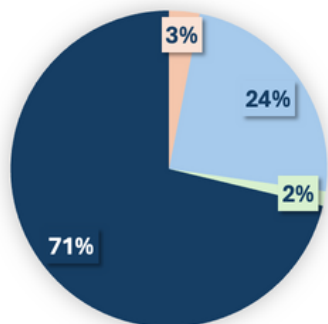
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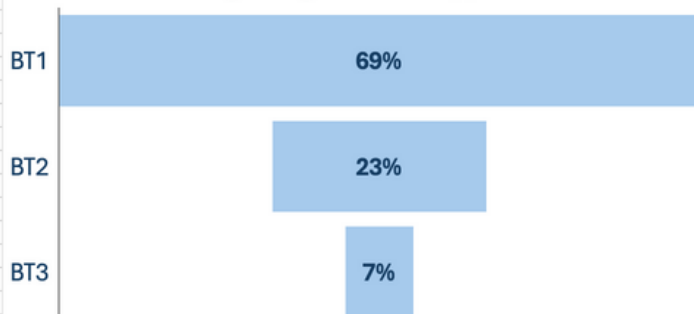
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### NC NTSP



- Teaching Fellows
- Residency
- Laboratory Schools
- Traditionally Prepared

### Beginning Teacher Support



## Challenges

- Teacher vacancy and attrition rates are concerning in NC, and some schools/districts are more susceptible to these challenges than others, e.g. districts with higher populations of non-white students (Public School Forum of North Carolina, 2023)
- The number of teachers available for vacancies has declined, leaving districts in need to hire less-qualified candidates.
- Retention is important because available candidates for open positions is limited.
- Challenges are exacerbated by low teacher pay and lack of respect for the teaching profession.

## What we know

- Targeted recruitment efforts and new pathways are helping but must be paired with a focus on retention and improved instructional quality.
- The Advanced Teaching Roles Program could be helpful for student learning, but evaluation indicates that it does not impact overall teacher retention for schools, and schools are further challenged by variable funding, staffing shortages, and time constraints for Advanced Teachers (Arenas et al., 2023).

## Opportunity

- The NC New Teacher Support Program, in operation since 2015, has a statistically significant and positive effect on teacher retention in North Carolina (Bastian & Marks, 2017; Huggins et al., 2021)
- NC NTSP has even stronger effects on the retention of Black teachers, and it stabilizes retention in schools that have higher percentages of economically disadvantaged students, non-white students, or beginning teachers. (Cash, Cox, Hodge, Lambert, & Lim, 2024)
- NC NTSP coaches are external, non-evaluative, highly experienced in coaching, and do not hold responsibilities outside of coaching. These are benefits of NTSP over the current organization of Advanced Teacher Roles.
- The current form of NC NTSP is challenged by stretching to meet a variety of contextual district needs that are reliant on sources of funding that are time limited.
- NC NTSP requires long-term, recurring funds to support consistency in coaching quality over time and access for district partners in the greatest need of coaching support.

## Expansion

- Increase Beginning Teacher Support - Intentional Settings
- Alignment to NC Initiatives
  - Laboratory Schools, Teaching Fellows & Principal Fellows, Advanced Teaching Roles, Principal Academy, & Microcredentials
- Research Practice Partnerships
  - IHE Faculty, Teachers, Parents, Students, District Partners, Community, & NCDPI
- Extramural Funding
- Engagement with State and National Organizations
  - NCDPI, NACTE, AACTE, NCPAPA, NCASA, ATE, & EFPF