

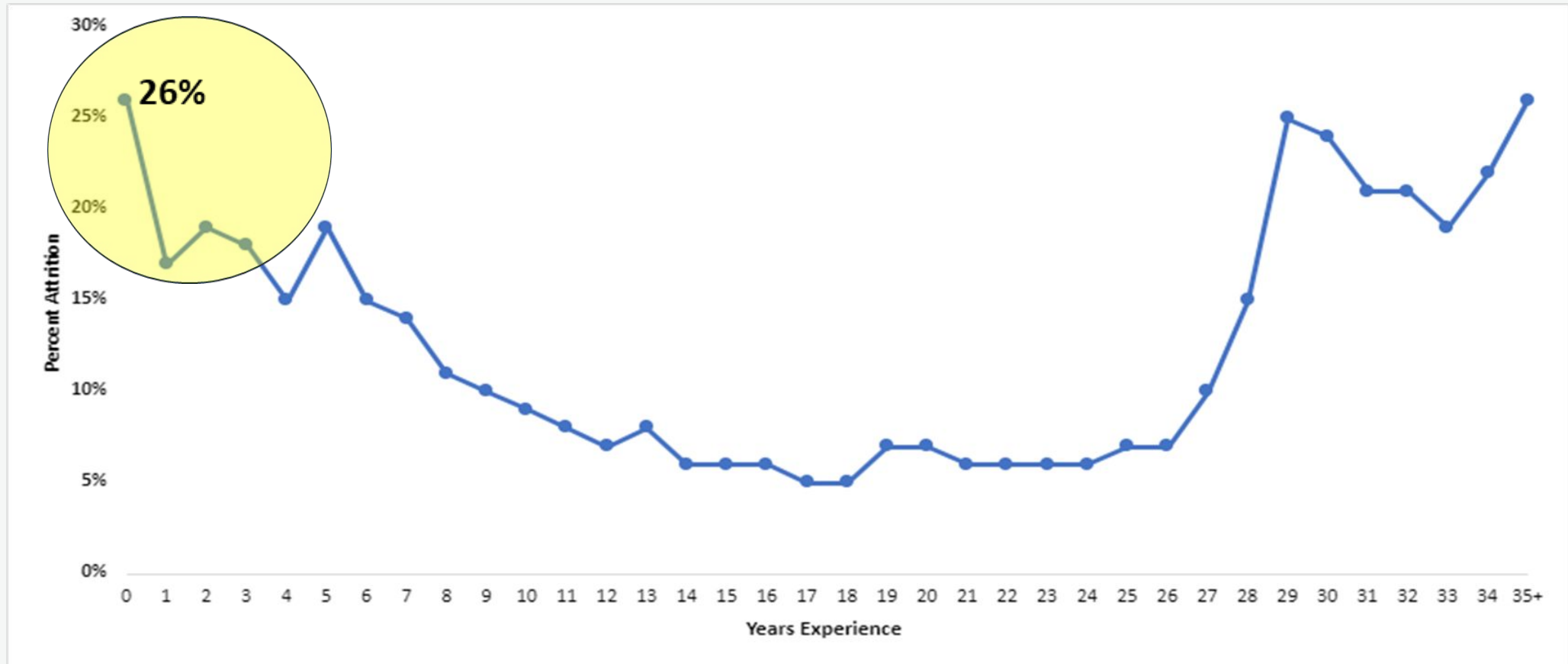
Impacts of the North Carolina New Teacher Support Program on Beginning Teacher Retention

Dr. Anne Cash and Dr. Kyle Cox

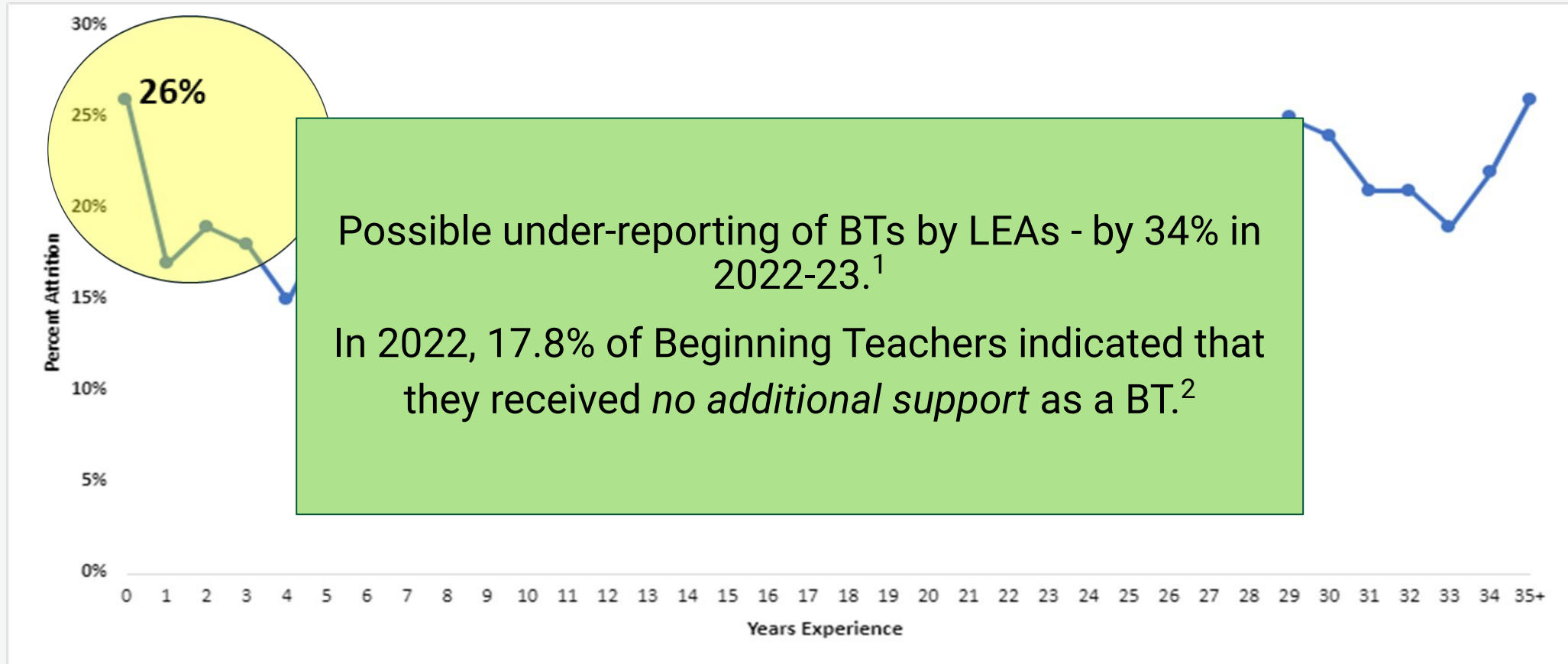
University of North Carolina at Charlotte

Presentation to the North Carolina State Board of Education

April 30, 2024



2022-2023 State of the Teaching Profession Report
Figure replicated from 4/3/24 Presentation by Dr. Derrick Jordan
and Dr. Thomas Tomberlin to the NC State Board of Education



¹2022-2023 State of the Teaching Profession in North Carolina

²2022 Teacher Working Conditions Survey

This project is in partnership with the North Carolina Department of Public Instruction and the North Carolina New Teacher Support Program.

UNC Charlotte

- Dr. Anne Cash, Principal Investigator
- Dr. Kyle Cox, Co-Investigator
- Dr. Jae Hoon Lim, Co-Investigator
- Dr. Mindy Adnot, Consultant
- Jada Deiderich, Graduate Assistant
- Marah Lambert, Graduate Assistant

NC NTSP

- Dr. Elizabeth Hodge
- Dr. Beth Edwards
- Ashley Norris
- Regional Directors
- Coaches
- Teachers

Friday Institute, NC State

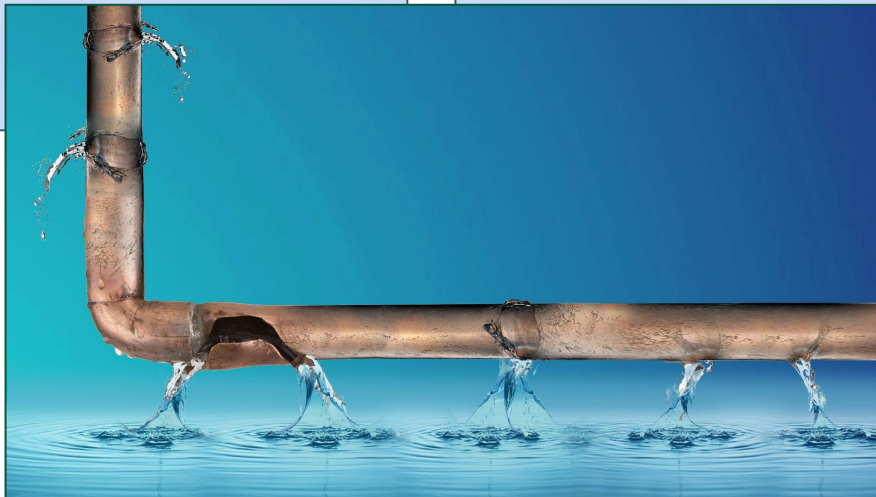
- Dr. Rebekah Davis
- Erin Huggins
- James Birkett

What

Evaluations show that the **NC New Teacher Support Program** reduces **beginning teacher attrition**¹.

So What

Yet its statewide infrastructure **currently serves less than 10% of NC's Beginning Teachers** each year.



Now What

1. **Increase recurring state-appropriated funds** to support NC NTSP long-term sustainability and impact.
2. **Further engage NC NTSP as a partner** to study and develop innovative solutions to the challenges experienced by beginning teachers.
3. **Support ongoing research on coaching practices** that bolster retention and effectiveness **across the pipeline.**

¹Bastian & Marks, 2017; Huggins et al., 2021



TOTAL SERVED SINCE 2014



140K+
COACHING
HOURS



85
LEAS



132
PSUs

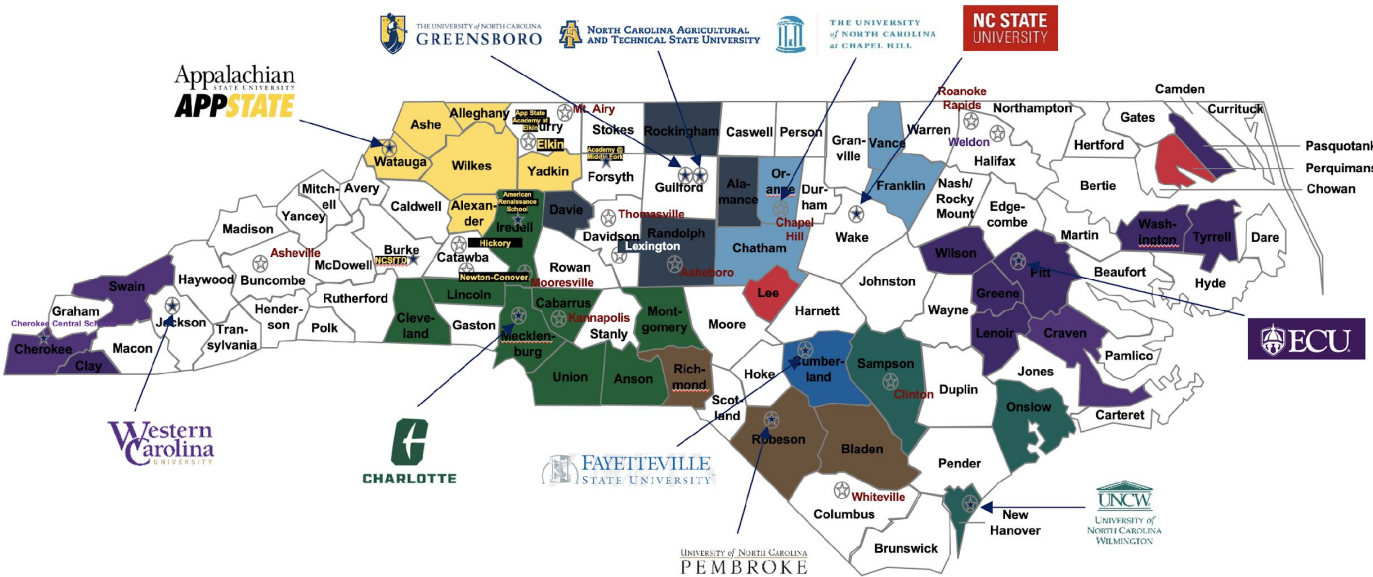


750
SCHOOLS



9,300
TEACHERS

The NC NTSP mission is to support beginning teachers through consistent, individualized, in-the-moment coaching aligned to individualized growth and personalized professional development.



The NC NTSP provides each teacher with:



Instructional Skills Institute



Intensive, individualized classroom coaching



Aligned professional development sessions

NC New Teacher Support Program and Teacher Retention: Research Findings

2016-2022

We found NC NTSP significantly increased teacher retention:

- NC NTSP teachers were more likely to stay in North Carolina
- NC NTSP teachers were more likely to stay in their district/LEA
- NC NTSP teachers were more likely to stay in their school

These positive effects were consistent even across:

- Teacher licensure route
- School level (Elementary, MS, HS)

NC NTSP increased teacher retention:

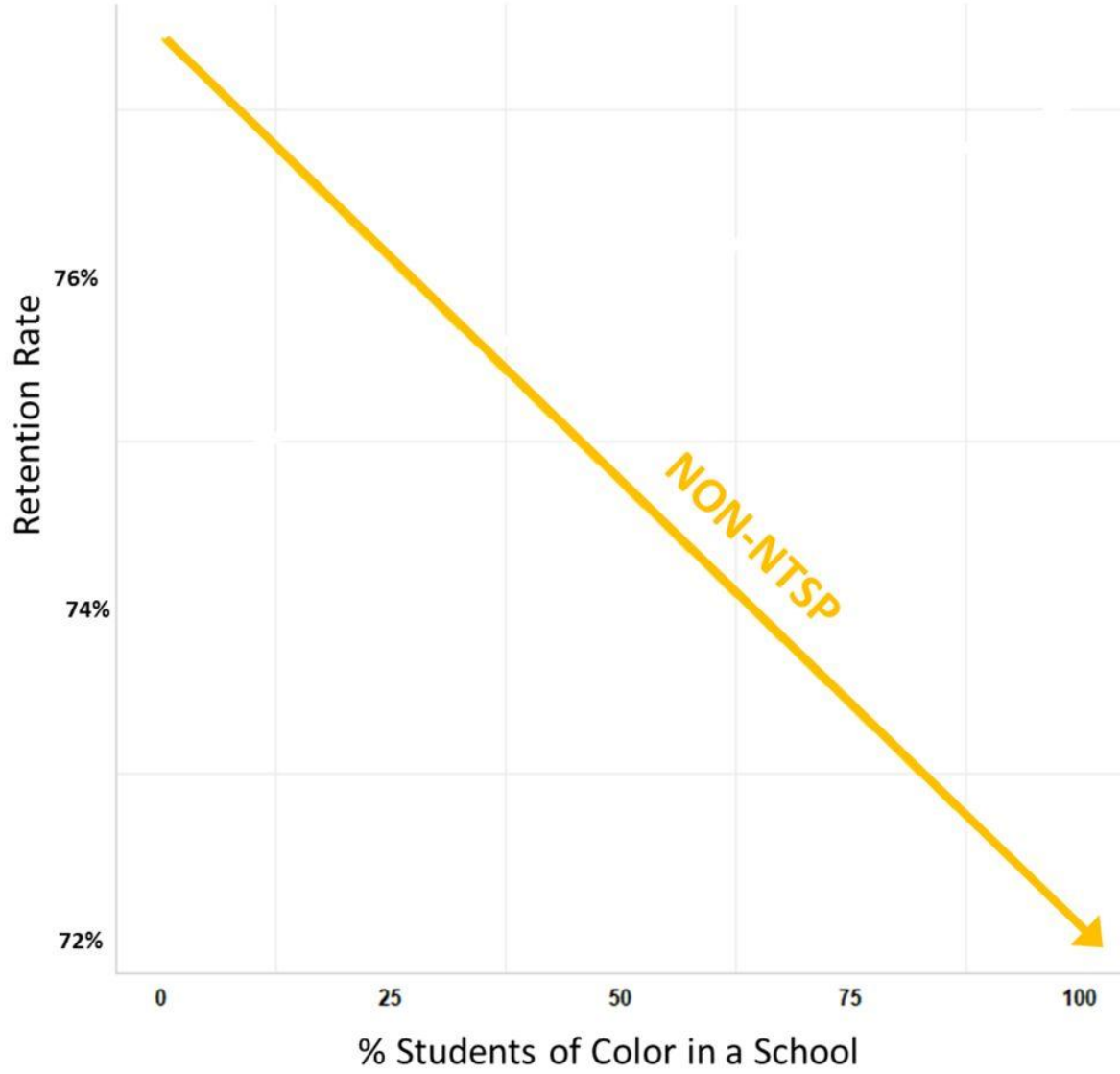
But was particularly beneficial for...

- Black teachers
- Teachers in urban and suburban schools

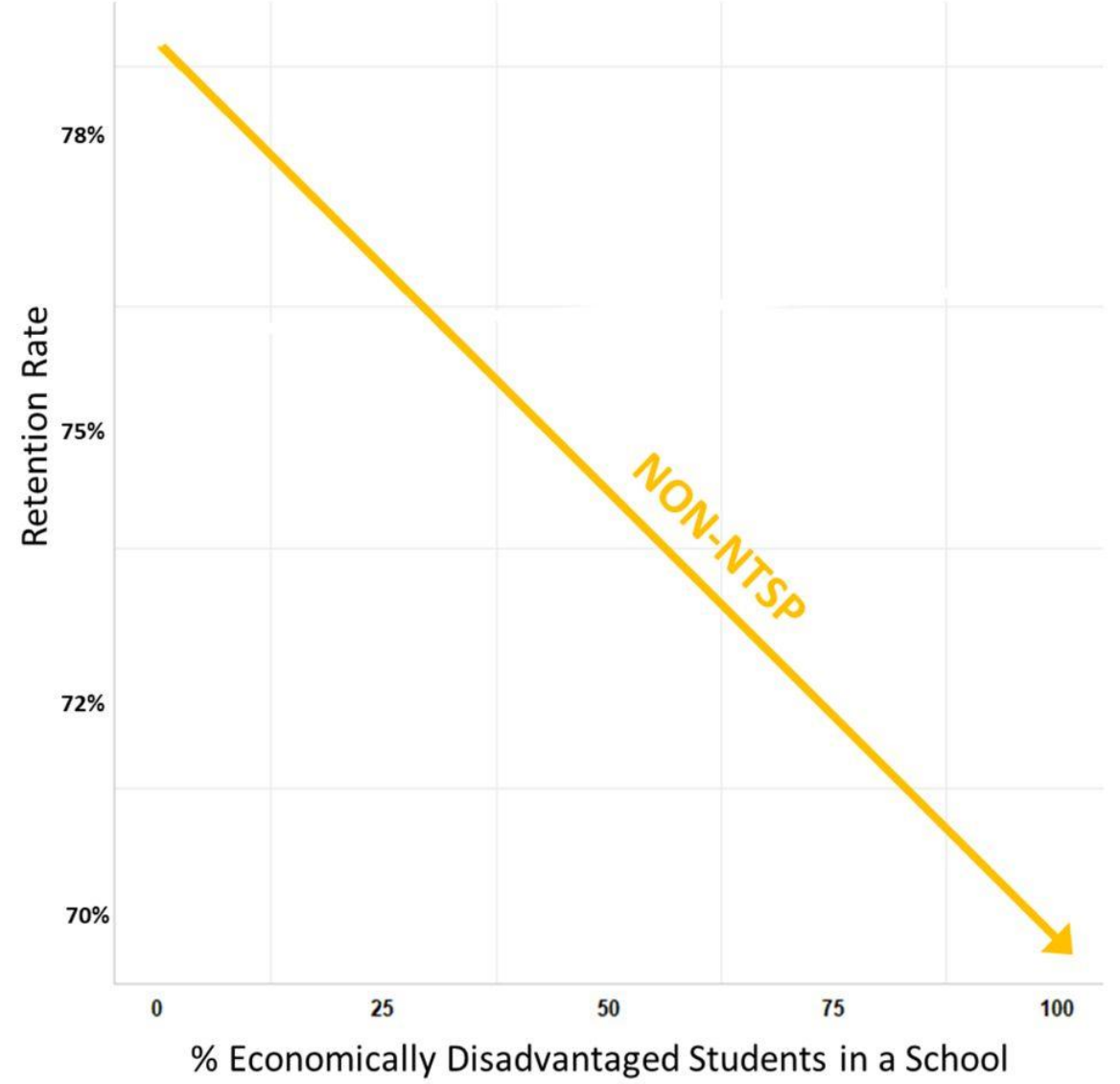
And in schools with...

- Many economically disadvantaged students.
- Many non-white students.
- More teachers with three or less years of experience.

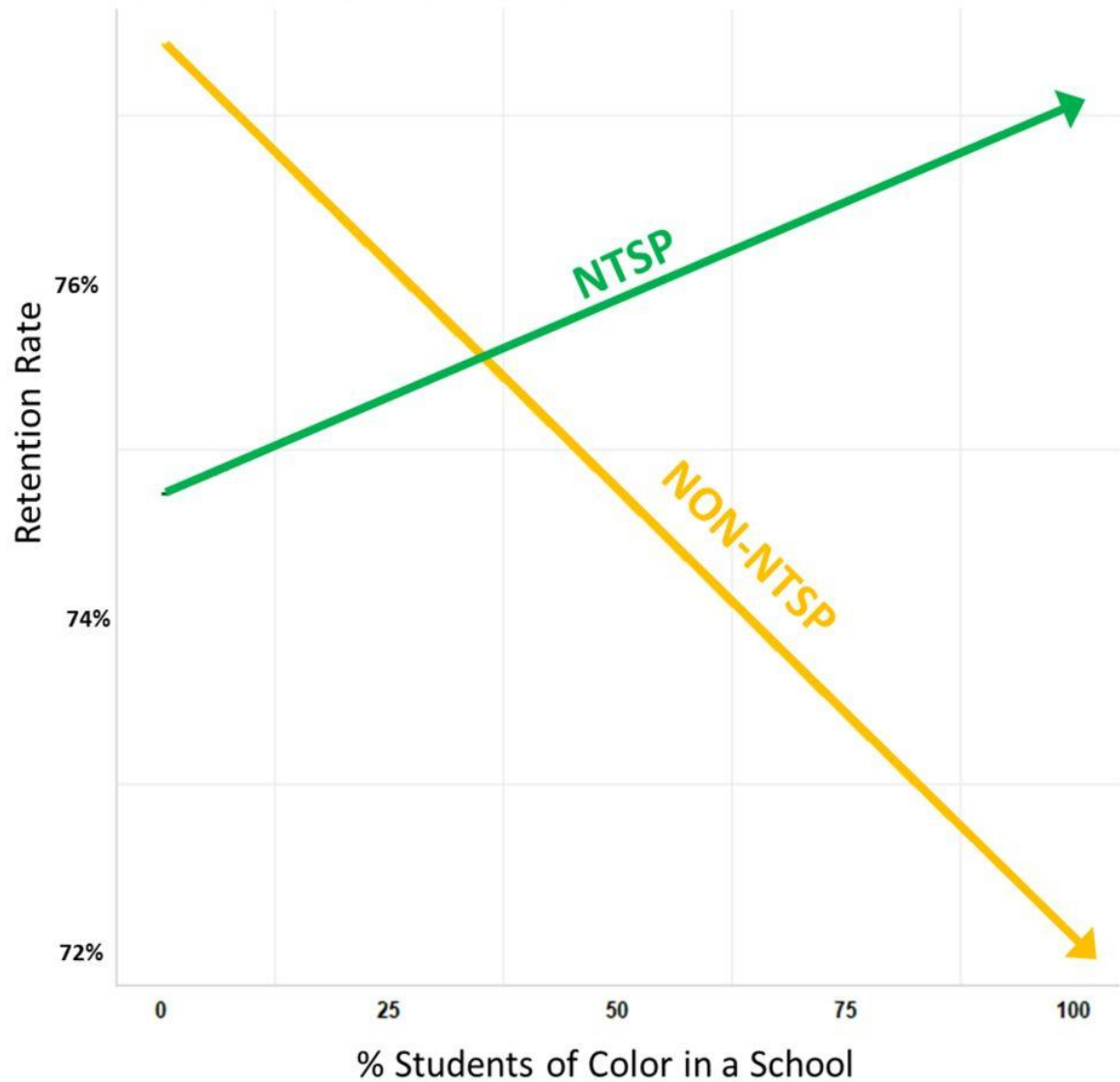
Predicted Teacher Retention in North Carolina



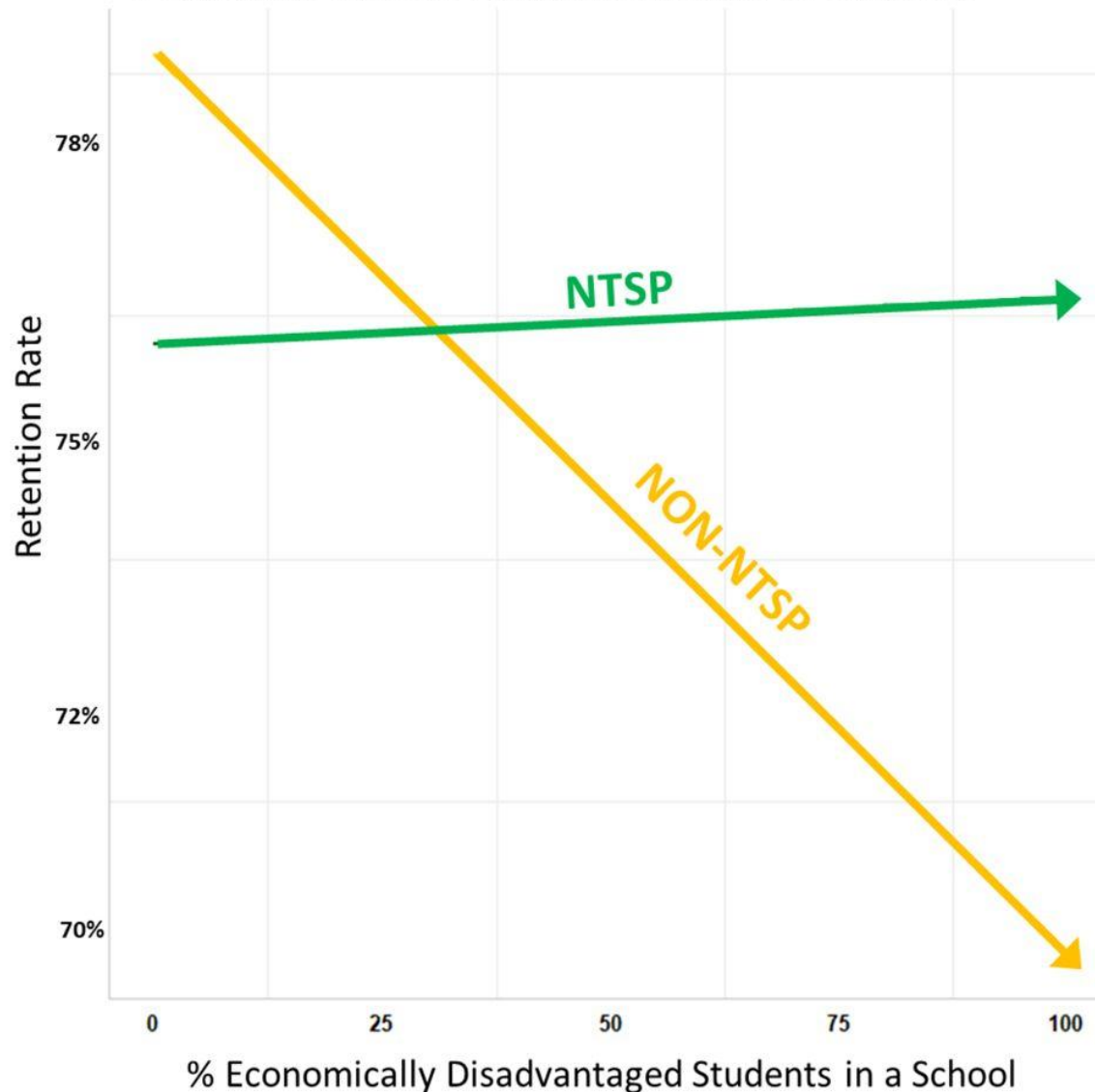
Predicted Teacher Retention in North Carolina



Predicted Teacher Retention in North Carolina



Predicted Teacher Retention in North Carolina



What Makes NC New Teacher Support Program Coaches Stand Out?

Coaches are Experienced!

- Average 5 years serving as an NTSP Coach
- Average 19 years serving in education
- Often hold specialized training and certifications
 - (e.g. National Board Certified teacher, NCSIP Math Foundations, Orton-Gillingham Dyslexia, Get Better Faster)

Coaches Are Flexible!

- Provide cycles of individualized support, grounded in NTSP coaching framework and adapted to teacher needs
- Provide tiered supports to scaffold teacher reflectivity and growth
- Adapt to evolving situations (e.g. Pandemic, shift in licensure pathways)

Coaches are External

- Primary responsibility is to support teachers!
- Coaches do not have competing priorities within schools.
- External status creates opportunity to build trust with the teachers they support.



YET

Coaches are Connected

- Locally, to the district context and individual school climate.
- To the state teacher preparation landscape.
- To a regional and statewide network of experienced coaches who are facing similar challenges.

These supports are particularly critical at the beginning of a teaching career, when a teacher is transitioning from prior experiences to the school context.

How can NC Amplify this Valuable Support for Beginning Teachers?

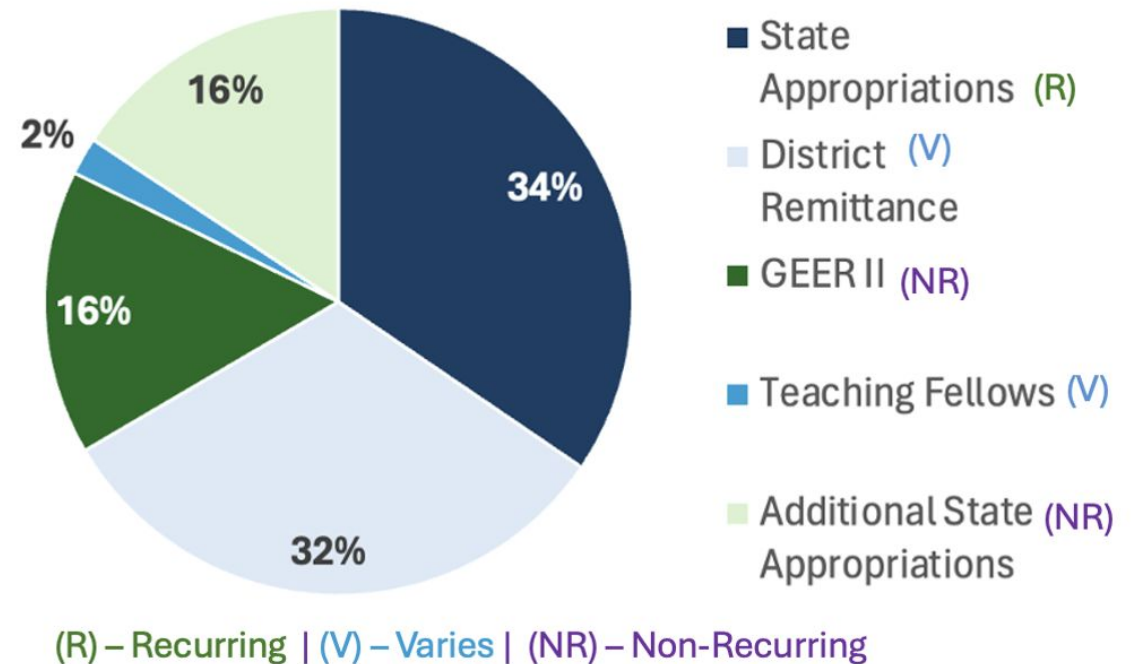
Funding, Supports, and Partnerships

How can NC Amplify this Valuable Support for Beginning Teachers?

NC NTSP supports 1200-1500 teachers per year, less than 10% of NC BTs.

Coaches have high caseloads (1:30) and limited time for planning or professional development, as necessitated by current funding mechanisms.

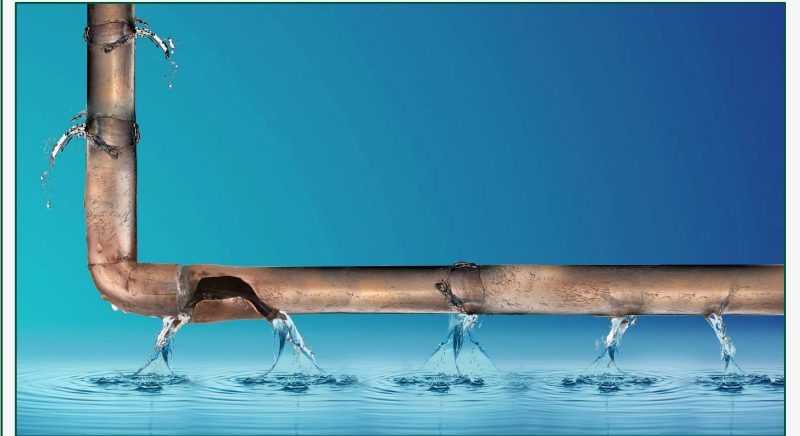
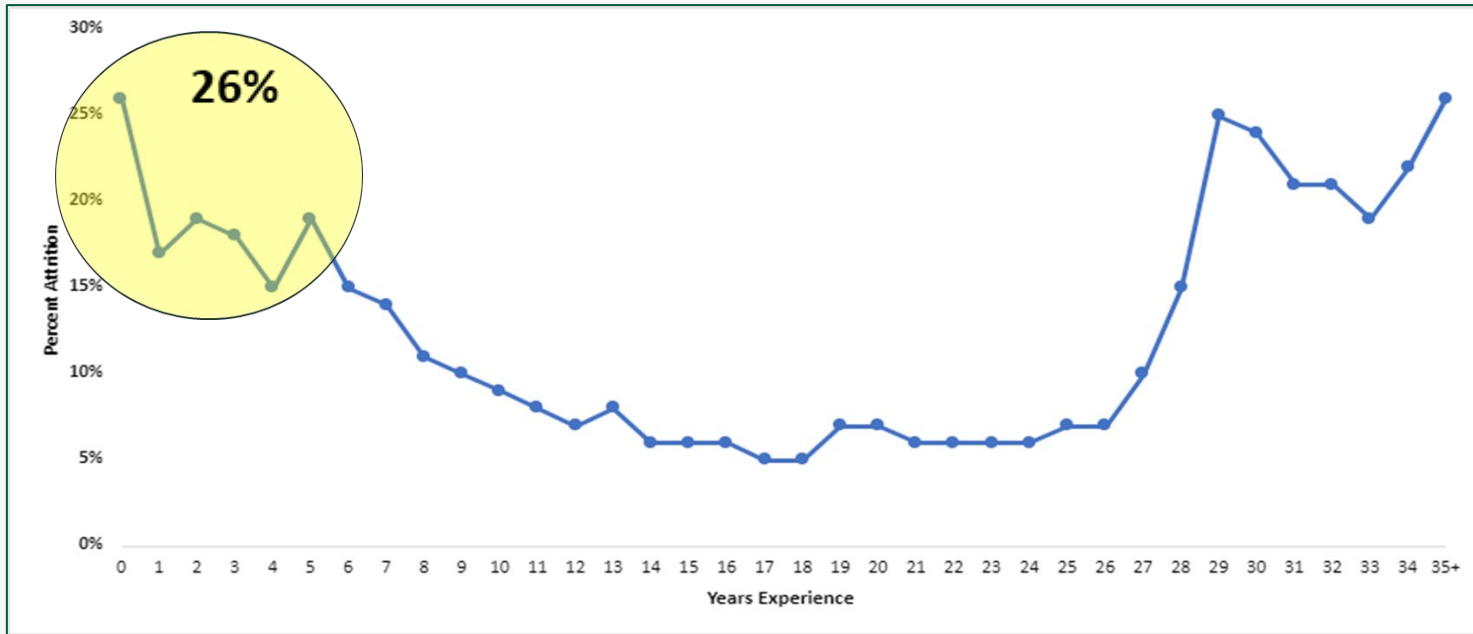
NC NTSP Revenue



Recommendation 1: Increase the percentage of NC NTSP state-appropriated funding that is recurring, to support long-term sustainability and impact of the program.

Recommendation 2: Further engage NC NTSP as a partner to study and develop innovative solutions to the challenges experienced by beginning teachers.

Recommendation 3: Support ongoing research on coaching practices that bolster teacher retention and effectiveness across the teacher pipeline.



How does NC NTSP best operate within the landscape of BT support in North Carolina?

Thank You

Questions?

Dr. Anne Cash, annehcash@charlotte.edu

Dr. Kyle Cox, kyle.cox@charlotte.edu

Dr. Elizabeth Hodge, hodgee@ecu.edu.



This project is in partnership with the North Carolina Department of Public Instruction and the North Carolina New Teacher Support Program.

It is supported by the North Carolina Collaboratory at the University of North Carolina at Chapel Hill with funding appropriated by the North Carolina General Assembly via the American Rescue Plan Act of 2021 (H.R. 1319) (federal award identification number SLFRP0129).