Beginning Teacher Support Programs: What We Are Learning from the Data

May 2025 State Board of Education Planning Meeting and Work Session

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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

76% of beginning teachers in 2023 came through three preparation routes:

Route	Percentage
Residency	29%
Traditional	26%
Temporary	21%
Out-of-State	15%
International	9%

Today's focus (Residency, Traditional, Temporary)

Compared to their traditionally prepared peers, beginning teachers with **residency** or **temporary** licenses are:

30%
more likely to teach in the
highest poverty schools

28%
more likely to teach in
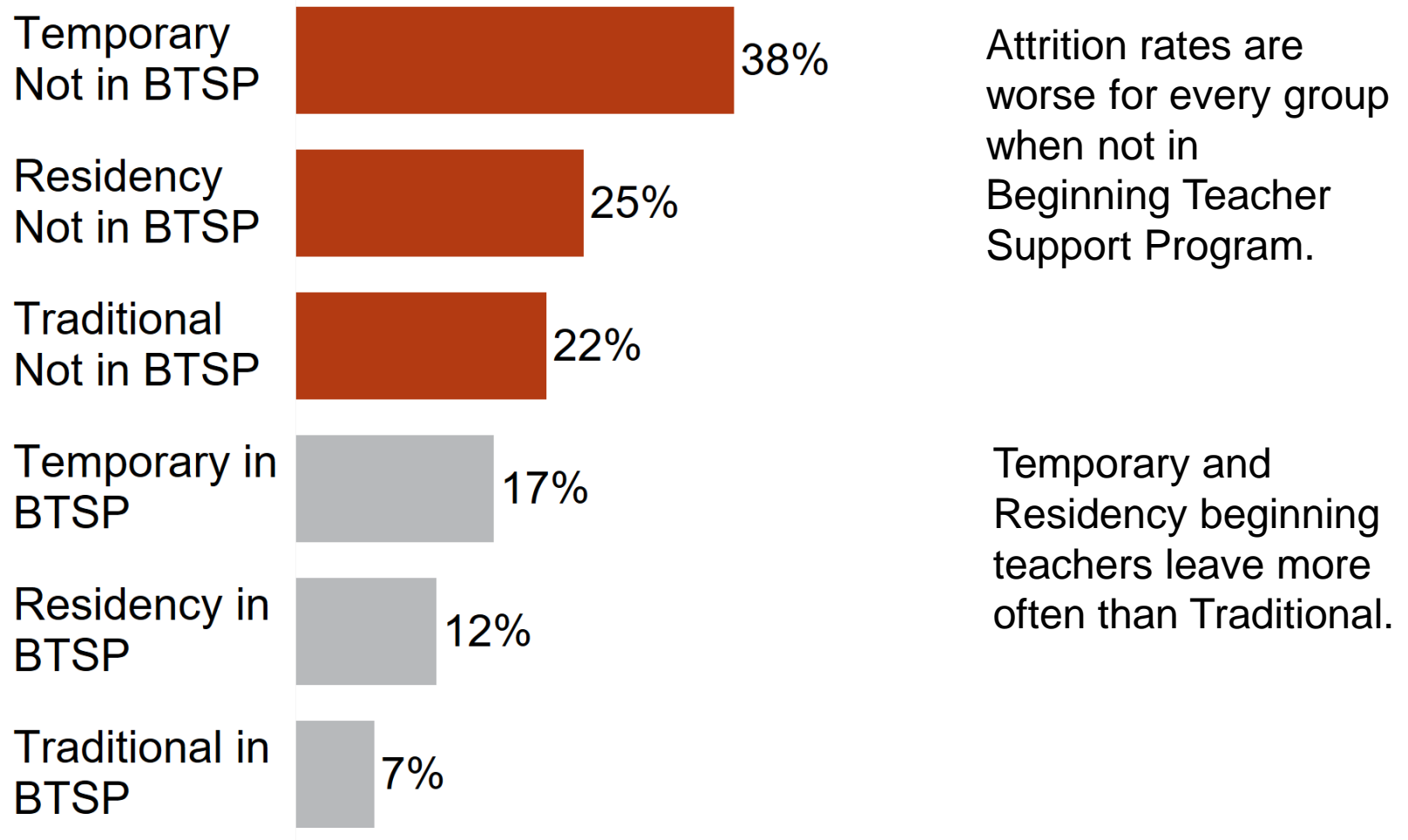**low-performing** schools

Note: Teachers who participate in Beginning Teacher Support Programs serve the high-poverty and low-performing schools at the same rates as those who are not in one of the programs.

28% of beginning teachers, based on the status of their license, were not identified by LEAs as being in a Beginning Teacher Support Program (BTSP).

In BTSP

36%
Not in

Residency
5,461

18%

Traditional
4,961

29%

Temporary
4,078
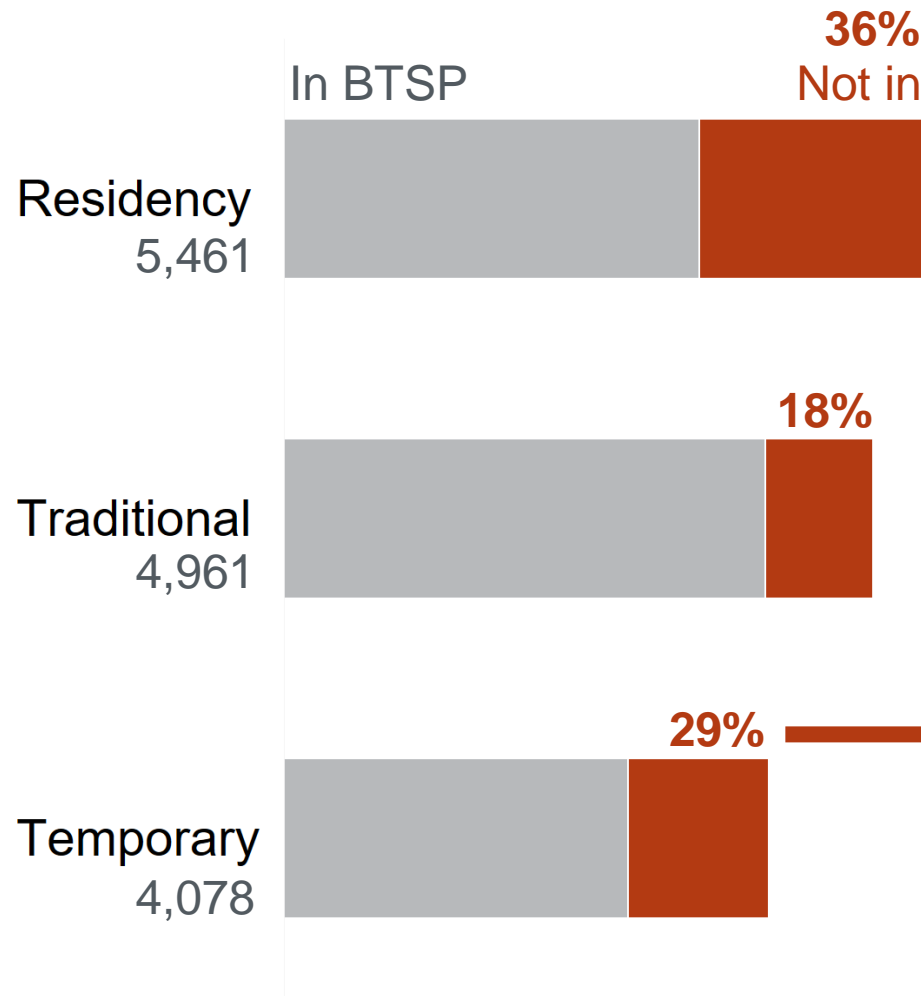
This group of roughly 1,180 teachers has received no formal teacher training and are not a part of a Beginning Teacher Support Program.

Participation in Beginning Teacher Support Programs is associated with lower attrition rates.

Category	Attrition Rate
Temporary Not in BTSP	38%
Residency Not in BTSP	25%
Traditional Not in BTSP	22%
Temporary in BTSP	17%
Residency in BTSP	12%
Traditional in BTSP	7%

Attrition rates are worse for every group when not in Beginning Teacher Support Program.

Temporary and Residency beginning teachers leave more often than Traditional.

Strengthening Beginning Teacher Support in NC
May 2025 State Board of Education Planning Meeting and Work Session

Dr. Derrick D. Jordan
Chief Operating Officer

Dr. Charlene Pittman
Interim Co-Director of Educator Performance
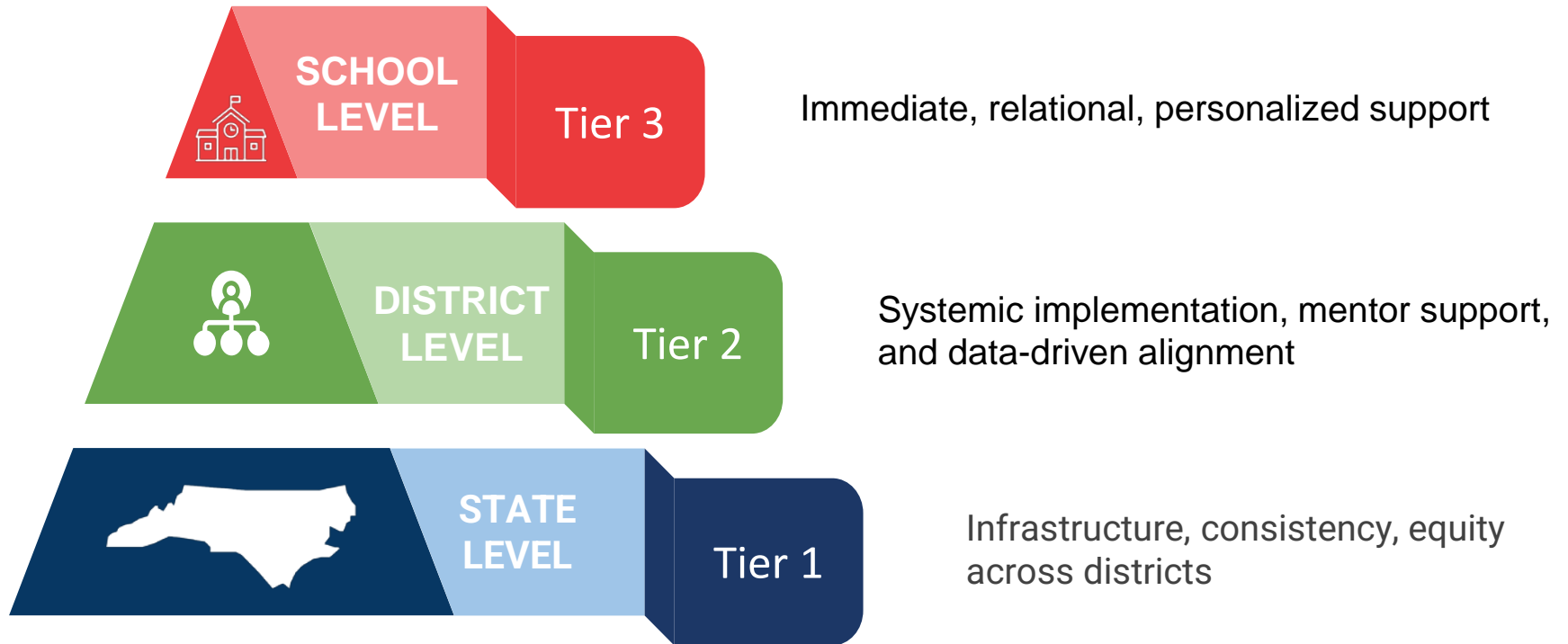
Framing Our Current Work

What are our existing and potential resources for supporting beginning teachers?

What are the next steps that should be considered, both short-term and long-term?

A Tiered Approach

SCHOOL LEVEL — Tier 3

Immediate, relational, personalized support

DISTRICT LEVEL — Tier 2

Systemic implementation, mentor support, and data-driven alignment

STATE LEVEL — Tier 1

Infrastructure, consistency, equity across districts

Alternatively Licensed Teachers

NCDPI Actions to Improve Beginning Teacher Support

Strategy 1 — **Updated REF Job Description and Improved Resources for REFs in Monitoring and Supporting BTS Programs**

Strategy 2 — BT Reconciliation Process

Strategy 3 — Policy Review and Update

Strategy 4 — ATR Alignment

Strategy 5 — Stakeholder Engagement

Strategy 6 — Strategic Partnerships with NCCAT

Strategy 7 — Potential Legislative Funding Requests

Expanded/Targeted Responsibilities for Regional Education Facilitators

- Beginning Teacher Support
- Beginning Teacher Support Program Monitoring
- **North Carolina Educator Evaluation System Training and Support**
- Mentor Training and Support
- **BT-Related Data Analysis**
- **BT Lists Reconciliation Process**
- Professional Development
- Regional Support Team (RST)

Broadening the Strategic Use of Data To Drive Continuous Improvement

State of the Teaching Profession Report

Teacher Working Conditions Survey Data

Beginning Teacher Support Program Monitoring Reports

Key Data Sources Informing Our Work

PSU Peer Review Reports

North Carolina Educator Evaluation System Reports

EVAAS Data

Regional Education Facilitators Work Session

- **Convened in February for two days (face-to-face)**

- **Priority Areas**
  - Revised Job Description
  - NCEES (North Carolina Educator Evaluation System)
  - State of the Teaching Profession Report
  - Beginning Teacher Support Dashboard
  - Teacher Working Conditions Dashboard/Insights Dashboard
  - Beginning Teacher Support Program Policy Review and Unpacking

Regional Education Facilitators' Work Session
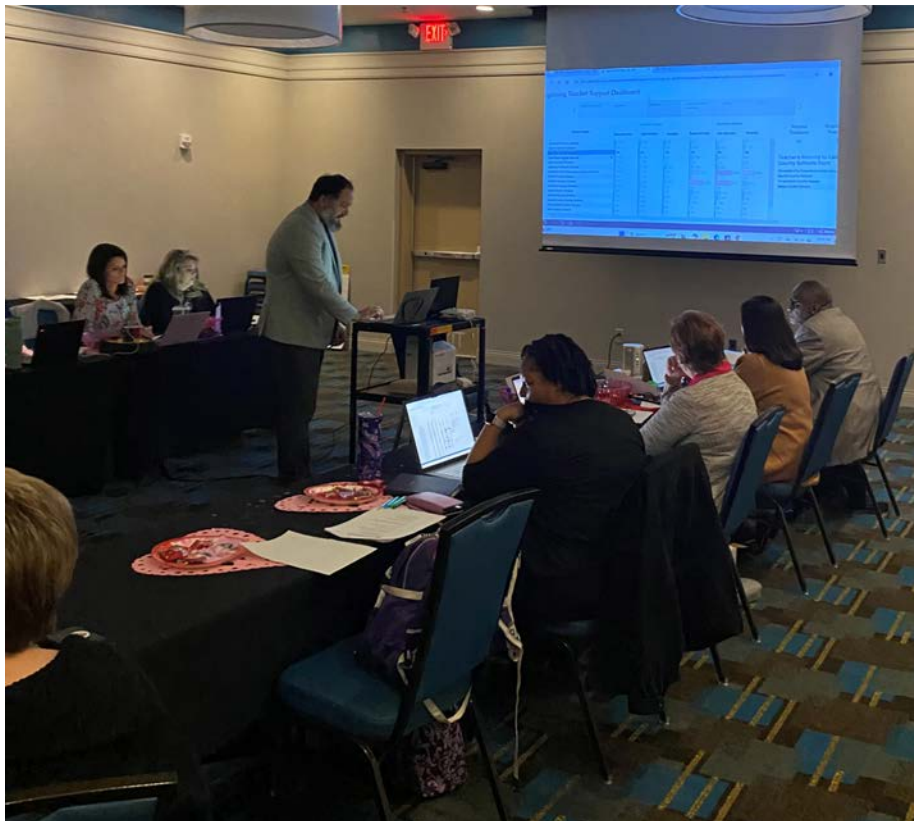
Broadening the Strategic Use of Data to Drive Continuous Improvement

3 Key Questions:

- What information was surprising to us?
- What information was concerning to us?
- What requires action?

Key Findings:

- Gaps in Identification of BTs
- Alternatively Licensed Completion Rates
- BT Attrition Rates

NCDPI Actions to Improve Beginning Teacher Support

Strategy 1 — Updated REF Job Description and Improved Resources for REFs in monitoring and supporting BTS programs

Strategy 2 — **BT Reconciliation Process**

Strategy 3 — Policy Review and Update

Strategy 4 — ATR Alignment

Strategy 5 — Stakeholder Connections

Strategy 6 — Strategic Partnership with NCCAT

Strategy 7 — Potential Legislative Funding Requests

Strategy 2: BT Reconciliation Process

Real Time Data from the Current School Year

PSU vs NCDPI Identification of BTs

Reconciliation Conversations

Mitigate Gaps in BT Identification

NCDPI Actions to Improve Beginning Teacher Support

Strategy 1 — Updated REF Job Description and Improved Resources for REFs in monitoring and supporting BTS programs

Strategy 2 — BT Reconciliation Process

Strategy 3 — **Policy Review and Update**

Strategy 4 — ATR Alignment

Strategy 5 — Stakeholder Engagement

Strategy 6 — Strategic Partnership with NCCAT

Strategy 7 — Potential Legislative Funding Requests

Strategy 3: Policy Review and Update

Phase	Stakeholder(s)	Activities
Identify the Need to Revisit Policy	~BTSP Leadership ~Regional Education Facilitators (REFs)	SoTP Data Review Discussion
Gather Input		
Collect Feedback	REFs	Focused Discussion
Collect Feedback	HR Leaders Beginning Teacher Coordinators Spring PANC	Roundtable Conversations Discussion Post Session Feedback
Collect Feedback (Deeper Dive)	Regional Personnel Administrators of NC (PANC) Leads	Meetings Focus Groups Surveys

Strategy 3: Policy Review and Update

Phase	Stakeholder(s)	Activities
Gather Input		
Collect Feedback	Beginning Teacher Coordinators (Regional Conversations)	Meetings Focus Groups Surveys
Collect Feedback	Principals	Meetings Focus Groups Surveys
Draft Policy Recommendations		
Synthesize feedback trends		
Draft recommended changes		

Strategy 3: Policy Review and Update

Phase	Stakeholder(s)	Activities
Additional Feedback and Approvals		
Obtain feedback on draft revisions and recommendations	Chief of Operations Senior Director for EPLP	Meetings
Obtain feedback and *seek* approval on draft revisions and recommendations	PEPSC	Meetings
Communicate final revisions and requests for approval to SBE	State Board of Education	SBE Approval Process (Meetings)
Communication to Stakeholders		
Sharing of Approved Changes with All Stakeholders	All Impacted Stakeholder Groups	Webinars Meetings Newsletters

NCDPI Actions to Improve Beginning Teacher Support

Strategy 1 — Updated REF Job Description and Improved Resources for REFs in monitoring and supporting BTS programs

Strategy 2 — BT Reconciliation Process

Strategy 3 — Policy Review and Update

Strategy 4 — **ATR Alignment**

Strategy 5 — Stakeholder Engagement

Strategy 6 — Strategic Partnership with NCCAT

Strategy 7 — Potential Legislative Funding Requests

Strategy 4: ATR Alignment

Connections to Beginning Teacher Support

Addition – Requirement to connect ATR program to beginning teacher support, per State Board of Education direction. (Pages 5 and 15)

Modified RFP language:

"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 and supported 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, enabling teachers to improve their practice and improving teacher retention.
(4) Using objective measures of teacher effectiveness to ensure all qualified teachers have equal opportunity for consideration."

Strategy 4: ATR Alignment

Connections to Beginning Teacher Support

Addition – Requirement to connect ATR program to beginning teacher support, per State Board of Education direction. (Page 8)

Modified RFP language:

"The narrative portion of the application must include a detailed explanation of the following components:

(1) Description of the program structure, including the process for teacher advancement based on performance, professional growth, or the specific teacher roles assumed by the teacher. Include all preliminary steps to implementation such as special training, designation of personnel and purchases. Provide a schedule of activities and the dates when each will be accomplished. Include background research information used to formulate the proposal and elaborate on ways in which the proposal is linked to the school system's total plan, as well as state priorities. Ensure that the plan describes how the proposed use of training of teachers in advanced teaching roles will improve student outcomes and support for early career teachers."

NCDPI Actions to Improve Beginning Teacher Support

Strategy 1
- Updated REF Job Description and Improved Resources for REFs in monitoring and supporting BTS programs

Strategy 2
- BT Reconciliation Process

Strategy 3
- Policy Review and Update

Strategy 4
- ATR Alignment

Strategy 5
- **Stakeholder Engagement**

Strategy 6
- Strategic Partnership with NCCAT

Strategy 7
- Potential Legislative Funding Requests

Strategy 5: Stakeholder Engagement

1

Beginning Teacher Advisory Council

2

Beginning Teacher Coordinator Advisory Council

NCDPI Actions to Improve Beginning Teacher Support

Strategy 1
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- ATR Alignment

Strategy 5
- Stakeholder Engagement

Strategy 6
- **Strategic Partnership with NCCAT**

Strategy 7
- Potential Legislative Funding Requests

Strategic Partnership

Dr. Karen Sumner, Deputy Director
North Carolina Center for the Advancement of Teaching (NCCAT)

Strategy 6: Strategic Partnership with NCCAT

BEGINNING TEACHER SUPPORT

NCCAT 2025 Burroughs Wellcome Fund NC Beginning Teacher of the Year

· 101 nominees
· 27 finalists
· Recognition Event: Thursday, March 27, 2025, at UNCG

Beginning Teacher Coordinator Institute

· Friday, March 28, 2025, at Guilford Technical Community College
· 115 BT Coordinators Invited
· 70 districts represented

NCDPI Actions to Improve Beginning Teacher Support

Strategy 1
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Strategy 2
- BT Reconciliation Process

Strategy 3
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Strategy 4
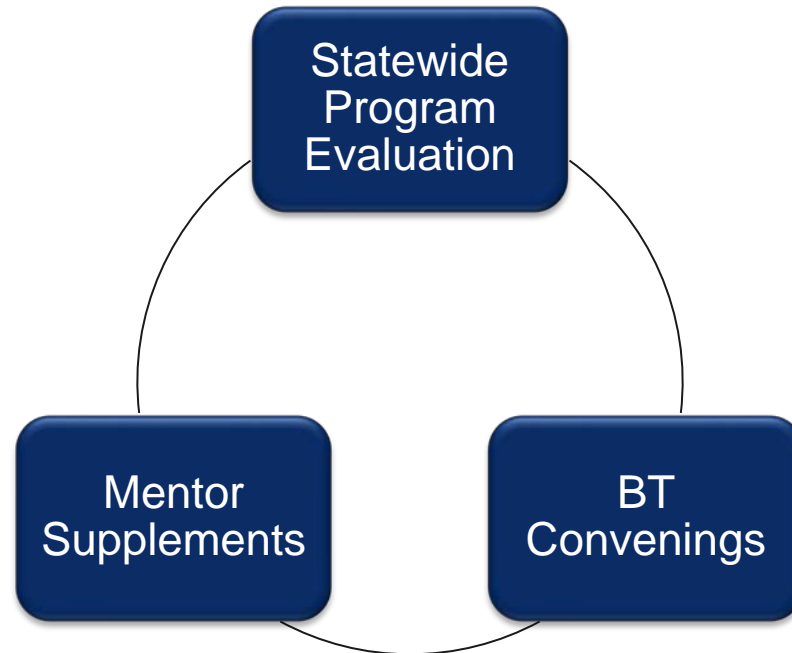- ATR Alignment

Strategy 5
- Stakeholder Engagement

Strategy 6
- Strategic Partnership with NCCAT

Strategy 7
- **Potential Legislative Funding Requests**

Potential Legislative Funding Requests

NCDPI Actions to Improve Beginning Teacher Support

Strategy 8 • Mentor Support Strategies

Strategy 9 • Educator Preparation Program (EPP) and PSU Connections and Collaborations for Alternatively Licensed Teacher Support

COMING SOON
COMING SOON
COMING SOON

Statewide Beginning Teacher Support Insights and Highlights

Ms. Rhonda L. Holmes
North Central Region

Dr. Monica Shepherd
Northwest Region

Regional Education Facilitators

Dare County Schools

- 80% rate of agreement for "looks out for the wellbeing of the faculty members."

- "Deliverology" the Dare County Schools HR Director, Benefits Coordinator, and the Licensure Director visit all BTs individually to provide logistical support and updates.

Carteret County Public Schools

- 91% Carteret County Public Schools and 74% North Carolina agree or strongly agree with the following statement:

Community Members support teachers, contributing to their success with students.

- Carteret County Public Schools Foundation

- Professional Development Grants

- Big Rock Teaching Fellows Foundation

- Big Rock Teacher's Fund

- Crisis Assistance and Support

- Carteret Business Champions for Education (CBCE)

Johnston County Schools

- 80% rate of agreement for instructional practice and support-feedback w/specific steps.
- BEST Team structured
- First Year Teacher Recognition Ceremony

Wilson County Schools

- 80% rate of agreement for leadership and community support.
- BT Store stocked with donations from area businesses with the help of Wilson Education Partnership
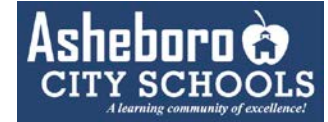
Bladen County Schools

- 90.9% rate of agreement for "school leadership ensures that teachers receive coaching and support to implement new practices."

- **BT Teaching Studies and Feedback Sessions**
  - First and Second Year BTs participate in studies about effective teaching strategies.

Asheboro City Schools

- 85.7% agreement that "teachers receive coaching, support to implement new practices."

- Partnership with UNCG coaching alternatively licensed EC BTs.

Surry County Schools

- 85% agreement that "PD helps teachers meet diverse learning needs of students."
- EC BTs have their own separate meetings to offer specialized support and training.

Southwest Highlights

Teacher Pipeline
CMS hosted the 2024 Southwest Region Aspiring Educator Summit at UNCC. High school students from across the southwest region came together to further their interest in a career in education.

Learning Walks/ Observations
 High Rate of Agreement
"Time to observe other teachers teaching."
Several LEAs use district-level funding to provide coverage for BTs to observe other teachers.

Burke County Public Schools

- 79% statewide while the Northwest's rate of agreement is 81% regarding Professional Learning & Support "*My conversations with my evaluator after the observation were focused on improving my performance.*"

- *Student Centered Coaching* focused professional development series including collaboration with NCCAT
  - Mini Student-Centered Coaching Cycle
  - Problem of Practice
  - Working with Administrators and Identifying Priorities

- EdCamp Sessions
  - AI in the Classroom
  - Lesson Planning
  - Core Instructional Strategies
  - Classroom Management
  - Using EVAAS in Coaching Conversations

Haywood County Schools

88% of teachers agree/strongly agree that "teacher leaders mentor and support teachers to improve effectiveness"
- Haywood County utilizes BT coaches in addition to mentors to support Beginning Teachers
- Increased Principal involvement in BT orientation and BT meetings

Henderson County Schools

96% of teachers agree/strongly agree with the statement, "My school is a good place to work and learn."
- Henderson County utilizes Instructional Coaches who work closely with BTs and their building level mentors for orientation and ongoing support.

Questions