Advanced Teaching Roles: Annual Evaluation Report

Prepared for the North Carolina Department of Public Instruction by The William and Ida Friday Institute for Educational Innovation

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Table of Contents

Executive Summary

The Advanced Teaching Roles Program (ATR) enables local school administrative units to create innovative compensation models that allow highly effective classroom teachers to impact an increased number of students. To support these efforts, North Carolina General Assembly General Statutes 115C-310.15, directs the North Carolina State Board of Education to evaluate what ATR has accomplished which may be done through a contract with an independent research organization. The Friday Institute for Educational Innovation at North Carolina State University (Friday Institute) was selected to conduct the evaluation on behalf of the North Carolina Department of Public Instruction (NCDPI).

This evaluation has two primary goals: (1) to assist NCDPI and Public School Units (PSUs) in assessing the academic and instructional impact of ATR models and programs, as well as their impact on the teaching profession; and (2) to better understand the implementation of these models and programs and help identify factors supporting or impeding their success, with a particular focus on Beginning Teachers. The 2025 evaluation reports on statewide ATR implementation data collected through ATR rosters, as well as quantitative estimations of program impact (e.g., student achievement, teacher retention, teacher working conditions) at the school and teacher levels for all implementing PSUs for the 2023-2024 school year. Additionally, the report extends prior evaluation efforts by providing an examination of program implementation during the 2024-25 school year with a focus on Beginning Teachers.

Program Implementation (2024-2025)

The findings highlighted below focus on ATR implementation across 26 grant-funded PSUs, with special attention on Beginning Teachers (BTs). The evaluation used a mixed-methods convergent design, collecting complementary qualitative and quantitative data concurrently. Using the multiple-case study method, ATR implementation was examined at four levels: district, school, team, and individual educator (Yin, 2018). The qualitative findings are presented first in this report and include a district and school perspective about the implementation of ATR statewide. A broader data set was also collected from ATR practitioners across the state to distinguish unique case experiences from three different districts (Guilford, Nash, and McDowell counties). These findings incorporate data from interviews, direct observations, ATR program proposals, and school observations. Collectively the research team found that:

Statewide Summary

- **PSUs primarily utilize Advanced Teachers in elementary schools and vary in size, salary supplements, and program staffing.** During the 2024-25 school year, 26 PSUs had ATR programs in 400 schools. Combined, these PSUs employed 1,494 Advanced Teachers and supported 3,949 classroom teachers. Fifty-six percent of ATR schools were elementary schools. The number of Advanced Teachers within a PSU ranged from three to 848, and salary supplements ranged from $1,000 to $21,000. The median salary supplement for Adult Leadership positions was $12,500, while the median supplement for Classroom Excellence positions was $4,500. PSUs differed in how they prioritized and assigned responsibilities for advanced teaching roles.

- **Advanced Teachers working with early grades tend to provide broad subject support, while those working with later grades tend to provide subject-specific support.** Half (50 percent) of elementary classroom teachers supported by Advanced Teachers received support in multiple core subject areas. In middle and high schools, classroom teachers received support from Advanced Teachers almost exclusively in individual subject areas, with math (40 percent) and English (30 percent) the most frequent. These findings are consistent with those in the November 2024 report.

- **District leaders reported varying levels of focus on supporting Beginning Teachers.** While they acknowledged that ATR does serve Beginning Teachers, the program is not intended to serve those teachers exclusively. Each supported classroom teacher is expected to receive support tailored to their specific needs. Teams of supported classroom teachers are typically organized by grade level and/or content area rather than the individual characteristics of the teacher(s). District leaders added that they are working to better integrate ATR with existing district-level support(s) for Beginning Teachers.

PSU Case Studies

The findings highlighted below are based on three different districts: Guilford, Nash, and McDowell counties and analyze unique case experiences of PSU implementation. These examples spotlight how ATR programs interact with existing Beginning Teacher supports. These district approaches to connecting ATR and BT support developed organically, in the absence of formal policy directives. While specific strategies vary based on local needs, fiscal and human resource capacity, each district provided a contextually meaningful response. Collectively, the evaluation found that:

- **Opportunity Culture in Guilford County Schools (GCS) enhanced the district's existing Beginning Teacher support by providing flexible, targeted assistance through the strategic use of Adult Leadership teachers and Classroom Excellence teachers.** GCS' Opportunity Culture model included Multi-Classroom Leaders (MCLs) and Expanded Impact Teachers (EITs) which enhanced its existing BT support system. This model provided flexible, targeted assistance and hands-on, day-to-day coaching that is distinct from traditional, principal-led support. MCLs and EITs provided "more intentional" support, focusing on small, actionable instructional improvements and creating a non-evaluative coaching relationship that helped new teachers build confidence.

- **The evolution of the ATR program in Nash County reflected a growing commitment to strategically leverage Advanced Teaching Roles by embedding Adult Leadership Teachers in mentoring opportunities that help build a sustainable Beginning Teacher pipeline.** Nash County Public Schools (NCPS) leveraged its ATR program to strategically build a pipeline of teachers by mentoring Instructional Assistants (IAs) and long-term substitutes into full-time teaching roles. The district's effort to consolidate BT mentoring and MCL responsibilities made the process more streamlined and effective.

- **McDowell County Schools' ATR program provided ongoing, responsive support that fostered collaborative relationships to help BTs succeed.** McDowell County Schools (MCS) designed its ATR program to exclusively focus on responsive and relational support for BTs, which is uniquely tailored to the needs of its rural district and the high number of teachers entering through residency licensure or placed in high-need areas (i.e., Exceptional Children).

Program Impact (2023-2024)

To help NCDPI and stakeholders understand the impact of ATR on students and teachers, the research team used two separate quantitative analyses. An updated analysis from last year's report (2022-2023) was conducted with an additional year of administrative data to compare outcomes for ATR schools versus a comparison group of similar but non-ATR schools. Then, an analysis comparing outcomes for students taught by Advanced Teachers (ATs) and the teachers they support (which we call supported teachers or STs), relative to students taught by teachers in the same school who are not part of ATR, was conducted. For this second analysis, data identifying ATs and STs are available only for the 2023-24 school year. Although these data can identify ATs and STs statewide, the one year of administrative data limits our ability to make causal claims about the effect of ATs. Results from our second set of analyses are correlational and should be interpreted with caution.

School-Level Impacts of ATR

The findings highlighted below summarize quantitative estimates of school-level impacts for ATR schools compared to non-ATR schools that share similar characteristics. To estimate these school wide effects, analyses compared the differences in outcomes for schools in the years prior to and after they implemented ATR, with corresponding differences for similar non-ATR schools. State-mandated end-of-grade (EOG) and end-of-course (EOC) exams were used to measure student achievement. For teacher effectiveness, analyses primarily focus on the SAS Education Value-Added Assessment System (EVAAS) and NC Educator Effectiveness System (NCEES). Collectively, the findings suggest that:

- **Overall, ATR schools produced positive effects on students' math and science test scores and positive but not significant results in ELA.** In math, the effects are statistically significant and positive, comparable to a gain of about 1.04 months of learning between 3rd and 4th grade. This effect is driven primarily by the cohort of ATR schools that began implementing ATR in 2018-19. In science, the effect is also significant and similar in magnitude. In ELA, the findings suggest that ATR is having a potential positive effect, but the overall result is not statistically significant.

- **The ATR effect tends to grow over time, especially in math and science.** The effects in math tend to grow in the first six years of ATR implementation but are much smaller in magnitude and not significant by year seven. In science, there were positive and significant ATR effects starting in the fifth year after schools begin implementing ATR, but the estimates take longer to manifest and tend to be less precise than results in math. Results in ELA are statistically significant in years 3 and 6 after ATR implementation began but not in other years.

- **Overall, the characteristics of teachers in ATR schools have remained stable when compared to last year's data set.** Teachers hired into ATR schools tend to have higher average EVAAS scores, driven mostly by EVAAS scores in math, relative to teachers hired into comparison schools. There was no evidence of differences in teacher turnover rates between ATR and comparison schools. Furthermore, teachers who exit ATR schools are not significantly different from teachers who exit comparison schools.

- **There was moderate evidence of positive ATR effects on teacher effectiveness in math.** The average effect on math teachers' EVAAS scores were statistically significantly higher in ATR schools than in non-ATR comparison schools. This effect includes EVAAS scores from all math teachers in ATR schools. However, there were no significant effects on ELA or science teachers' EVAAS scores. Also, there are no significant effects on teacher NCEES scores between ATR and comparison schools.

- **ATR has had a positive effect on teachers' perception of how much time they have available to do their work.** Statewide survey data were analyzed to measure teachers' perceptions of their school culture and working conditions. Teachers in ATR schools reported having more time available to do their work than teachers in non-ATR, comparison schools. Also, there is suggestive, but not significant, evidence of positive associations between ATR and teachers' perceptions of the quality of PD in their school.

Teacher-Level Impacts of ATR

The findings highlighted below compare outcomes for students taught by Advanced Teachers (ATs) and the teachers they support (which we call supported teachers or STs), relative to students taught by teachers in the same school who are not part of ATR. For this second analysis, data identifying ATs and STs are available only for the 2023-24 school year. Although these data can identify ATs and STs statewide, the one year of administrative data limits our ability to make causal claims about the effect of ATs.

- **Students taught by Advanced Teachers have average math test scores that are higher than students taught by non-ATR teachers.** The relationship is positive in ELA and science but not robust across different statistical models. When pooling together students directly taught by any advanced teacher (in either adult leadership or classroom excellence roles), data show that students taught by advanced teachers have higher test scores than students taught by other teachers in the school who are not part of ATR (i.e., teachers who are neither ATs nor STs). These results help confirm that school and district leaders are indeed selecting highly effective teachers into advanced roles.

- **Our analysis does not find evidence of positive gains in test scores when comparing students taught by Supported Teachers to students taught by non-ATR teachers.** These correlational results suggest that while Supported Teachers may have benefitted from collaboration with Advanced Teachers, these benefits have not directly translated into detectable improvements on student test scores in ELA, math, or science. With additional years of data, we will be able to more fully assess whether these effects emerge over time. Future data collection will also allow us to investigate whether the effect may vary depending on what type of support the Supported Teacher receives from Advanced Teachers (e.g., co-teaching, instructional coaching, observations).

- **Advanced Teachers are less likely to leave their school, relative to non-ATR teachers. However, STs are no more or less likely to leave their school than non-ATR teachers.** Lower turnover among Advanced Teachers aligns with prior research in other settings, suggesting that teachers

with more experience are less likely to turnover than less experienced teachers. Nevertheless, these results also provide suggestive evidence that the ATR program may be helping schools to retain more effective teachers in advanced roles. In contrast, we find no evidence that ATR impacts retention among Supported Teachers.

- **There were no significant results on turnover among Beginning Teachers who received support from an Advanced Teacher, relative to Beginning Teachers who are not supported by an advanced teacher.** While our qualitative findings suggest that Beginning Teachers often value Advanced Teachers' mentorship, we find no evidence that these positive perceptions increased BT retention when compared to BTs in the same school that are not supported by an AT. With additional years of data, we plan to examine whether multi-year support from Advanced Teachers can improve retention among BTs.

Recommendations

The following recommendations are intended to provide actionable steps for principals, administrators, and state leadership to promote successful strategies and address implementation issues highlighted above:

- **School principals should integrate ATR into onboarding and foster collaboration as a part of school culture and administrative practices.** Principals play a critical role in shaping communication about ATR, and they are at the forefront of hiring staff at their schools. Principals should strategically discuss ATR with their staff and introduce Advanced Teachers who are supporting the implementation of this program. This will also help frame ATR in their settings as well as show a commitment to the professional growth of new staff members. Principals should also ensure that there are structured opportunities for collaboration between ATs and STs. Strategically scheduling time for coaching and mentoring makes instructional support consistent, meaningful and aligned with school priorities.

- **District leaders should focus on clarifying roles, expanding program awareness, and strengthening data-driven decision-making.** This includes:
  - ➢ Establishing regular collaboration between ATR leaders and Beginning Teacher (BT) coordinators to create coordinated support plans and reduce redundancy.
  - ➢ Expanding pre-hiring awareness of Advanced Roles by including ATR in recruitment materials and collaborating with universities and HR staff.
  - ➢ Standardizing data collection and analysis and building internal capacity to use this data in real time for continuous program improvement.
  - ➢ Providing fair recognition of ATs' workload and contributions.

- **State leadership is encouraged to provide consistent guidance and expand program evaluation structures. Clear guidance and expanded evaluation are needed to support the effective implementation of ATR.** This involves developing standardized messaging, professional learning modules, and technical assistance to support districts as they expand their programs. Creating platforms that allow for cross-district learning and sharing best practices and challenges is not only innovative but also helps districts to adopt promising practices. Expanding evaluation structures to capture a broader set of student outcomes (i.e., social emotional development,

classroom engagement, and other indicators beyond test scores) and teacher and principal feedback loops will enhance program refinement. The state should encourage districts to align ATR efforts with broader strategic priorities. This will support long-term sustainability and coherence with other educational reforms.

- Institutions of Higher Education should align teacher preparation and research with ATR. Institutions of Higher Education (IHE) should align their teacher preparation programs with district ATR models to ensure a smooth transition for new teachers. Additionally, they should partner with districts to contribute to research and evaluation, helping to document the program's impact and refine it as an innovative approach to teacher development and retention.

Introduction

The Advanced Teaching Roles Program (ATR) enables local school administrative units to create innovative compensation models that allow highly effective classroom teachers to impact an increased number of students. To support these efforts, North Carolina General Assembly General Statutes 115C-310.15, directs the North Carolina State Board of Education to evaluate what ATR has accomplished which may be completed through a contract with an independent research organization. The Friday Institute for Educational Innovation at North Carolina State University (Friday Institute) was selected to conduct the evaluation on behalf of the North Carolina Department of Public Instruction (NCDPI). This report serves two purposes: (1) to assist NCDPI and Public School Units (PSUs) in assessing the academic and instructional impact of ATR models and programs, as well as their impact on the teaching profession; and (2) to better understand the implementation of these models and programs and help identify factors supporting or impeding their success.

Advanced Teaching Roles

The purpose of ATR is to allow highly effective classroom teachers to impact an increased number of students by assuming accountability for additional students. In addition, the program enables local school administrative units to create innovative compensation models that focus on classroom teacher professional growth that leads to measurable improvements in student outcomes. Per North Carolina General Statutes 115C-310.1, the intent of the program is to:

1. Allow highly effective classroom teachers to reach an increased number of students by:
    a. assuming accountability for additional students,
    b. becoming a lead classroom teacher accountable for the student performance of all of the students taught by teachers on that lead classroom teacher's team, or
    c. leading a school-wide effort to implement new instructional models that improve performance;
2. Enable local school administrative units to provide salary supplements to classroom teachers in advanced teaching roles;
3. Enable local school administrative units to create innovative compensation models that focus on classroom teacher professional growth and student outcomes; and,
4. Utilize local plans to establish organizational changes related to compensation in order to sustain evidence-based teaching practices that have the capacity to be replicated throughout the state.

The Roles of Advanced Teachers

The roles of these highly effective teachers, who for the purpose of this report will be referred to as Advanced Teachers, was loosely defined in Chapter 15C-310.5 of the General Statutes, which states that teachers serving in these positions should include at least one of the following roles:

1. Teaching an increased number of students and being accountable for their performance as the

teacher of record for those students;

2. Becoming a lead classroom teacher among a group of teachers and participating in EVAAS according to a model developed by the Department of Public Instruction;

In 2023, Session Law 2023-134 amended Chapter 115C of the General Statutes to add a new section outlining requirements for salary supplements for teachers in ATR schools. Specifically, this section tightened language around these roles and included the following definitions for two broad but distinct types of advanced teaching roles:

1. **Adult Leadership.** A teacher who meets the following criteria:
    a. Works in the classroom providing instruction for at least 30 percent (30%) of the instructional day.
    b. Leads a team of between three and eight teachers.
    c. Shares responsibility for the performance of the students of all teachers on the team.
    d. Is not a school administrator.
2. **Classroom Excellence.** A teacher who meets the following criteria:
    a. Is a teacher in an Advanced Teaching Role.
    b. Assumes and maintains responsibility for at least 20 percent (20%) of additional students as compared to the most recent prior school year in which the teacher did not receive a salary supplement.

Furthermore, PSUs receiving funding for ATR programs may designate up to 15 percent (15%) of the teachers in each ATR school as Adult Leadership teachers and five percent (5%) of the teachers as Classroom Excellence teachers. Session Law 2023-134 also appropriated $10.9 million in state funding for salary supplements for these teachers with Adult Leadership teachers receiving an annual supplement of $10,000 and Classroom Excellence teachers receiving an annual supplement of $3,000. Session Law 2024-57 directed the State Board of Education to allocate state salary supplement funding on a pro rata basis should funds be insufficient for the number of teachers serving in Advanced Teaching Roles.

Grantees Implementing ATR in the 2024-25 School Year

This evaluation report synthesizes findings across the following 26 North Carolina PSUs that were awarded ATR program funding by the NCDPI between 2016 and 2023 and implemented ATR programs during the 2024-25 school year:

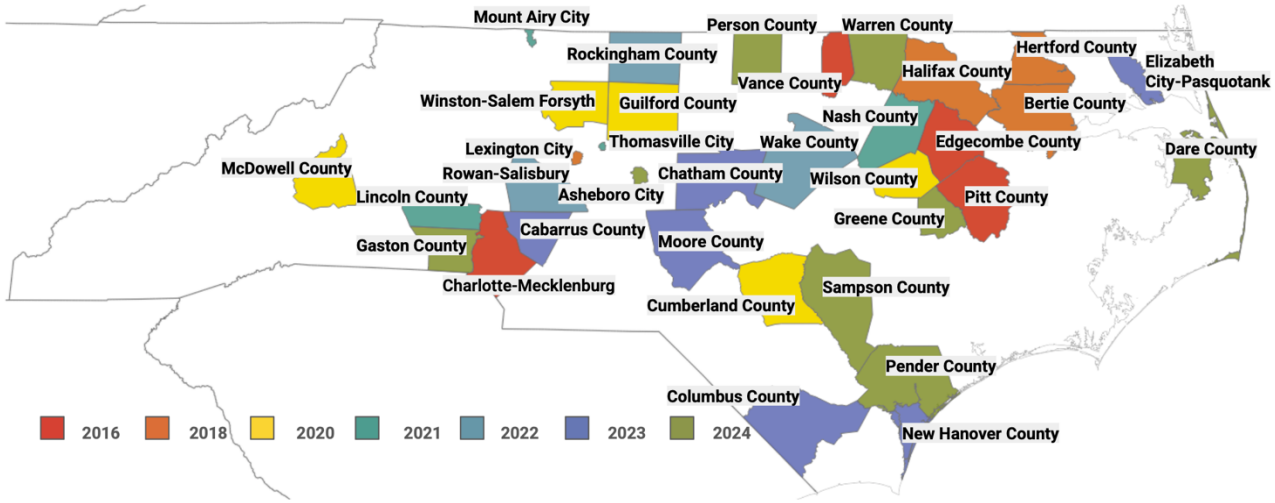
- 2016 Grantees: Charlotte-Mecklenburg Schools, Edgecombe County Public Schools, Pitt County Schools, and Vance County Schools;
- 2018 Grantees: Bertie County Schools, Halifax County Schools, Hertford County Schools, and

Lexington City Schools;

- **2020 Grantees:** Cumberland County Schools, Winston-Salem/Forsyth County Schools, Guilford County Schools, McDowell County Schools, and Wilson County Schools;
- **2021 Grantees:** Lincoln County Schools, Mount Airy City Schools, Nash County Public Schools, and Thomasville City Schools;
- **2022 Grantees:** Rockingham County Schools, Rowan-Salisbury Schools, and Wake County Public School System;
- **2023 Grantees:** Cabarrus County Schools, Chatham County Schools, Columbus County Schools, Elizabeth City-Pasquotank Public Schools, Moore County Schools, and New Hanover County Schools;
- **2024 Grantees:** Asheboro City Schools, Dare County Schools, Gaston County Schools, Greene County Schools, Pender County Schools, Person County Schools, Sampson County Schools, and Warren County Schools.

2022 Grantees were approved as part of a consortium of PSUs with membership in The Innovation Project (TIP), led by Wake County Public School System. Elizabeth City-Pasquotank Public Schools joined this cohort for 2024-25. Asheboro City Schools, Dare County Schools, Gaston County Schools, Greene County Schools, Pender County Schools, Person County Schools, Sampson County Schools, and Warren County Schools were approved during the 2024 ATR grant cycle; 2024-25 served as a planning year for these PSUs and are not included in this evaluation.

Figure 1. 2016-2024 Grant-Funded PSUs



Evaluation Goals

North Carolina General Assembly Session Law 2016-94, Section 8.7, directs the North Carolina State Board of Education to evaluate the Advanced Teaching Roles program described in that law. The law requires evaluation of several components that fall into two broad categories: (1) academic and instructional impact and (2) impact on the teaching profession. Additionally, North Carolina General Assembly General Statures 115C-310.15 directs the North Carolina State Board of Education to evaluate what ATR has accomplished, at a minimum, the following:

- Improvement in the quality of classroom instruction;
- Increases in school-wide [academic] growth or the growth of teachers who are mentored or impacted by a teacher in an Advanced Teaching Role;
- An increase in the attractiveness of teaching;
- Recognition, impact, and retention of high-quality classroom teachers;
- Assistance to and retention of beginning classroom teachers;
- Improvement in and expansion of the use of technology and digital learning;
- Improvement in school culture based on school climate survey results.

The Friday Institute was selected to conduct an evaluation of the Teacher Compensation Models and Advanced Teaching Roles (ATR) program on behalf of the North Carolina Department of Public Instruction (NCDPI). The evaluation is inclusive of these components and has two broad goals:

1. To better understand the **implementation** of ATR and how it can be improved with a focus on Beginning Teachers; and,
2. To assist NCDPI and PSUs in assessing the academic and instructional **impact** of ATR models and programs, as well as their impact on the teaching profession.

Guiding Questions

The evaluation questions developed for this report are explicitly aligned with the requirements outlined in Session Law 2024-57 described above. Evaluation Question 1 (EQ1) and related sub-questions are intended to help the NCDPI and Public School Units (PSUs) identify program components essential to improving student and teacher outcomes with a specific focus on Beginning Teachers (BTs). The focus on BTs was intended to explore how districts are currently leveraging ATR to address their needs, with the aim of gaining insight into emerging practices and challenges. This exploration anticipates evolving RFP guidance that will ask grantees to articulate how their ATR programs will support BTs. Evaluation Question 2 (EQ2) and related sub-questions are intended to help the NCDPI and PSUs assess the direct impact of ATR programs for students and teachers served by Advanced Teachers and understand implementation conditions associated with positive program outcomes. Finally, implementation and impact questions also examine how the design of these models and programs can be improved to better address the needs of Beginning Teachers and support their retention.

EQ1. **Implementation**: How can the design and implementation of ATR programs be improved?

a. **Student Learning**: How do BTs view the impact of ATR on their students, particularly those requiring more intensive support?
b. **Teacher Support**: How, and to what extent, do Advanced Teachers provide assistance to BTs and support their instruction?
c. **Teacher Retention**: How, and to what extent, did the opportunity to work alongside an Advanced Teacher influence early-career teachers' decisions to join or remain in their school and district?

EQ2. **Impact**: To what extent does ATR improve students' and teachers' outcomes for schools and teachers served by Advanced Teachers?

a. **Student Achievement**: To what extent does ATR improve academic achievement?
b. **Teaching Effectiveness**: How, and to what extent, does ATR improve the quality of classroom instruction, through factors such as increased teacher effectiveness?
c. **Recruitment & Retention**: How, and to what extent, does ATR impact teacher recruitment and retention of teachers?

Evaluation Design

To fully address the guiding questions, data collection and analysis for this evaluation were guided by a mixed methods convergent design, in which different but complementary data were collected concurrently (Creswell & Clark, 2017). This design is appropriate for evaluation contexts in which a single data set is not sufficient and evaluation questions require different types of data. By using this design, the evaluation can "increase the interpretability, meaningfulness and validity of the constructs and inquiry results by both capitalizing on inherent method strengths and counteracting inherent biases in methods or other sources" (David & Sutton, 2011, p. 296).

More specifically, the mixed methods evaluation included qualitative and quantitative components conducted in parallel. The qualitative component consisted of a multi–case study of selected PSUs, enabling an in-depth understanding of ATR implementation across diverse contexts. The quantitative component consisted of two complementary analyses: (1) a schoolwide Difference-in-Differences (DID) analysis, using both a standard and staggered adoption approach, to estimate the overall effects of ATR and (2) a teacher-level fixed effects analysis to examine outcomes for Advanced Teachers (ATs) and Supported Teachers (STs) specifically. Integrating findings from these qualitative and quantitative strands provided a richer and more comprehensive understanding of ATR's implementation and outcomes. This next section explains each of these designs, qualitative case study, quantitative DID, and quantitative fixed effect, in more detail.

Qualitative Case Study Design

To gain a comprehensive understanding of program implementation (EQ1), the evaluation team employed a within- and across- qualitative case study approach (Yin, 2018). Case studies are a widely used qualitative research method, especially valuable in evaluating broad and complex interventions like ATR. They allow researchers to consider the contextual factors that may support or hinder implementation. This design is particularly well-suited for interventions with unclear or multiple evolving

outcomes—such as ATR. Guided by questions of "who", "how," and "why," case studies complement large-scale evaluation methods by providing a detailed look at implementation on the ground.

Using the multiple-case study method, ATR implementation was examined at four levels: district, school, team, and individual educator. A key advantage of the multiple case study design is its ability to support analysis both within and across settings (Yin, 2003), which helps surface actionable "lessons learned."

Quantitative Difference-in-Differences Design

To assess program impact (EQ2), the evaluation team conducted two separate sets of quantitative analyses. First, the team updated the analyses from last year's report with an additional year of administrative data to compare outcomes for ATR schools versus a comparison group of similar but non-ATR schools.

This first analysis used a Difference-in-Differences (DiD) approach, a quasi-experimental method that estimates the effect of an intervention by comparing the change in outcomes over time for a treatment group relative to the change over the same time period for a control group (i.e., non-ATR schools). By focusing on the change rather than levels, and by comparing the two groups, this method helps separate the effect of ATR from other factors that stay the same over time or affect all schools equally (such as statewide policy shifts). The key assumption underlying this approach is that, absent the ATR program, treatment and comparison schools would have followed parallel trends in outcomes over time.

Quantitative Fixed Effect Design

Second, we conducted an analysis comparing outcomes for students taught by Advanced Teachers (ATs) and the teachers they support, which we call supported teachers or STs, relative to students taught by teachers in the same school who are not part of ATR.

This second analysis employed a school fixed effects model, which controls for unobserved characteristics of schools that are constant over time such as principal effectiveness, so that we can better isolate the effect of ATR participation. It is important to note that data identifying ATs and STs are available only for the 2023–24 school year. Although these data identify all ATs and STs statewide, the single year of administrative data limits our ability to make causal claims about the effect of being supported by an AT. Comparing only students and teachers supported by ATs with students and teachers not supported by ATs within the same school is particularly important for isolating the effect of receiving support from ATs because comparing against teachers and students in non-ATR schools will likely be biased by other school factors unrelated to ATR (e.g., more effective principals in other schools, other interventions happening in other schools besides ATR). Thus, the potential for bias from these teacher-level analyses is much greater when comparing across different school environments, and we therefore only compare teachers and students within the same school to each other. We acknowledge that there may be some spillover effect from the ATR program on teachers and students in the same school who are not supported by ATs. Nevertheless, this approach is most appropriate because our main goal is for the teacher-level analyses is to isolate the effect of receiving support from an AT. For results that capture the overall effect of implementing ATR in a school, see results from our school-level analyses using a difference-in-differences design (described above). Overall, results from only one year of teacher-level data in our second set of analyses are correlational and should be interpreted with caution.

More details on the quantitative analytic approach are available in Appendix A.

Data Collection

Table 1 summarizes all data collection activities conducted during the 2024–2025 school year. It reports both the number of administrators and teachers directly participating in qualitative data collection (e.g., interviews, observations) and the number of teachers or students represented in quantitative analyses of NCDPI administrative records. Detailed descriptions of each data source are provided in the sections that follow, and copies of the survey and interview protocols are included in Appendix B.

Table 1. Data Collection Activities and Number of Educators or Students Included in Analyses

Data Source	Collection Dates	Participant Totals or Sample Ranges
NCDPI Student Administrative Records	December 2024 - April 2025	57,298 - 566,850
NCDPI Teacher Administrative Records	December 2024 - April 2025	818 - 50,315
PSU ATR Rosters	January - May 2025	5,437
District Administrator Interviews	January - April 2025	11
School Administrator Interviews	February - May 2025	9
Advanced Teacher Interviews	March - May 2025	19
Beginning Teacher Interviews	March - May 2025	15
School Observations	March - May 2025	6

Statewide Administrative Data

The Educational Policy Initiative at Carolina (EPIC) provided longitudinal administrative data collected by the NCDPI and approved these data for use in this evaluation. These datasets capture student-, educator-, and school-level data for all NC public schools in each year between 2009-10 and 2023-4, creating a 15-year panel. This panel includes eight years before most schools began implementing ATR (2009-10 through 2016-17), two years after ATR began as a statewide initiative but before the COVID-19 pandemic began (2017-18 through 2018-19), and five years of data when schools were implementing ATR after the pandemic began (2019-20 through I 2023-24). These rich datasets include student characteristics (e.g., gender, race, multilingual learner status), student outcomes (e.g., test scores), and teacher characteristics (e.g., degree attainment, years of experience), which can all be linked to specific schools in each academic year. We augment these NCDPI data with longitudinal data on school characteristics (e.g., Title 1 status, locale, grade levels served) from the Common Core Data managed by the National Center for Education Statistics.

PSU ATR Rosters

During the 2024-25 academic year, the NCDPI provided all PSUs with an ATR Roster data collection template that they were required to complete. The template requested that for each Advanced Teacher, PSUs record their UID, name, start and end years, primary role, PSU job title, salary supplement, percentage of release time, as well as classroom teacher details for each teacher they support including name, grade level, and subject they supported. This dataset helps track Advanced Teaching Roles and details of Advanced Teachers in their mentoring and instructional support capacities across multiple districts.

These roster files then went through several rounds of verification to ensure that information provided was being interpreted correctly by the research team and was accurately recorded by PSUs. The research team and NCDPI staff participated in an iterative process with ATR district staff to ensure all PSU-provided roster data was accurate and correctly formatted. The research team then cross-referenced teacher UIDs and names with administrative records provided by the NCDPI to ensure there were not accidental mismatches, as well as to identify UIDs the districts were unable to provide.

In cases where PSU-provided data included inconsistencies that could not be resolved via communication with the relevant PSU, the research team imputed values based on frequencies. For example, in cases where a partial release Advanced Teacher supported multiple classroom teachers and the provided release time values for each entry in the roster file were inconsistent, the research team applied the value that appeared most frequently. The final cleaned roster file aggregating all ATR PSUs for 2024-25 was then shared with the NCDPI in May 2025.

Case Studies

Case study evaluations draw on multiple, overlapping data sources to facilitate triangulation (Yin & Davis, 2007). For this evaluation, teacher and administrator interviews, direct observations, and detailed field notes were collected to provide insight into how local context, as well as district and school priorities, shape program design and implementation.

Case Selection

At the district level, three PSUs were selected based on a previous document analysis of district ATR proposals that revealed varying levels of emphasis on BT support (Arenas et al., 2023; Bausell et al., 2024). Drawing on findings from earlier evaluations, the team selected cases that could illuminate strategies for how ATs are leveraged to support BTs. In particular, the evaluation sought to understand how ATs assist BTs instructionally, how their presence may influence BTs' decisions to remain in their school or district, and how BTs perceive the impact of ATR on students.

District-Level Data Collection. Three PSU ATR leaders were invited to meet with members of the evaluation team to learn more about the evaluation scope of work. All three leaders agreed to participate fully, including co-planning site visits and participating in interviews and engaging in member-checking processes. When required, the evaluation team followed district research protocols and obtained approval from district-level ethics committees. Interviews with district leaders explored staffing needs, implementation decisions, lessons learned over time, and perceived outcomes. Additional interviews with

personnel specializing in BT support (e.g., Beginning Teacher Coordinators) provided insight into how ATR integrates with existing mentoring and induction programs.

School-Level Data Collection. Two schools from each PSU were chosen as embedded units of analysis. Selection criteria included: active ATR implementation, BTs receiving support from ATs, and leadership supportive of ATR. District leaders helped refine the school list further based on factors such as school culture and openness to feedback. At each school, principals were interviewed about how they integrate ATs into broader instructional systems and how they perceive ATs' role in supporting early-career educators. Interviews with ATs focused on their approaches to supporting BTs and balancing team leadership with student learning. BT interviews explored their experiences, perceived effectiveness of AT support, and whether this support shaped their professional growth, confidence, and intent to remain in the school or district.

Team and Educator Level Observations. To explore implementation at the team and individual levels, a member of the evaluation team shadowed at least one Adult Leadership teacher at each focal school paying particular attention to their engagement with BTs. Additionally, principals, shadowed Adult Leadership teachers and supported BTs were interviewed to gain additional insight.

Statewide Practitioner Data Collection. To complement the close-up view of each case, the team also collected data from ATR stakeholders—PSU ATR Leads, School Administrators, Advanced Teachers, and Supported Teachers— as well as from Beginning Teacher Coordinators, across the state. This broader data set helped distinguish experiences that were unique to specific cases from those that reflected common patterns—within individual cases (at the district and school levels), across the focal PSUs, and beyond the focal sites in other PSUs.

Document Analysis. ATR program proposals submitted to NCDPI served as a data source for understanding district intentions around ATR implementation. These proposals were analyzed in advance of site visits and interviews to identify state priorities and planned strategies, particularly those related to supporting BTs. Following interviews with district leaders, the research team revisited the proposals to assess the extent to which they intended to leverage ATs in support of BTs and to compare documentation plans with on-the-ground practices. In 2025, the ATR Request for Proposals was amended to include a new requirement that PSUs articulate how their ATR programs would address the needs of Beginning Teachers (BTs).

Data Analysis

Qualitative Analysis

The evaluation team analyzed interview transcripts and field notes from school visits with district and school administrators, ATs, and the teachers they support. We used a mix of pre-identified, a priori codes based on the evaluation questions and inductive, open-ended coding to identify emerging ideas (Saldaña, 2021). The team met weekly to review, revise, and organize these codes and to discuss key themes. In the final stage, one team member reviewed the full data set again to identify and tag specific recommendations made by stakeholders.

Themes, or recurring ideas and patterns that emerged during analysis, were examined across participant groups to identify commonalities and differences, with particular attention to patterns in responses based on licensing status and teaching context. A key benefit to a thematic approach when evaluating implementation is identification of effective strategies to support BTs. This flexible analytic approach allowed the team to spot common patterns as well as unique perspectives. To ensure accuracy, district administrators from each focal PSU reviewed and confirmed how their ATR models were portrayed in the findings.

Case Study Analyses

Within the broader qualitative analysis, the case study component provided a deeper, context-specific understanding of ATR implementation in focal PSUs. Findings from case studies are inherently context-specific and may not be easily generalized to broader populations or different settings. This is a common limitation of qualitative research that emphasizes depth over breadth (Queirós et al., 2017). To help address this limitation and enhance the relevance and usability of the study for ATR practitioners outside the focal districts, the research team employed strategies such as member checking for focal PSUs and triangulation via interviews conducted with ATR practitioners employed outside of focal PSUs.

Member checking allowed district stakeholders to review and verify how their local ATR models were represented, ensuring the accuracy and credibility of the findings. Thick description provided detailed, nuanced accounts of each case, including contextual factors, implementation conditions, and practitioner perspectives. This level of detail enables other practitioners to make informed judgments about whether and how the findings might apply to their own settings. Even with these strategies, the analysis is bounded by the specific PSUs and schools that chose to participate, and by extension, the particular ATR practitioners included in the study. As such, the findings reflect the experiences and insights of a sample of practitioners rather than the full range of ATR implementation across the state.

Quantitative Analysis

Measures. Using the administrative data, we obtained several measures of student, teacher, and school outcomes. First, to measure student achievement in ELA, math, and science, we used student-level scale scores on state-mandated end-of-grade (EOG) and end-of-course (EOC) exams. We standardized these test scores within subject, test, grade, and year to have a mean of zero and a standard deviation of one. This standardization puts all scores on a similar scale across subjects and years. Note that we separately standardized modified and non-modified tests in every subject and year, which better reflects the different scales across these types of tests. For reference, a one standard deviation (SD) increase in standardized scale scores is equivalent to a school moving from the 50th to the 84th percentile (i.e., a substantial increase). To help further put these SD units into the context of other interventions that have been implemented in educational settings, Lortie-Forgues and Inglis (2019) found an average effect size of about 0.06 SD among 141 randomized control experiments in education funded by the national Institute of Education Sciences. A 0.06 SD effect on test scores can be approximately interpreted as a 1 month gain in learning from third to fourth grade math (Hill et al., 2008). In addition to test scores, we also used measures of student characteristics as controls including gender, race, and indicators for whether the student has disabilities (SWD), is a multilingual learner (ML), is economically disadvantaged (ED), is academically gifted (AIG), and is a migrant student.

To measure teacher effectiveness, we used both standardized value-added measures from the SAS Education Value-Added Assessment System (EVAAS) and teacher observation scores from the NC Educator Effectiveness System (NCEES). Like student test scores, both EVAAS and NCEES scores were standardized within subject and year. In addition to standardized EVAAS and NCEES scores, we also examined other characteristics that are potentially related to teacher effectiveness, including years of experience, binary indicators for whether the teacher was a beginning teacher (BT) in their first year of teaching, whether the teacher was alternatively licensed, and whether they have a graduate degree. For models that examine teacher experience as outcomes, results are interpreted as differences in the number of years of experience. For models that examine binary indicators, the results are interpreted as a percentage point difference in the probability of being a BT, alternatively licensed, or having a graduate degree. In all teacher-level models, we included teachers' demographic characteristics (gender and race) as controls.

Sample. We augment the NCDPI administration with data that we collected directly from PSU leaders, which detail the academic years when each school in the PSU began implementing ATR. There are some PSUs that take a year to plan how they will implement ATR, and we did not count this planning year as part of a PSU's implementation because we would not expect observable changes in student, teacher, or school outcomes while the PSU is planning (and not yet implementing) its approach to ATR. Thus, we defined the beginning of ATR implementation as the first year when teachers can be observed working in an advanced role, and our approach was aimed at examining outcomes after implementation has begun. Note that individual schools may begin implementing ATR in any year after the PSU first begins implementation.

Analytic Model for Schoolwide Effects

Analytic Model for Schoolwide Effects. We estimate the schoolwide effect of ATR by comparing ATR schools to comparison schools. These analyses updated our findings from last year's report with an additional year of data (2023-24). To estimate these schoolwide effects, we used Difference-in-Differences (DID) models that compare a pre-post difference in outcomes for ATR schools minus a corresponding pre-post difference for comparison schools that never implement ATR. This pre-post approach allows us to account for schoolwide growth before and after schools begin implementing ATR. The core intuition behind this DID approach was that the pre-post difference in the ATR and comparison schools will not be different unless implementing ATR has an effect that changes the student outcomes in ATR schools.

To identify a convincing comparison group of schools, we identified schools in the same PSU (or in a very similar PSU) as the ATR school and that served demographically similar students. Specifically, we use only comparison schools with similar proportions of students by race/ethnicity, ED status, SWD status, and ML status as ATR schools. Thus, our results were based on comparing ATR schools with a matched group of similar comparison schools that never implement ATR.

Using this matched sample, we applied a DID model that addressed the staggered nature of when schools began implementing ATR (Callaway & Sant'Anna, 2020). This staggered DID approach

accounted for any bias that could occur if the effect of ATR differs as different schools implement the model across time (Goodman-Bacon, 2018). This staggered DID model is the same approach we used in our previous year report. Note one of our prior reports included results from both Comparative Interrupted Time Series (CITS) and staggered DID models. However, because current methodological standards strongly support the validity of staggered DID models, in this report, we prioritize and report only results from the staggered DID model.

Analytic Model Identifying Specific ATs and STs. Over the past two years, we have worked with NCDPI and PSUs statewide to collect rosters identifying ATs and the STs they supported. We obtained these rosters for 2023-24 and are continuing to collect the rosters for subsequent academic years. In this report, we presented results comparing test scores for students taught by ATs and STs relative to students of teachers in the same school who are not part of the ATR program. Although these results are based on students and teachers in only 2023-24, they provide correlational evidence on the effectiveness of ATs and STs with currently available data. When additional years of administrative data become available, we will be able to use more rigorous statistical models to estimate the effect of ATs and STs statewide.

To estimate results for ATs, we examined effects on students the AT directly taught in the relevant subject (e.g., effects of ATs teaching ELA on ELA test scores). For STs, we estimated effects only when the ST received support in the relevant subject. For example, we estimate effects on ELA scores using students taught by STs who are supported by ATs in ELA. STs who receive support in multiple subjects (e.g., teachers in elementary grades) will contribute to estimates for all the subjects in which they receive support.

To examine the test score gains for students taught by ATs and STs, we used models that regress student test scores in each subject (ELA, math, and science) on indicators for ATs and STs. To estimate these regression models, we compared the test score gains of students taught by ATs and STs to two separate comparison groups: (1) students taught by other teachers in the same school who are neither an AT nor ST, and (2) students taught by other teachers in the same school who are neither an AT nor ST but have similar characteristics to ATs and STs (i.e., similar demographics, experience, licensure exam scores, and licensure area). We emphasize that both sets of comparisons use only non-ATR teachers in the same school as the AT or ST. In the results below, we refer to these two sets of models as the (1) school fixed effect (FE) model and (2) the school FE model with matched comparison teachers. The school fixed effect is particularly important in both sets of comparison groups because it controls for all factors that affect all teachers and students in the school. If, for example, PSUs strategically implemented ATR only in schools led by an effective principal, estimating results for ATs and STs in these schools relative to non-ATR teachers in other schools' risks conflating the effect of teachers with the effect of the school principal. However, with a school fixed effect, we compared only students in the same school with each other so the effect of the principal will be different.

Thus, the school fixed effect allows us to retain only effects for students who have an AT (or ST) relative to students who are not taught by an AT or ST in the same school, separating the AT or ST effect from other factors affecting the school as a whole. Importantly, school fixed effect models do not require us to

measure or observe all factors affecting the whole school (e.g., we do not need to measure principal effectiveness). By only comparing students in the same school to each other, we can control for all factors that affect all students in the school. All standard errors are clustered at the school level. These results included only schools that employ at least one AT in 2023-24, but results are robust when we included matched comparison schools used in the school level analyses described above.

Also, in auxiliary checks not shown here, we tested alternative models that use a grade fixed effect and a school-by-grade fixed effect. The grade fixed effect helps control for any external factors that affect all students in the same grade. For example, our estimates could be biased if ATR schools systematically assign ATs and STs to certain grades that tend to exhibit greater growth from year to year. Indeed, previous research from other contexts unrelated to ATR documents larger year-to-year gains in lower grades than upper grades (Hill et al., 2008). Using a grade fixed effect, we compared only students in the same grade to each other, which controlled for any bias from differential growth across grades.

In other robustness checks not shown in this report, we also estimate a model that controls for a school-by-grade fixed effect, which further restricts our comparisons only to students in the same school and grade. In the school-by-grade fixed effect model, we can control for bias that could come from differential achievement among students in different grades in the same school. This tends to occur if different cohorts of students in the same school differ in their achievement (e.g., this year's fourth graders have higher scores than last year's fourth graders). Our results would be biased if schools tend to assign ATs and STs to cohorts that are higher (or lower) achieving, but a school-by-grade fixed effect would control for these issues. While the school-by-grade fixed effect model likely controlled for a larger number of potential sources of bias than school and grade fixed effects individually, this model can only be estimated in school-by-grade combinations where there are both ATs/STs and non-ATR teachers. While these combinations exist, there are also school-by-grade combinations that are only taught by ATR teachers or only taught by non-ATR teachers. Thus, the school-by-grade fixed effect model will generally be less representative of the full sample than models that use school and grade fixed effects separately. Results are robust to these alternative specifications and checks.

However, we emphasize that, with only one year of data, these results should be understood as non-causal estimates. One important source of bias that we cannot address with the currently available data is systematic sorting of students to teachers. If, for example, students with higher (or lower) test scores are systematically assigned to ATs, our results could be biased due to these systematic assignment practices. Approaches to controlling for bias from systematic student-teacher assignment require multiple years of longitudinal data, which we will pursue in future reports. However, we can address some of these issues using student-level growth models. That is, even in cases where students with high test scores are systematically assigned to ATs, if ATs are able to improve student growth more than teachers not participating in ATR, that would provide some evidence that ATs are indeed having a positive effect on students. To estimate these growth models, we control for prior year student achievement, along with a rich set of student characteristics as covariates. For more details, please see Appendix A.

Program Implementation (2024-25)

A primary goal for the evaluation was to provide a deeper examination of PSU program implementation of ATR for the 2024-25 school year. The focus of our analysis was the "assistance to and retention of beginning classroom teachers" to respond to recent State Board of Education direction and understand the current approaches districts are taking to meet Beginning Teacher needs through their ATR programs.

This year's focus on Beginning Teachers' (BTs) engagement with ATR responds to rising concerns about early-career teacher attrition, with 2023 NCDPI data showing a 15.1% attrition rate for Beginning Teachers and an unprecedented high of 26.5% for those with less than one year of experience (NCDPI, 2024). This shift represents a new emphasis for NC's ATR program, and it is important to acknowledge that many PSUs and ATR practitioners may still be in the early stages to consider the extent to which their ATR implementation strategies to support Beginning Teachers in explicit, sustainable and systematic ways. As such, the evaluation team attended to varying approaches across sites, recognizing both emerging promising practices and areas for development. The following evaluation questions guided data collection, analysis and reporting on ATR program implementation:

EQ1. **Implementation**: How can the design and implementation of ATR programs be improved?

a. **Student Learning**: How do BTs view the impact of ATR on their students, particularly those requiring more intensive support?
b. **Teacher Support**: How, and to what extent, do ATs provide assistance to BTs and support their instruction?
c. **Teacher Retention**: How, and to what extent, did the opportunity to work alongside an Advanced Teacher influence early-career teachers' decisions to join or remain in their school and district?

To fully address these questions and provide a deeper examination of program implementation, the research team approached data collection and analysis from both a state and district perspective. At the state level, evaluation efforts were aimed at expanding upon the prior year's report by providing more fine-grained detail about Advanced Teachers and the classroom teachers they support. At the district level, the research team selected three focal districts for PSU spotlights to provide a rich and comprehensive portrait of implementation in three distinct settings.

Evaluation findings presented in this section are divided into the following two subsections that address the evaluation questions from statewide and district-level perspectives:

- Statewide Summary: Findings in this section provide figures and context regarding the implementation of ATR across all 26 grantees that employed Advanced Teachers during the 2024-25 school year. The purpose of this data is to provide a high-level overview of trends in ATR program implementation. The aggregated statewide program data shared in this section is drawn from PSU-provided ATR rosters.
- PSU Case Studies: This section shares findings from in-depth case studies of three ATR districts. The aim of these district case studies was to provide a deeper understanding of program design and implementation, as well as factors that support or impede outcomes of interest, such as the

retention of teachers and the academic achievement of students. Findings from these case studies were drawn from observations, stakeholder interviews, surveys and program artifacts.

This section also touches upon program impacts and recommendations for improving ATR but are not the primary focus. The Program Impacts section addresses EQ2 and related subquestions from a quantitative perspective. The Recommendations section fully addresses EQ1 with a discussion of potential improvements to design and implementation.

Statewide Summary

Key Findings

- **PSUs primarily utilize ATs in elementary schools and vary in size, salary supplements, and program staffing.** During the 2024-25 school year, 26 PSUs had ATR programs in 400 schools and employed 1,494 Advanced Teachers who supported 3,949 classroom teachers. Fifty six percent of ATR schools were elementary schools. ATs within a PSU ranged from three to 848, and salary supplements ranged from $1,000 to $21,000. The median salary supplement for an Advanced Leadership role was $12,500, while the median salary supplement for a Classroom Excellence role was $4,500. PSUs differed in how they prioritize and assign responsibilities for Advanced Teaching Roles.
- **Subject area support is more general in elementary schools and more subject specific in the middle and upper grades.** Half (50 percent) of elementary classroom teachers supported by Advanced Teachers received support in multiple core subject areas. In middle and high schools, classroom teachers received support from Advanced Teachers almost exclusively in individual subject areas, with math (40 percent) and English (30 percent) the most frequent.
- **District leaders reported varying levels of focus on supporting Beginning Teachers.** While they acknowledged that ATR does serve BTs, the program is not intended to serve those teachers exclusively. Each supported classroom teacher is expected to receive support tailored to their specific needs. Teams of supported classroom teachers are typically organized by grade level and/or content area rather than individual characteristics of the teacher(s). District leaders added that they are working to better integrate ATR with existing district-level support(s) for BTs.

ATR Grantees Overview

During the 2024-25 school year, 26 PSUs implemented ATR programs across 400 schools, with slightly more than half of the programs serving elementary schools (56 percent), followed by middle schools (18 percent), high schools (15 percent), and schools spanning multiple levels (12 percent). PSUs employed 1,494 Advanced Teachers with the majority (56 percent) serving in Adult Leadership roles. Collectively, Advanced Teachers supported 3,949 classroom teachers, with schools averaging four Advanced Teachers and 10 supported teachers per school. The majority of PSUs, 20 out of 26, currently partner with—or launched their initial ATR work via partnership with—Public Impact, a third-party vendor for ATR programs; six districts developed their own local programs.

There is substantial variation in the size, salary supplements, and scope of ATR across PSUs. As illustrated in Table 3 (following page), PSUs vary in the size of their programs ranging from as few as three Advanced Teachers in Bertie, Chatham, and Rockingham County Schools to as many as 848 Advanced Teachers in Charlotte-Mecklenburg Schools (CMS). CMS remains the largest participant in the

grant program as of 2024-25, representing roughly one-third (36 percent) of ATR schools and more than half (57 percent) of all Advanced Teachers.

PSUs also differed in how they prioritized and defined specific roles of Advanced Teachers. Several PSUs employed only Advanced Teachers that served in Adult Leadership Roles. Others predominantly (or exclusively) employed Classroom Excellence teachers; 65 percent of Advanced Teachers in CMS were classified as Classroom Excellence, and CMS employed approximately 84 percent of all Classroom Excellence teachers across the state during 2024-25. Salary supplements paid to Advanced Teachers likewise varied by PSU and role. These different implementation strategies reflect PSU's varying approaches as to how to best use ATR to improve teacher and student outcomes.

Table 3. Program Summary for PSU Grantees Implementing ATR during 2024-25 School Year

PSU	Grant Year	ATR Model	Schools Supported					Advanced Teachers			Teachers Supported	Salary Supplement	
			Elem	Middle	High	Other	Total	AL	CE	Total		Low	High
Bertie	2018	Local	3	0	0	0	3	3	0	3	10	$1,538	$3,131
Cabarrus	2022	Local	8	4	2	2	16	29	14	43	148	$4,500	$21,000
CMS	2016	OC	86	22	17	19	144	294	554	848	1413	$2,250	$18,250
Chatham	2022	OC	0	1	1	0	2	3	0	3	11	$10,000	$10,000
Columbus	2022	OC	2	0	0	2	4	15	1	16	45	$3,000	$10,000
Cumberland	2020	OC	8	3	0	0	11	34	6	40	194	$2,000	$15,000
Edgecombe	2016	OC	6	4	5	3	18	36	15	51	196	$4,000	$14,000
Elizabeth City	2022	OC	1	1	2	0	4	9	0	9	34	$8,000	$12,000
Guilford	2020	OC	17	7	5	1	30	69	14	83	342	$3,000	$20,000
Halifax	2018	OC	5	0	2	0	7	0	12	12	0	$1,000	$1,000
Hertford	2018	OC	0	1	2	1	4	2	3	5	19	$12,000	$12,000
Lexington City	2018	OC	3	1	1	1	6	12	8	20	81	$2,500	$12,500
Lincoln	2021	Local	4	1	2	0	7	20	10	30	78	$3,000	$10,000
McDowell	2020	Local	7	3	3	0	13	24	0	24	72	$6,600	$6,600
Moore	2022	OC	1	1	1	0	3	8	2	10	27	$3,000	$12,000
Mt. Airy City	2021	OC	0	1	1	2	4	12	1	13	57	$3,000	$10,000
Nash	2021	OC	11	2	0	0	13	38	0	38	183	$10,000	$17,750
New Hanover	2022	Local	5	0	0	0	5	9	0	9	27	$10,000	$10,000
Pitt	2016	Local	12	7	6	10	35	64	0	64	216	$8,718	$10,000
Rockingham*	2022	OC	2	1	1	0	4	3	0	3	18	$10,000	$10,000

Rowan-Salisbury	2022	OC	3	0	0	0	3	5	0	5	17	$10,000	$15,000
Thomasville City	2021	OC	0	0	0	2	2	7	1	8	23	--	--
Vance	2016	OC	9	2	2	2	15	19	2	21	116	$5,000	$15,000
Wake	2022	OC	3	0	0	0	3	5	0	5	19	$12,000	$15,000
Wilson	2020	OC	11	3	1	0	15	39	1	40	183	$7,600	$18,000
WSFCS	2020	OC	18	6	4	1	29	77	14	91	421	$8,000	$14,000
PSU Totals			**225**	**71**	**58**	**46**	**400**	**836**	**658**	**1,494**	**3,950**	**$1,000**	**$21,000**

*Note that two classroom teachers were supported by Advanced Teachers employed by a different PSU during 2024-25. These teachers are counted in the total for their employing PSU but not for the PSU of the Advanced Teachers.

Advanced Teaching Roles and Legislative Requirements

Session Law 2023-134 amended Chapter 115c which added new salary supplement requirements for ATR positions and provided the following definitions for two types of Advanced Teaching Roles eligible to receive supplements:

1. Adult Leadership: A teacher who works in the classroom providing instruction for at least 30 percent (30%) of the instructional day, leads a team of between three and eight teachers and shares responsibility for the performance of their students and is not a school administrator.

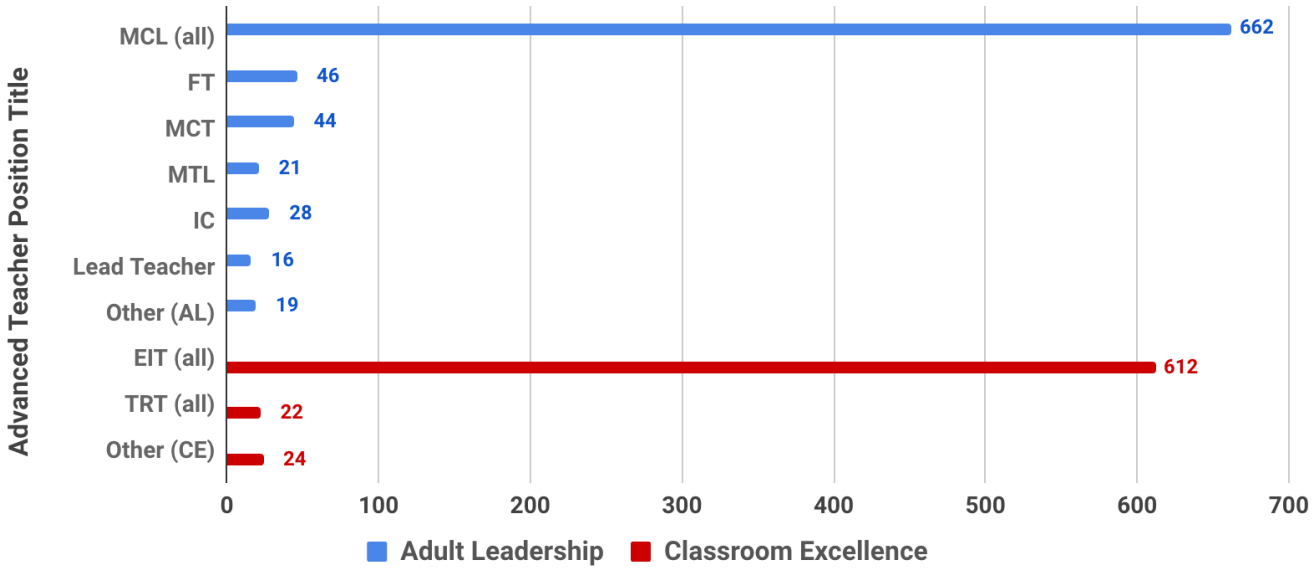
2. Classroom Excellence: A teacher who is a member of a team led by an Adult Leadership teacher and assumes and maintains responsibility for at least 20 percent (20%) of additional students as compared to the most recent prior school year in which the teacher did not receive a supplement.

As part of the data collection process for ATR rosters in spring 2025, the NCDPI requested that each PSU classify their current ATR positions as either Adult Leadership or Classroom Excellence based on which role their positions were most closely aligned. These ATR roster files were then reviewed internally for accuracy and consistency, with district ATR leaders asked to provide additional context or make changes, as necessary.

The Opportunity Culture model heavily influences PSU-specific roles. Multi-Classroom Leaders and Expanded Impact Teachers account for nearly 90 percent of PSU-specific roles, largely due to widespread adoption of the Opportunity Culture model. MCL positions made up nearly half (44 percent) of all Advanced Teachers during the 2024-25 academic year. Eighteen PSUs employed MCL positions in 2024-25, with 12 districts distinguishing these positions by MCL levels I - III. In the past, district ATR leaders have described MCLs as Advanced Teachers who support and coach multiple teachers within a school, providing targeted assistance in subject areas like English Language Arts (ELA) and math. PSUs provide MCLs release time from direct teaching duties (72% saw full release; 27% percent saw partial release), allowing them to focus on teacher support such as mentoring, co-teaching, and teaching small groups of students. MCLs also work closely with teaching assistants who help manage classroom responsibilities and administrative tasks.

The Extended Impact Teacher (EIT) position accounted for approximately 41 percent of Advanced Teachers. Eleven PSUs employed this position and four distinguished this position by EIT levels I - III, with each level indicating an increased responsibility for additional pay. The role of an EIT varies across PSUs but generally involves a combination of teaching responsibilities and additional duties that extend the teacher's impact to more students. EITs often teach larger class sizes or additional classes compared to their peers. In some PSUs, EITs may have more students in their class than other teachers in the same grade while in another PSU, EITs may teach two blocks of a subject and then extend their reach by providing instruction to students in other grades. In some cases, EITs also support other teachers through mentoring, leading Professional Learning Teams (PLTs), or creating and sharing model lesson plans. Figure 2 (below) shows the headcounts of Advanced Teachers by PSU job titles.

Figure 2. Number of Advanced Teachers by PSU Job Titles (As Classified by Legislative Roles)



*Glossary: Adult Leadership (Blue): MCL - Multi-Classroom Leader; FT - Facilitating Teacher; MCT - Multi-Classroom Teacher; MTL - Master Teacher Leader; IC - Instructional Coach; Other (AL) - Other Adult Leadership job titles. Classroom Excellence (Red): EIT - Expanded Impact Teacher; TRT - Team Reach Teacher; Other (CE) - Other Classroom Excellence job titles.

Most Adult Leadership positions met legislative requirements on classroom teacher support and most Advanced Teachers received supplemental salaries meeting or exceeding legislated minimums. Legislation stipulates that Adult Leadership teachers (ALs) are responsible for leading a team of between three and eight teachers. Roughly 80 percent of (ALs) supported between three and eight classroom teachers during the 2024-25 academic year. Approximately five percent of ALs supported more than eight classroom teachers, with 20 Advanced Teachers supporting 10 or more classroom teachers. About 14 percent of Adult Leadership teachers supported two or fewer classroom teachers and three percent supported no classroom teachers, suggesting some PSUs still need to adjust their AL positions to reflect these new mandatory requirements. Roughly three percent of Classroom Excellence teachers supported one or more classroom teachers during the 2024-25 academic year.

Legislation also stipulates that salary supplements for Advanced Teachers should meet a minimum of $10,000 for AL positions and $3,000 for CE positions. Figure 3 (below) shows the range of Advanced Teacher salary supplements by ATR role during 2024-25. Approximately 88 percent of AL teachers received a supplement of at least $10,000, while 85 percent of CE teachers received supplements at or exceeding $3,000. Table 4 (page 28) summarizes the salary supplements for PSU-specific job titles. Supplements for AL positions in 2024-25 ranged from $2,250 to $21,000, with a median value of $12,500. Classroom Excellence teachers saw a wider range of salary supplements, from $1,000 to $21,000, while the median salary supplement was $4,500.

Figure 3. Range of Salary Supplements for Adult Leadership and Classroom Excellence Roles

Note: The shaded regions indicate salary supplements between the 10th and 90th percentiles, while the error bars indicate high and low values for each role.

Table 4. Number, Percentage, and Supplement Range of Advanced Teachers by ATR Role and PSU Job Titles

PSU Position Classification	PSU Position Title	Advanced Teachers	Percent of Total	Supplement
Adult Leadership	Total	836	56%	$2,250 - $21,000
Multi-Classroom Leader	Total MCL	662	44%	$2,250 - $21,000
	Multi-Classroom Leader	121	8%	$3,000 - $20,000
	Multi-Classroom Leader I	263	18%	$3,000 - $18,250
	Multi-Classroom Leader II	213	14%	$2,250 - $21,000
	Multi-Classroom Leader III	65	4%	$13,000 - $20,000
Facilitating Teacher	Facilitating Teacher	46	3%	$8,718
Multi-Classroom Teacher	Multi-Classroom Teacher	44	3%	$10,000
Master Teacher Leader	Master Teacher Leader	21	1%	$3,500 - $12,500
Lead Teacher	Lead Teacher	16	1%	$10,000 - $11,000
Instructional Coach	Instructional Coach	26	2%	$1,538 - $12,000
Other AL	Total Other	19	1%	$5,000 - $20,000
	Teacher Development Specialist	8	1%	$5,000 - $15,000
	Undefined Adult Leadership	11	1%	$10,000 - $20,000
Classroom Excellence	Total	656	44%	$1,000 - $21,000
Expanded Impact Teacher	Total EIT	611	41%	$2,000 - $21,000
	Expanded Impact Teacher	54	4%	$2,250 - $10,000
	Expanded Impact Teacher I	101	7%	$2,000 - $8,000
	Expanded Impact Teacher II	331	22%	$3,000 - $11,000
	Expanded Impact Teacher III	119	8%	$4,500 - $21,000
	Master EIT	6	0%	$7,000 - $12,500
Team Reach Teacher	Total Team Reach Teacher	22	1%	$3,000 - $7,600
	Master Team Reach Teacher	16	1%	$4,000 - $7,600
	Team Reach Teacher	6	0%	$3,000
Other CE	Total Other	23	2%	$1,000 - $12,000
	Undefined Classroom Excellence	22	2%	$1,000 - $12,000
	Peer Mentor	1	0%	$3,000

School Levels & Subject Areas Supported

During the 2024-25 school year, ATs supported 3,949 classroom teachers across 377 schools. As shown in Table 5 below, support for classroom teachers was the most common in math and ELA. Across all schools, ATs supported 772 (20%) classroom teachers in all subject areas and 901 (23%) teachers in multiple core subjects. Nine hundred and twenty-one (23%) classroom teachers were supported exclusively in ELA, while 870 (22%) were supported exclusively in math. Support in just science or social studies was very uncommon, less than five percent for either subject. Roughly seven percent of classroom teachers were supported in other subject areas.

Subject area support remains more generalized in elementary schools and more targeted to specific subject areas in the middle and upper grades. Table 5 below shows a breakdown of the school level and subject areas in which classroom teachers were supported by ATs. Classroom teachers supported by ATs predominantly worked in elementary schools, and half received support across multiple subjects.

In middle and secondary grades, classroom teachers tended to receive more subject area specific support. For example, 43 percent of high school teachers received support only in math and 16 percent received support only in ELA-related subjects (e.g., English I). The primary distinction between middle and secondary grade levels is the support for "other" subjects that do not fall under the core subject areas. In high schools, nearly one quarter (23 percent) of classroom teachers received support in one of these non-core subject areas, compared to just seven percent of middle school teachers.

Table 5. Percentage of Classroom Teachers that Advanced Teachers Support by Subject Area and School Level

	Elementary	K-8	Middle	6-12	High	Other	All Schools
Supported Teachers	2,941	230	678	18	373	158	3,948
All Subjects	24%	7%	1%	0%	0%	34%	20%
Multiple Core Subjects	26%	29%	3%	0%	0%	31%	23%
ELA	18%	26%	37%	0%	16%	17%	23%
Math	12%	30%	38%	83%	43%	11%	22%
Science	1%	3%	10%	0%	13%	0%	4%
Social Studies	0%	2%	4%	0%	5%	0%	1%
Other	4%	3%	8%	17%	23%	6%	7%

Note: Teachers with missing data are excluded from this table.

Qualitative Findings

This year's qualitative findings are largely consistent with those reported in last year's evaluation; stakeholders overwhelmingly believe that ATR benefits teachers and students. While many themes resembled those in last year's evaluation, a few new perspectives about the extent to which ATR serves Beginning Teachers emerged. This section begins with an overview of key themes identified from interviews with PSU leads, principals, ATs and BTs about the current landscape of BTs across the state. We then present findings organized by each evaluation question, highlighting patterns in how ATs support BTs. Finally, we offer district spotlights that illustrate how three PSUs adapted their ATR models to meet the needs of BTs in their local contexts.

Key Themes

Advanced Teachers work with expanded definitions of Beginning Teachers and tailor their support to these teachers' unique needs. When asked to describe the strengths, needs and supports in place for early-career educators, ATs offered a nuanced and expansive portrait of BTs —one that goes beyond the standard three-year, years-of-service definition used in policy. While ATs recognized the value of specialized support for BTs in their first three years of practice, most approached their ST teams through a broader lens, focusing on the extent to which educators—regardless of licensure status—needed contextual acclimation and job-embedded support.

On Supported Teacher teams, teachers beyond the formal BT designation, such as international faculty and long-term substitutes, were often supported in similar ways as BTs. According to ATs, these educators experienced many of the same challenges as BTs, including navigating school culture, managing classrooms, engaging students, and building partnerships with families, despite often having teaching experience in other contexts. This broader, needs-based approach to support reflects a practical understanding that acclimation challenges were not limited to licensure status but emerged anytime educators were new to a school, grade level, system or instructional context.

ATs and district leaders also drew distinctions within the BT group itself to differentiate support. In particular, they noted that BTs with prior roles in educational settings, such as reach associates (RA), instructional aides (IA), or long-term substitutes, often entered the classroom better prepared to navigate school routines and classroom dynamics. According to the ATs who support them, these educators typically demonstrate a higher readiness for differentiated support, in contrast to colleagues entering through a residency licensure program and those who are recent graduates of a teacher preparation program, and required more intensive school-level onboarding to acclimate to school operations, routines and expectations.

The distinctions that ATs make by viewing early-career support needs as extending beyond the codified years-of-service definition suggests that rigid definitions may not fully capture all who need support. From the ground up, ATs are already acting on a broader, more developmental view of teacher acclimation, which includes not just BTs within their first three years but also international teachers, residency licensed teachers, and long-term substitute teachers serving on their ST team. This

practitioner-informed approach aligns support with real-time needs rather than policy labels, making the support more responsive and, according to many principals, potentially more effective.

BTs brought a strong set of assets to their roles, including enthusiasm, adaptability, openness to feedback and comfort with technology. BTs in residency programs were perceived as demonstrating resilience, courage, and an ability to build quick relationships with students. These attributes, while promising, were described by ATs as a solid starting point for structured, ongoing coaching. Along these same lines, both ATs and BTs emphasized that targeted, developmental support was essential for building instructional fluency and professional confidence.

Stakeholders emphasized the evolving nature of BT needs within their buildings over the school year. A district leader who specializes in BT support described how the needs of BTs tended to evolve across the school year:

> So when I first meet them, they're really hungry for content and curriculum. It's very much about content. When they get in the classroom, it quickly shifts to the thing that we see new teachers in survival mode on, which is conflict resolution with their peers or classroom management. When we look at this time of the year [Spring], the big theme that shows up is interpersonal relationships. So going back to the conflict resolution, by that point in the school year they have experienced some conflict with a supervisor or someone on their grade level team, a mentor, and that seems to be a big theme with what they want to support and navigate.

This quote underscores a sentiment shared across interviews: BTs' developmental needs are not static. While early needs may center on entry points into curriculum and foundational instructional design, those quickly give way to more complex challenges related to emerging classroom management issues, peer relationships, and professional conflict resolution. These interpersonal dynamics, often playing out in team-based professional environments, are precisely where ATs, as teacher-leaders embedded in the day-to-day work of BTs, are uniquely positioned to provide tailored support.

Finally, BT coordinators, PSU ATR leads, principals, and ATs consistently emphasized the pivotal role that ATs play in helping BTs "connect the dots" between planning and instruction. ATs support novice educators in aligning instructional choices with student needs through ongoing modeling, co-planning, and careful data analysis, while simultaneously supporting their growing professional identities. By making student learning visible and actionable, ATs who are effectively supporting BTs help them move beyond foundational level lesson execution toward more adaptive and responsive instruction in the classroom and more meaningful professional collaboration at the team and school level. A key element of this development growth is supporting BTs as the partner with the families of their students. As one AT explained, relationship-building is not just a nice-to-have, but rather, it is foundational to a BT's capacity to succeed in the field:

> I think you need to understand priorities. Like establishing relationships with BTs. But also you're helping your BT establish relationships with students and

> families so that they can do the hard work of teaching, because you have to have that.

This perspective reinforces the idea that effective support for BTs involves cultivating a relational infrastructure between BTs and their colleagues as well as BTs and the broader community.

Impacts on Students

Across interviews, stakeholders described ATs as contributing meaningfully to student success, particularly for those students requiring more targeted and intensive support. While they frequently emphasized the ways that ATs support teachers, stakeholders consistently drew connections between teacher-facing support and improvements in student outcomes, especially when they worked with BTs to plan instruction, interpret data, and provide small group instruction.

A central theme was the shared sense of student accountability that ATs bring to their supported teams. One principal noted that ATs "have a strong impact [on students assigned to BTs], because they're obviously working very closely with the teacher...reviewing their students' data" and systematically pulling students for "tutoring or intervention." This intentional action of shared student accountability, grounded in understanding real-time data and co-planning, ensured that instructional adjustments occurred more expeditiously than they might in a typical classroom led by a BT still developing those skills.

BTs echoed this sentiment, often describing the ATs who they work with as key partners in making sense of student data and translating it into action. One BT who described her class makeup as having a high percentage of students with Individualized Education Program (IEPs) and 504 plans explained, "I had a hard time looking at 32 kids and basing them on ability...then strategically planning assignments they can do." In that context, the AT helped her meaningfully organize student groupings and differentiate standards aligned assignments in a way that she and others "psychically couldn't do" on her own.

Several stakeholders emphasized that ATs were especially impactful in classrooms where BTs were still developing classroom management and instructional planning skills. A PSU leader described one case in which "every last one" of the BTs on an AT-led team "exceeded growth," noting that the AT's coaching and co-teaching across the 7th and 8th grade science teams had created an indisputably strong instructional foundation for the students assigned to novice educators.

ATs use real-time data to direct small group remediation and accelerated instruction. One Advanced Teacher explained that she "pull[s] groups" of students regularly, seeing it as the "best of both worlds, supporting teachers but also directly supporting students." Another AT discussed how she targeted her small-group sessions, describing how she referenced students' specific responses on recent assessments to personalize instruction: "I'll be like 'you answered this on your test. What were you thinking?' and they're like, 'oh you actually looked at what I did…like they can really tell we're [ATs] invested in what they're doing". This level of individual attention, she noted, makes students who are grappling with grade level content feel seen and motivated them to engage more deeply.

Stakeholders also described how ATs play a key role in helping BTs respond to the full range of learners in their classroom. One AT described how co-analysis of student performance helped a BT come to terms with the reality that "some of the students needed a heavier level of scaffolding and that was holding others back." As a result, she pulled the students who were ready for acceleration into a separate group so they could "develop more independence." This kind of responsiveness, grounded in small-group flexibility and data analysis, is something many BTs are still learning to do, and they expressed appreciation in interviews for how ATs help accelerate their learning curve.

AT impacts on students assigned to a BT's classroom are not only academic. One AT emphasized that student relationships remain a top priority; "We both [ATs] know every student in this school…and could probably tell you what they scored on their Dynamic Indicators of Basic Early Literacy Skills (DIBELS)or their math." She added that students enrolled in BT classrooms are eager to work with her in small groups, not to "escape the classroom, but because they understand that the support is "super targeted" and that their academic growth is being taken seriously by a team of experts.

In sum, when stakeholders shared their insights on the AT impacts with a description of teacher support, their accounts consistently illustrated how ATs expanded instruction capacity in ways that directly benefited students, particularly those who were multilingual learners, had exceptionalities, or required differentiated instruction. Whether by helping BTs interpret and act on data, engaging in Multi-Tiered System of Support (MTSS) monitoring, or stepping in directly to instruct students, ATs were viewed as central players in building instructional environments where more students can be successful.

BT Support through ATs

ATs provided support that was developmentally appropriate and intentionally designed to avoid overwhelming BTs. This approach reflected a philosophy of *graduated suppor*t and was described by BT coordinators, ATR leads, principals and ATs as an opportunity to ease BTs into new practices and expectations gradually so that they could build competence and confidence without experiencing cognitive overload. ATR stakeholders recognized that early career educators are still mastering multiple complex tasks simultaneously and need embedded support that balances skill development with manageability. According to many ATs, reducing cognitive load helped BTs maintain focus on critical learning goals, processed coaching feedback more effectively, and avoided burnout. As one AL teacher noted, "We don't want the BT teachers to be overwhelmed because they're just coming in new. And you add so many things at one time, it's a challenge for them…So we just have to be mindful when we're doing that with their time."

Along with gradual support, differentiated support was necessary to help BTs succeed. Given the differences in districts, school environments, students and parents, having ALs who understood the nuances amongst their educational community was helpful for BTs to grasp the complexities of their school environments. **The ATR structure enables AT support to go beyond the traditional check-in email or regular one-on-one meeting and allows the AT to understand the specific classroom needs to provide appropriate professional development.** One BT mentioned,

> Differentiation is needed in academics. I've got a kid who needs a break every three minutes in my class or a kid who, after 10 math problems, has got to take a book to the guidance counselor just to walk out his anger. Teachers have to be able to juggle all the differences that you face. We have to take into consideration that the job is hard. You can't just send an email once a month asking, 'Are you good? Is there anything I can do?'

In some cases, Supported Teachers and ATs also distinguished BT support through ATR in terms of proximity and relevance emphasizing a *just-in-time* feedback opportunity. ALs work on the same grade level, subject and, in some cases, the same classroom whereas other teacher mentors may work across schools or in a different content area, which may limit the relevance and immediacy of their support. As one Supported Teacher reflected:

> You can go to her whenever you really have a question or a need. You know all the big cornerstone things…helping you build curriculum, making sure your lessons are working, pulling your kids for extra help. All those things are super important.

Another AT provided an example of how ATs differ from other teacher mentors saying,

> I'm in [the BT's] room at least three times a week and you wouldn't get that with a normal mentor. I'm also there helping facilitate their PLCs [professional learning communities] and planning meetings. A normal mentor doesn't do that. At least in my experience, your mentor is not always on your grade level either, so I've seen mentors that were PE teachers paired with a 4th grade teacher. How effective is that?

According to the BTs who received support from both a district or school level BT mentor and an AT, proximity allows ATs to offer more tailored, instructionally relevant guidance whereas mentor programs supported licensure guidance and created novel opportunities to gather with other BTs across schools.

When describing the differentiated support ATs offered, topics usually fell under two different focus areas: coaching and school routines. ATs focused their coaching with BTs to support understanding and management of academic standards including lesson planning, lesson implementation, and reflection on data. Having an AT helped BTs to grasp some of the lessons they were teaching particularly when receiving timely feedback. As one BT noted,

> There was one point where I could not get this concept across for my students to understand it. So I had asked [the AT] to come in and observe me teaching it to help pinpoint the misconceptions. Then we were able to create a mini lesson on those topics that would help them.

Understanding data was also an important need as one BT mentioned, "planning and looking at data and breaking down the standards has been really useful. Working with the AT…I think we really need that support." According to school principals, ATs have been an important partner in data conversations, particularly when deciding what relevant PD they should provide to BTs. As one principal shared,

> Our [ALs], who are part of the data analysis conversation, ensure that they can provide the relevant PD to the beginning teachers. We're talking about data analysis of EVAAS scores. When you're a beginning teacher, we're analyzing the check-in data and the standards that have to be reassessed or re-taught, and then reassessed. It's almost like on-demand PD as needed. And everybody's learning is different. Adult learners are the same as our students. It needs to be differentiated for some of them.

One principal reflected on their own early teaching experience and expressed appreciation for the AT role by highlighting what they wish they had: a grounded, collaborative partner focused on student success:

> I just wish I had that kind of support when I was a beginning teacher. Somebody that would be in there with me with their feet on the ground that cares about the student data, and that they're sharing that with me, helping me understand the data. So I know what decisions to make and what to do differently, or what I can, what tweaks I can make to be more effective. So I feel like it's all about support.

This principal's sentiment—echoed by other school leaders— reflects appreciation for how ATs embed support for striving students within their broader coaching models, working alongside STs to interpret data and help them understand how to link instructional decisions with student needs.

BTs often described the procedures and instructional moves that ALs used with students, but they did not always connect those activities to broader instructional goals or systems of support, like MTSS. This highlights the role of modeling and helping BTs develop a more attuned professional awareness over time. As BTs observe and interact with ATs, ATs had shared aspirations that the BTs would begin to internalize the broader professional norms and expectations. According to ATs, this ongoing process helped Beginning Teachers develop greater confidence, adaptability, and a deeper understanding of their role within the classroom, school, and district.

AT support for BTs homed in on school routines, particularly focused on helping BTs with classroom management and setup, emotional support, trauma-informed practices, and parental relationship building. BTs recognized that their role in the classroom sometimes stretched beyond academics. As one BT described,

> I feel like I'm a nurse. I feel like I'm a psychologist. I feel like I'm a guidance counselor. I feel like I'm a family therapist. There's a lot more to being a teacher and I was not prepared for that. What do you do if you hear this or that? Do you report it? You're not prepared for how that could impact that student and how they react. Nor the behaviors that come out of them because of what they're dealing with. I was not prepared for that.

Given the different backgrounds students brought into the classroom, teachers needed to understand appropriate behavior management techniques and ways to provide emotional support for students when needed. One principal recognized how important ALs have been helping BTs with trauma-informed practices in the classroom mentioning,

> I think the [AL] for us has been instrumental because our needs are very diverse. Our students' needs are very diverse. [Our BTs] don't have a background in trauma, trauma-informed practices, trauma response, crisis escalation, or crisis de-escalation. And for them to stay in education, I think we need to make sure that they have that exposure and that support.

ATs also noted the importance of parental relationship building as a way to support students; however BTs may come in with very little experience in doing so. As one AL noted,

> [BTs] have to understand that they may be going to come into contact with students with different abilities. They may be going to come into contact with students with behavior problems. You've got to be ready because you just never know. You've got to be the best support for them and to help them. Not only with the students, but with the parents, too. I tell teachers 'I'm not telling you what to do, but let me give you some strategies I use. Feel free to use them.' You know every parent is different, and I'm noticing that within my classroom.

Overall, ALs are able to provide a wide-reaching range of support for BTs and are equipped to do so with the knowledge and understanding of specific classroom contexts. ALs' ability to provide the just-in-time feedback to BTs, given their proximity, has been an opportunity to strengthen the mentorship capabilities of schools across ATR districts. The differentiated support provided by ATs is necessary to provide more targeted professional development and effective resources for BTs to succeed in the classroom.

ATR's Influence on BT Recruitment, Retention, and Job Satisfaction

While district leads describe leveraging the ATR program as a recruitment tool, many BTs report they were unclear about the level of support available when applying and accepting the position. PSU leads mentioned how they utilized the ATR program as a recruitment opportunity, particularly noting the intensive amount of support BTs would receive. One district lead shared, "I do use [the ATR program] for recruitment and retention, talking about the unwavering support that they will have in our district." Another district lead discussed the importance of viewing orientation as an important part of the recruitment and retention process, expressing, "They're sitting in the new teacher orientation, still deciding if they're going to take this job they might have signed a piece of paper and done a background check, but they've dipped a toe in. And so in essence they're test driving the car." Another district lead discussed that she communicates during new teacher orientation,

> …that their mentor, whom they're going to meet, could possibly be an MCL. And then I talk about the power of an MCL. I mentioned the money, but I also emphasize the position being beyond just the additional stipend… Something I emphasize is that you get into this [MCL] role and you're a leader in that school. It's a badge of honor to be selected as an MCL. Because what that means is you're impacting students.

However, while district leads described leveraging the ATR program as a recruitment tool, most of the BTs described that they had not realized the ATR program was available in their districts when they applied for their positions. Many of the BTs we spoke to were "not aware of any of that," meaning they did

not understand they would have the support of an AL. Considering ATs, principals and district leads note discussing ATR support in interviews, it is possible that many BTs struggle to conceptualize this support. In fact, some BTs noted that while they may have been informed of an AL teacher, they did not fully understand the extent or nature of the support. As one BT said, "I did not know how in-depth [ATR] it went." Because of this, we did not find ATR to be one of the specific reasons why BTs applied to their positions.

This is a potential area for growth. Districts can modify their recruitment materials to better convey the intensive support their BTs can receive. Stakeholders supported the idea that leveraging the benefits of ATR, particularly explaining what support systems looked like in their district, is a potential recruitment strategy aimed to help district leads meet recruitment goals.

The ATR program has positively influenced beginning teacher retention by providing personalized support and a culture of care that builds teacher confidence and job satisfaction. While not all districts had numbers to share, stakeholders generally believed that their ATR program supported retaining more BTs in the classroom. One district lead shared their retention rate has hovered around 100%, not accounting for retirements. A BT coordinator from another district noted their retention rates were around 95%, while one principal noted their BT retention rate being above 90% at their particular school.

District leads attributed this improvement with the coaching model that directly supports BTs. As one district lead noted,

> Watching BTs, I mean, they really flounder sometimes and it's a lot. And I've had them say to me that they just don't know where they would be without that MCL. And also principals, they're just so grateful that they have an MCL…I know for sure that I've had personally had a lot of BTs say to me that the MCL that supports them is invaluable.

While Adult Leadership teachers were a little more unsure about ATR's specific impacts on teacher retention, most expressed optimism about how coaching and mentoring were positively impacting BTs. Adult Leadership teachers noted what work they have done to support BTs, such as lesson planning, classroom modeling, and providing feedback. As one AT shared, "I hope that it's made them more satisfied because they're supported. They don't have to do anything by themselves if they don't want to…I'm just here to encourage you and we'll make it better together." Another AL credited personalized coaching, "[One BT] last year was a little overwhelmed and lost, but then I think having our individual coaching sessions helped retain him…Just keeping a personal relationship as well as professional wisdom has definitely helped retain him."

Finally, BTs also felt that they were being effectively supported, which has impacted their satisfaction in their positions. For most BTs, it has been about gaining more confidence with their teaching. They appreciated consistently having one person to ask all their questions and receive feedback. When asked if having an AL has supported their job satisfaction (e.g., staying in their current setting, satisfaction in their position), one BT responded, "Yes. I think it has. The support here, I think it's awesome, just to know

that you can ask someone a question and don't feel like they're going to, 'You should know this.'" Many BTs generally expressed that they could not imagine teaching without their AL teacher's support.

Continuum of BT Supports through ATR

A clear continuum of alignment emerged in how PSUs leverage the ATR program to support Beginning Teachers. Interviews were conducted within case districts and further triangulated with focus groups and interviews from a broader, state-wide sample of ATR districts and practitioners. Districts are piloting a range of approaches to leverage the ATR program to extend existing support for Beginning Teachers. This is entirely reasonable given the absence of a policy requirement for integration at the time of their grant award. In some PSUs, ATR and BT support systems work as complementary but parallel initiatives. In others, there is intentional overlap; for example, ATs may serve as BT mentors for those on their supported teams. At the other end of the spectrum, districts may prioritize, and in some cases, use ATR as their primary Beginning Teacher support program. It is also possible that, outside of this dataset, some districts operate BT support and ATR as fully parallel programs. However, we also know that even in these cases, some BTs are engaged in both streams of support, reflecting an organic overlap in practice. This suggests an opportunity for PSUs to recognize and build on these natural points of connection.

Guilford County, Nash County, and McDowell County each offer a distinct example of how ATR programs can interact with existing BT supports across a range of approaches. These districts occupy common and recognizable positions along the continuum of alignment, from parallel structures to more integrated models. While their strategies differ, each district's approach reflects a contextually meaningful response to local needs, fiscal and HR capacity, and priorities. The following subsections present PSU implementation spotlights. The spotlights surface connection points between ATR and BT supports by zooming in on specific district-level and school-level practices. These examples illustrate how various BT supports can converge meaningfully in practice.

It is also important to note that current district approaches to connecting ATR and BT supports have developed organically, in the absence of formal policy directives. The implementation spotlights, presented here, offer a window into how PSUs are iteratively refining their ATR programs to meet existing needs, rather than serving as an evaluation of compliance with any existing policy requirement.

Guilford County

Guilford County Schools (GCS) supports 121 schools serving almost 66,000 students and employing over 4000 teachers. GCS is in SBE Region 5, and comprises 63 elementary schools, 18 middle schools, 19 high schools, eight early colleges, three K-12 schools, three K-8 schools, three 6-12 schools, two 3-12 schools, one 4-8 school, and one 5-8 school. Approximately 23% of all teachers in GCS are considered BTs. During the 2024-2025 school year, ATR was implemented at a total of 30 schools in Guilford County (17 elementary schools, 7 middle schools, 5 high schools and 1 other) with a total of 70 adult leadership teachers supporting 342 teachers and 14 classroom excellence teachers (see Appendix C).

Guilford County began its ATR program in the 2020-2021 school year. Partnering with Public Impact, Guilford utilized the *Opportunity Culture* model to implement their ATR program across 14 schools. The district's theory of action emphasized development of teachers' leadership abilities as a top-down process towards improving student outcomes. Guilford identified three primary goals during their initial funding which includes: 1) scaling and supporting Opportunity Culture in high needs schools, 2) assessing schools' readiness for Opportunity Culture, and 3) developing a leadership academy within the district that prepared teacher leaders for future advanced teaching roles. As a part of goal #3, boosting mentorship for beginning teachers was noted as a need to improve teacher preparedness. GCS has two advanced teaching roles, an adult leadership teacher called a multi-classroom leader (MCL) and a classroom excellence teacher named extended impact teachers (EITs).

Opportunity Culture in GCS enhances the district's existing Beginning Teacher support by providing flexible, targeted assistance through the strategic use of Adult Leadership teachers and Classroom Excellence teachers. Opportunity culture has iterated over the past few years, particularly as the district finds additional opportunities to grow teacher mentorship and support. Both the BT coordinator and ATR district lead shared that, while the programs exist independently, they have similar goals that compliment each other to help boost teacher mentorship, provide effective teacher development, and offer leadership opportunities for veteran teachers. Additionally, OC schools provide opportunities for BTs to have additional support in their buildings through MCLs and EITs. The following spotlight highlights two schools' approaches to support their BTs through strategic use of Opportunity Culture.

Guilford County Schools: Supporting Beginning Teachers Through Opportunity Culture

In GCS, beginning teachers are welcomed with intention and supported through a dynamic, multi-layered system that includes district-level resources and school-based mentorship. Crystal Vandiver, Director of New Teacher Support, describes the district's commitment to new teachers:

> "Our new teachers bring a lot of excitement into the profession and just courage. They very definitely bring a mission-minded focus. They all tell me that they're here because they want to make a difference."

Vandiver oversees a team of five new teacher support coaches who provide classroom visits and professional learning opportunities to beginning teachers across the district. In addition, each new teacher is paired with a school-based mentor. However, in GCS Opportunity Culture schools, beginning teachers benefit from an additional, transformative layer of support. Multi-Classroom Leaders (MCLs)

and Expanded Impact Teachers (EITs) are embedded into the fabric of instructional leadership and support for beginning teachers. These roles focus on building instructional capacity and providing hands-on, day-to-day coaching to impact their BTs.

Western Guilford Middle School: Demonstrating MCL Impact

The Opportunity Culture model has become essential at Western Guilford Middle School, where 19 of 58 teachers are beginning teachers. The school has three MCLs: a 6th grade math MCL, a 7th–8th grade math MCL, and a 6th–8th grade ELA MCL. These MCLs directly support four beginning math teachers and seven beginning ELA teachers.

MCL Jill McClanahan explains the difference of MCL support for her BTs:

> "We've had BTs before MCL, so I have that experience too. Yeah, it is very different. It's more intentional… with an MCL it's very intentional and you're focusing on small bite-sized things as you go along."

Principal Chase Arrington echoes the impact of this structure, particularly the balance MCLs help create between coaching and leadership. He emphasized how it is important for beginning teachers to have someone that is not evaluative and can focus on coaching:

> "We also coach the MCLs on how to, you know, bridge that gap because it'll be closer for them. I feel like it's more manageable for them to be partnered with the teacher versus us being a direct coach [by the principal], because it's hard like it's just challenging to be the coach and the boss."

This is where MCLs come in to support BTs growth. He also emphasized the value of self-awareness and reflection for new educators, "The biggest thing is critical reflection, self-reflection, and being able to process… what kids are presenting you in class." Principal Arrington emphasizes how MCL helps support this reflection on practice which impacts teachers' growth and supports their students.

The impact of this support is clear in student outcomes. Principal Arrington celebrates his school's accomplishments, "Because in 2022–2023 we met growth, and in 2023–2024 we exceeded growth. It's the first time that Western Guilford Middle School has exceeded growth since 2016, and we were just over the top."

Washington Elementary: Strategic use of EIT and MCLs for BT support

At Washington Elementary, Opportunity Culture has created a powerful network of support for first-year teachers. Principal Travers has used a combination of MCLs and EITs to design a system that best supports the teachers and students in his building. He described one of the key features being the ability of the MCL to embed with your beginning teachers:

> "If I just had one curriculum facilitator, I wouldn't be able to meet the varying needs of our teachers. But with MCLs, we can design whole-school professional development and give teachers weekly one-on-one coaching."

This tailored support starts immediately according to Principal Travers, "On the first day of school, the MCL is right there, welcoming students alongside the beginning teacher. That level of presence makes a big difference."

Ms. Odendahl, a first-year, first grade teacher at Washington, has experienced this support firsthand through the guidance Ms. Godbold (Math MCL) and Ms. Sisk (ELA MCL) where they help to break down standards, look at data, and adjust instruction. For example Ms. Odendahl described, “On my first day, I looked at [Ms. Sisk] and I was like ‘What is going on? What am I doing?..’ And she's just been so supportive, like she's always there.”

Odendahl highlighted the importance of consistent, real-time feedback: “Sometimes I don't know if it's working until it's too late…And then I can kind of adjust based on what they think. And I trust them because they've been doing this a long time. So yeah, they know I need that feedback.”

In addition to MCL coaching, Opportunity Culture allowed Washington Elementary to adjust classroom structures to better support instruction. In this case, Ms. Odendahl experiences support through a smaller classroom size. At Washington Elementary there are two first grade classrooms, Ms. Odendahl and Ms. Felton, an Extended Impact Teacher. Principal Travers explains, “So we removed about 4 to 5 students out of that beginning teacher classroom and added them to the load of [the] other 1st grade classroom [The EIT]…So we can essentially expand our impact while we reduce [the] amount of students in the other classroom.” According to MCL Godbold, “Both of the classrooms are just better environments…and the parents have even expressed to Mr. Travers like we appreciate you like thinking outside the box.”

At Washington Elementary, Ms. Odendahl was supported through a smaller class size and through embedded coaching. Opportunity Culture allowed Principal Travers to reimagine how his school supports its teachers and ensures student success.

Nash County

Nash County Public Schools (NCPS) in the SBE Region 3 consists of 24 schools including one early learning center, 11 elementary schools, four middle schools, two innovative high schools, a virtual academy, an alternative learning school, and four high schools. NCPS currently serves over 14,000 students and employs approximately 730 teachers. Within NCPS, about 18% of all teachers are classified as beginning teachers with approximately 6% of teachers being on emergency licensure (NCDPI, 2024b). In NCPS during 2024-2025, 11 elementary schools and two middle schools participated in ATR with a total of 38 adult leadership teachers supporting 183 classrooms across the district (See Appendix C).

Nash County began implementing their ATR program in the 2022-2023 school year, partnering with Public Impact to implement the Opportunity Culture model for their ATR program. Nash emphasized excellent teacher leadership as a method to positively impact students' academic achievement, where teacher leaders help other teachers create more customized learning paths for their students. Nash also aimed to use their ATR program as a teacher retention opportunity by not just providing veteran teachers more leadership opportunities but for ATs to serve as appropriate mentors for beginning teachers. The MCL hiring and selection process prioritized mentorship for beginning teachers as a key responsibility. In addition to MCLs, Nash County originally envisioned Team Reach Teachers (TRT) aimed at expanding the reach teachers have to more students and are managed by MCLs; however, this past year, NCPS did not have anyone in this role.

Leveraging ATR for Strategic Staffing in Support of BTs

The evolution of the ATR program in Nash County reflected a growing commitment to strategically leverage Advanced Teaching Roles by embedding ALs in mentoring opportunities that build a sustainable BT pipeline. Like most ATR proposals from 2021, NCPS's ATR application focused on supporting and retaining all teachers while not explicitly discussing support for BTs. However, the district included the Director of Beginning Teachers, Dr. Sylvia Anthony-McGeachy, as part of the planning team. Once implementation began, together the lead of the ATR program, Mrs. Melissa Dancy-Smith, Assistant Superintendent of Academic Services and Accountability, and Dr. Anthony-McGeachy began leveraging the ATR program and the high-quality Adult Leadership teachers to support BTs. During our conversations with the Nash ATR district lead and BT Director, there has been a growing desire to prioritize MCLs as the primary mentors for BTs. Dr. Anthony-McGeachy describes how from her position of overseeing beginning teacher mentors, she can,

> streamline some things so that they have more time. It frees up time, so rather than meet…with your [BT] mentor. Why can't I just have them have a meeting with the MCL, who is [also] their mentor.

Seeing that most BTs are on a MCL teacher team, there have been discussions about consolidating the roles to save time and make mentoring more effective

Nash County Public Schools is optimizing the MCL role to reimagine how teacher leadership can support both instructional improvement and workforce development. This intentional alignment between ATR roles and Beginning Teacher needs has catalyzed a district-wide shift, where teacher development is

more personalized, mentorship is more authentic, and career pathways are clearly visible. The implementation of this strategy is exemplified in the following Spotlight Section, which highlights how schools like Bailey Elementary are using ATR to not only support current teachers but to grow their own future educators.

Nash County Growing Their Own: How MCLs and ATR Built a Pipeline

Dr. Wilson, principal of Bailey Elementary School (2023-2024) and principal of Edwards Elementary (2024-2025), set out to solve a challenge facing many schools: how to not only recruit strong BTs and retain them in their roles. What set Dr. Wilson apart was his recognition that the solution could be found within his building. Leveraging the power of MCLs and the structure of the ATR program, Dr. Wilson created an intentional teacher pipeline—one that began with Teacher Assistants and long-term substitute teachers who showed promise. These individuals were then coached and supported by MCLs to support their preparation to lead their own classrooms.

> It was building a pipeline of teachers within your building… That was very intentional," said Dr. Wilson. "I started having conversations with some of the teacher assistants…I had conversations like, 'I really think this is something you should look into, going back to school.

This commitment to identify potential and build capacity became evident in the shared stories of Ms. Puente and Ms. Ellington. These two novice educators moved from support roles into full-time teaching with support from MCLs and the ATR program.

The Reach Associate Pipeline

Ms. Puente's story began as a TA where she caught Dr. Wilson's attention. As she approached the final year of her teacher preparation program, Dr. Wilson offered her a position as a RA for the 2023–2024 school year—a move that would allow her to complete her student teaching while learning under the mentorship of a skilled MCL, Ms. Register. "Just get[ting] to observe, like, you're in her room all day long," Dr. Wilson explained. "You get to see how she [Ms. Register] sets up and organizes, how she plans, how she delivers… There's no better way to learn than to be right there in action." As Dr. Wilson suggests, serving as an RA allowed Ms. Puente to have direct mentorship for an extended period of time. For Ms. Puente, the difference was immediate and profound,

> As a TA, I was pulled into five different grade levels…each grade level like 30 minutes. It was chaos," she recalled. "I never understood that until I got in the RA position where I saw her plan it out…She's like proficiency is great, scores are great, but we want them to grow, no matter what.

Now in her first year as a full-time teacher, Ms. Puente remains under the guidance of the same MCL who mentored her as an RA. Her transition has been smooth, successful and confidence building. "Having her [Ms. Register's] push getting started was amazing," Ms. Puente reflected. "It kind of gave me panic relief moving into becoming a full teacher, because she is my MCL." MCL Register also described

transition with Ms. Puente, “because we were so close when we worked together, she'll come down. I mean, she'll check in when it's not our time, just several times a day…Because we already had that relationship.” Under a new principal, Mr. Mangano, he has watched the transition closely and was equally impressed, “I’m sure as an Reach Associate she absorbed a whole bunch…so I think that translated very well for her over to the classroom.”

Long-term Substitute Pipeline

While Ms. Puente’s path began as an TA, Ms. Ellington came into teaching through long-term substitute teaching while finishing her college degree outside of education. She had just returned to substitute teaching at her former school when Dr. Wilson offered her a long-term substitute role in 5th grade. Ms. Ellington thought “I'm finishing my last year in college, if nothing else. I'll just sub this last year… and just fell in love.” What made the difference for Ms. Ellington was the support of her MCL, Ms. Wall. “I found out I was going to be in that 5th grade classroom about two weeks before school started,” Ms. Ellington recalled. “So having Ms. Wall…I have somebody with me on this…my support. That was huge.”

That collaborative mindset, along with the trust placed in Ms. Ellington as a long-term substitute teacher, prepared her for full-time teaching more than any traditional experience could have. Ms. Ellington described her experience,

> And she [Ms. Wall] they always included me as a long term sub in the planning meetings and the discussion. So it was never, ‘You're not part of this, and then we'll just fill you in.’ It was no, you are a part of this team. We want you here.

Now in her second year as a 4th grade teacher, Ms. Ellington does not feel like a typical early-career teacher at all, “it made my first year of teaching honestly, very successful. The scores that we received at Bailey [Elementary] were insane.”

Building Capacity through ATR

These stories are part of a strategy to leverage ATR to build a pipeline. Dr. Wilson described, “It’s about building relationships with your staff and trying to build capacity within them. Sometimes building capacity is… pushing them to want to do something more.” With MCLs embedded in his schools, that push is always accompanied by support.

> I hear from my teachers all the time how much they love their MCL and how they feel like they could not do their job without them," Dr. Wilson shared. "It's a whole game changer…there's immediate support for our teachers.

This pipeline model shows what's possible when school leaders look inward for talent and invest deeply in the people already committed to the community. As Ms. Ellington said it best, "Dr. Wilson and Miss Wall have really invested in me as an individual."

McDowell County

McDowell County Schools (MCS) in the SBE Region 7 serves over 5,400 students across 15 schools (eight elementary schools, three middle schools, three high schools, and one 6-12 school). Over 366 teachers are employed by MCS with about 14% classified as BTs. For 2024-2025, MCS had 23 Adult Leadership teachers serving 74 teachers (see Appendix D).

McDowell County began their ATR program during the 2021-2022 school year, implementing the program across 14 schools. Their program emphasized a more tailored program uniquely developed to address the needs of a rural school system. Advanced teaching roles include AL (Adult Leadership) teachers called Lead Teachers (LT). All BTs in this district are supported by at least one LT. LTs run BT meetings within their schools and support professional learning at district BT meetings. This falls in line with their goal to recruit and retain teachers; by using ATR as an opportunity to promote veteran teachers while also helping BTs adjust to the district's schools.

McDowell County School's ATR program is designed to focus on BT support through ongoing, responsive support and strong, collaborative relationships. In McDowell County Schools, the ATR program is redefining what support for BTs can look like. Recognizing unique challenges of those BTs entering through residency licensure or placed in high-need areas such as Exceptional Children (EC), the following highlights how the program is rooted in personalized, relationship-driven mentorship.

McDowell County ATR Program Focuses Exclusively on Beginning Teachers

When asked about the Advanced Teaching Roles (ATR) program in McDowell County, East McDowell Middle School Principal Widmann reflected on its powerful role in supporting new educators:

> I think I would just say that this is a steady, continuous, consistent support for our beginning teachers to give them what they need, when they need it, on demand almost, so they can be

> Ultimately, we want our students to be successful, but for them to be successful, the teacher needs to be successful. The teacher needs to feel a sense of belonging. So we try to ensure that the whole purpose is just to give those beginning teachers a layer of support that feels like support.

That spirit of timely, relational support is what drives McDowell County's implementation of the ATR program. In a rural district where many new hires are BTs, often entering through residency licensure and placed in high-need areas like EC, district leaders have built a personalized, relationship-centered model to meet those unique challenges. In McDowell County, all BTs are placed on a lead AT team.

According to McDowell's Beginning Teacher & Lead Teacher Support Coordinator Alyssa Kanipe, the foundation of the program is simple: "We drive everything based on need." Every other month, [BTs] attend district-wide meetings that are driven by teacher input. "Before those meetings I survey," she describes. She asks, "'How are you feeling right now?... What do you need help with?' And then that's how I drive the PD."

Topics for these PD sessions range from PowerSchool and classroom management to using Artificial Intelligence (AI) and understanding EC documentation. Sessions are led by Lead ATR teachers. The professional development is P: personalized, peer-led, and built around connection. These PD sessions stand out due to their format. "Every one of our BT meetings starts with a meal and networking," Ms. Kanipe explains. "There are 85 people. So there's all 85 of them, because I've got 62 BTs, 23 lead teachers.. It's like a big family reunion every other month... It's very personal and very personalized" or as Ms. Kanipe likes to say "I'm not Olive Garden, but when you're here, you're family."

Strategic Support for Exceptional Children

McDowell County has taken an additional step by embedding specialized supports based on district needs. EC BTs represent a group facing steep learning curves and high turnover risk. As ATR district lead Ms.Kanipe put it, "EC is a beast anyway and coming in with no training makes it doubly hard. That turnover rate was coming really quick, and I didn't like it. So we had to stop the bleed."

In response, the district has designated an ATR lead teacher, MaryAnn Basney, to serve specifically as a liaison for EC BTs. Though she teaches a full math schedule, her background in EC makes her the perfect fit to support new EC teachers across the district. She meets with them monthly to go over paperwork, compliance, instructional strategies, and more. This is in addition to the general BT sessions with their school-based LTs. "She has completely taken that on," one principal shared. "That is a huge support for me."

Ms. Basney has seen this transformation firsthand, "I've seen how our beginning teachers are supported, how confident they are by the end of the year, strategies that they were able to implement with their students, and how comfortable they are in their classroom, and they're comfortable starting to be leaders themselves in their area." New EC teachers echo this sentiment. One beginning EC teacher shared "Sometimes we're a little bit different because we're EC, I go and ask the lead teachers, but they're

GenEds, so they don't know the answers to my questions. Having someone in the county who does makes all the difference."

The impact is visible and measurable. According to Ms. Kanipe, McDowell's retention rate for beginning teachers remains above 90%, a significant achievement for any district. In McDowell County, the ATR program is not just about instructional leadership, it's about human connection. It's about giving beginning teachers exactly what they need, exactly when they need it, so they can thrive and their students can too.

Qualitative Conclusions

Across the state, ATR programs are providing varying levels of support for BTs, ranging from highly integrated ATR/BT models to parallel but complementary programs. At the time of data collection and analysis, there was no policy requirement or guidance related to ATR and BT support. While implementation of BT support within ATR differs across PSUs, there are some common strengths and challenges that emerged across data.

Program Strengths

Stakeholders described ATR as embedded, developmental support for teams of supported teachers, including BTs, guided by the expertise of ATs, including those filling AL and CE roles. ATs provided differentiated, just-in-time coaching tailored to the real-time needs of educators, whether they are new to the profession, new to the school context, or experienced teachers. According to stakeholders, this proximity-based, instructional coaching is particularly helpful for BTs as they work to build instructional fluency, learn to interpret student data, manage classrooms, and navigate professional relationships more effectively. Stakeholders across roles consistently described how this approach boosted teacher confidence, enhanced instruction, and contributed directly to improved student outcomes, particularly for students requiring differentiated instruction. Additionally, the strong relationships cultivated between ATs and BTs were widely cited as critical to job satisfaction.

Program Challenges

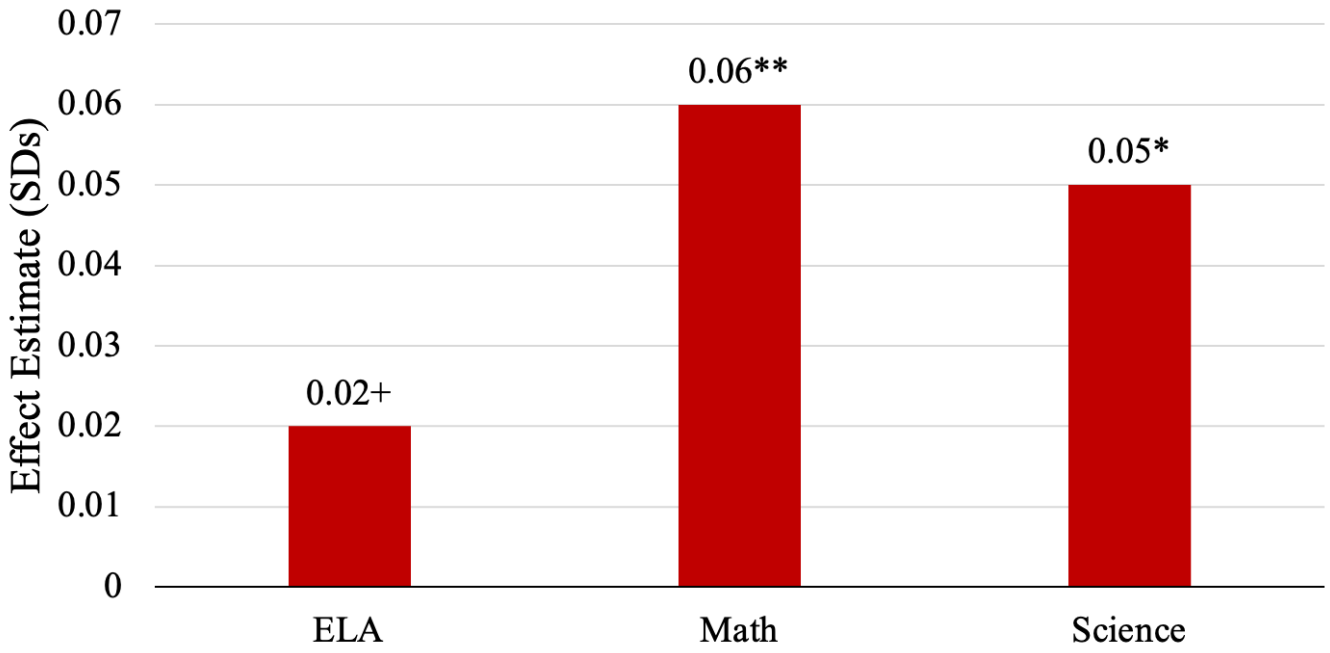
The policy recommendation for ATR to attend to BT support is new, and with this new focus comes a set of implementation challenges that PSUs must address to maximize the program's impact. First, BTs described a lack of awareness during the recruitment process about the support structures that would be made available to them through ATR. This communication gap suggests a missed opportunity to use ATR more strategically in recruitment and onboarding. Furthermore, while stakeholders reported that coaching is occurring in meaningful and differentiated ways, PSUs have the opportunity to clarify how ATR BT supports interact with existing level district and school level BT supports so as to reduce redundancy and optimize teacher experience. Finally, there is a need to review and standardize internal implementation data collection so that PSU leads can clearly understand how BTs are being served by the ATR program and identify areas for improvement and alignment.

Quantitative Findings

Results Comparing ATR Schools to Comparison Schools

Figure 4 below graphs results from staggered DID models comparing ATR schools to non-ATR comparison schools. All models control for the full set of student covariates listed in Appendix A. The figure shows estimates for ELA, math, and science separately. Levels of precision vary between the three subjects, but the figure generally provides evidence that implementing ATR is associated with improved student test scores. The positive effect in math is statistically significant and can be interpreted to mean that the pre-post difference in math scores in ATR schools is 0.06 standard deviation (SD) higher than the same pre-post difference in non-ATR, comparison schools. This effect size is comparable to about 1.04 months of additional learning between third and fourth grade math. Similarly, the effect of science is positive and statistically significant (0.05 SD), and the results in ELA (0.02 SD) are also positive, but smaller in magnitude than in math and science and only marginally significant at the 10 percent level. The marginally significant estimate provides suggestive evidence of positive ATR effects in ELA but not at the same level of confidence as the results in math and science. Overall, among ATR schools, we conclude that ATR had positive effects in math and science that are statistically significant and likely positive effects in ELA. When we compare with our previous year's report, these results are similar in magnitude, suggesting that an additional year of data has improved our confidence in the positive effect of ATR on student test scores.

Figure 4. Staggered DID Estimates on ELA, Math, and Science EOG and EOC Scores



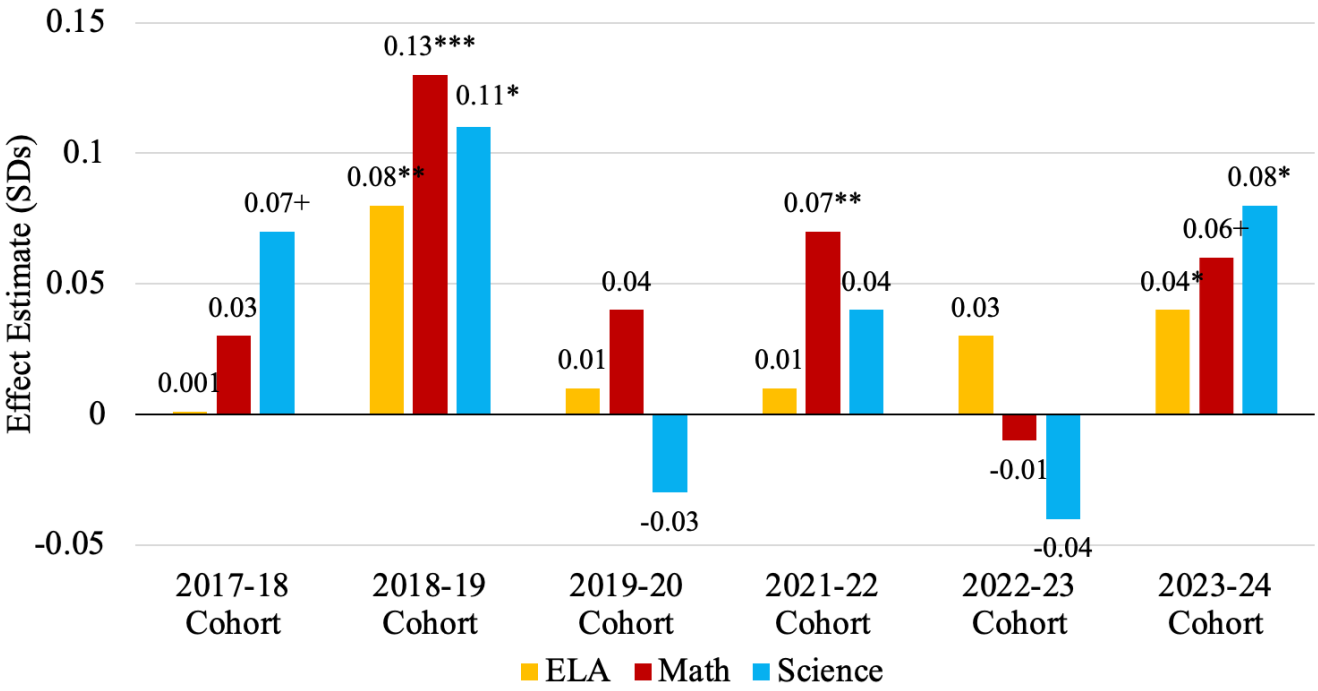
Note. + p<.1, * p<.05, ** p<.01, ***

We further examined nuances in the overall results by estimating the ATR impact separately for each cohort of ATR schools in Figure 5. There are seven cohorts of ATR schools starting in each year between

2017-18 and 2023-24 but the results for the 2020-21 cohort cannot be estimated because our models rely on comparing pre-post differences in student test scores. For the 2020-21 cohort, we cannot establish a "pre-ATR" level of achievement because the "pre-ATR" year for the 2020-21 cohort is 2019-20, and test scores are not available in 2019-20 due to disruptions from the COVID-19 pandemic.

Figure 5 shows that the second cohort (which began in 2018-19) and seventh cohort (which began in 2023-24) of ATR schools show the clearest evidence of positive effects, with the largest estimates among schools that began in 2018-19. For example, we find that the effect in ELA (0.08 SD), math (0.13 SD), and science (0.11 SD) is statistically significant among schools in the 2018-19 cohort. Results for the 2023-24 cohort are smaller in magnitude than results in the 2018-19 cohort, and only marginally statistically significant in math, but the results are consistently positive across all three subjects. These results suggest that cohorts that began ATR during the school years most affected by COVID-19 (i.e., 2019-20 through 2022-23) may have had the most difficulty with implementing ATR. Results from the first cohort, while positive in math and science, are not significant at the five percent level and smaller in magnitude than the second cohort.

Figure 5. Effect Estimates in by Cohort of ATR Schools



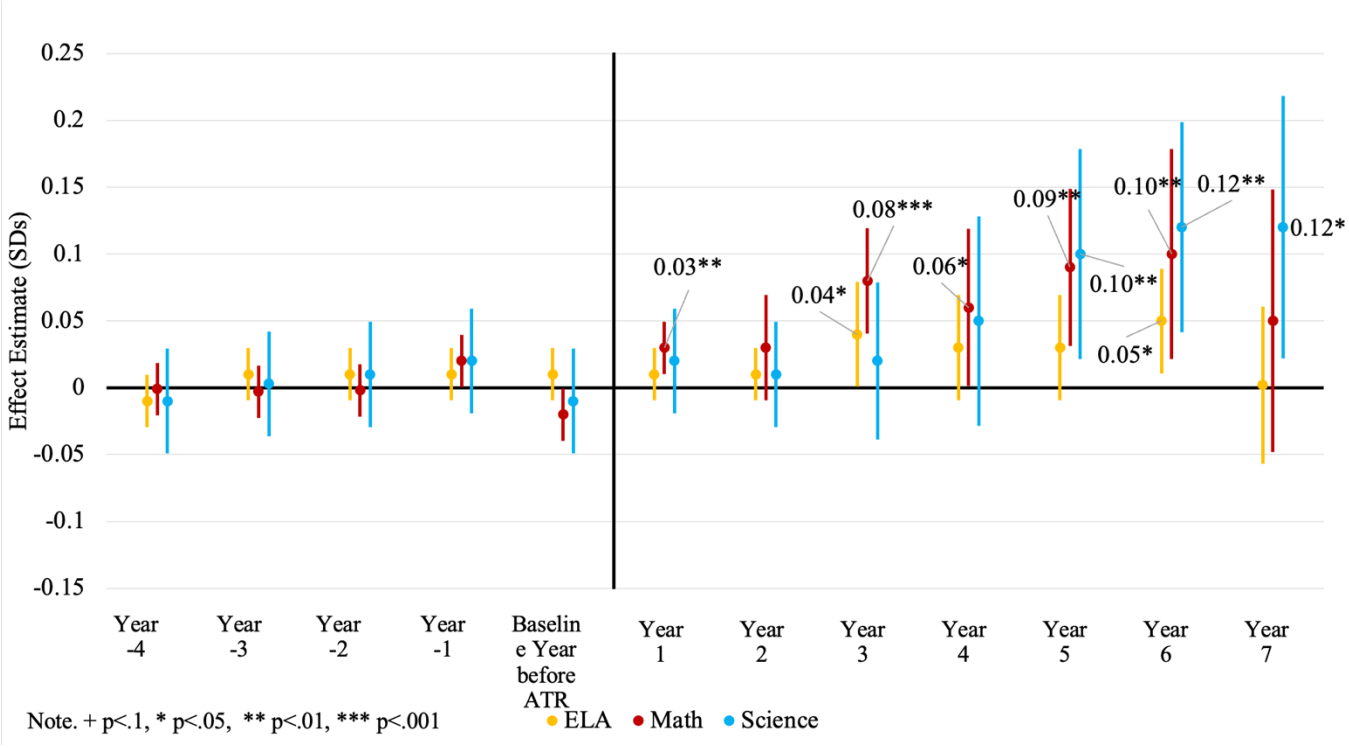
Note: Results for the 2020-21 cohort could not be estimated due to large numbers of missing baseline test scores from the COVID-19 pandemic. + p<.1, * p<.05, ** p<.01, *** p<.001

Next, we examined estimates that separate effects by implementation year to better understand impact over time. Implementation years differ from calendar years for each cohort of ATR schools, depending on when schools began implementing the program. For example, the first implementation year is 2017-18 for cohort 1 schools and 2018-19 for cohort 2 schools. Thus, only cohort 1 schools have seven years of implementation; only cohorts 1 and 2 have six years of implementation; only cohorts 1, 2, and 3 have

five years of implementation; and so on. Figure 6 shows effect estimates for each of five years before and seven years after schools began implementing ATR. First, estimates in each of the five pre-ATR years show that ATR and comparison schools were very similar to each other before ATR was put into place. This is strong evidence to support our analytic approach because it shows that we only observe differences between ATR and comparison schools after ATR is put into place.

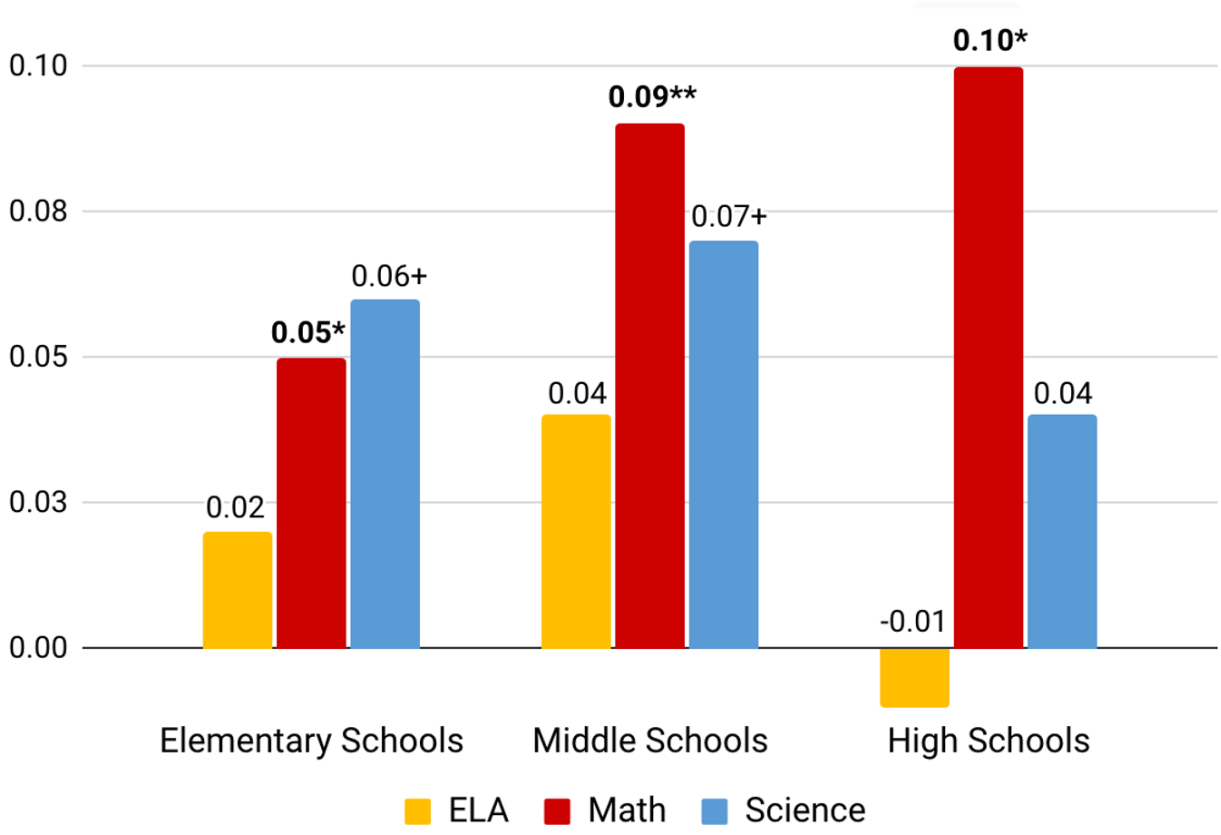
After implementation began, test scores in ELA began to increase moderately after three years of implementation, with positive and significant effects in years three (0.04 SD) and six (0.05 SD). However, the ELA result in year seven (which is estimated using only the first cohort of 47 ATR schools), dips down to nearly zero and is not statistically significant. In math, ATR increases test scores more quickly with positive and significant effects in the first year (0.03 SD) and a noticeable increase in the third year. The results in math are consistently larger than results in ELA across all 7 post-ATR years. Moreover, results in math are statistically significant in years three through six (but not in year seven). Similar to ELA, results in math also dip in year seven compared to year six. Effects in science are generally less precise, which is likely due to fewer test scores in science compared to ELA and math. Nevertheless, we observed some positive effects in science that take a little longer to manifest. Specifically, the estimates begin to increase in year four with positive and statistically significant effects in years five (0.10 SD), six (0.12 SD), and seven (0.12 SD). Unlike ELA and math, effects in science do not decrease in year seven, relative to year six. Overall, the trends in Figure 6 suggest that the ATR program requires time (sometimes several years) before positive effects clearly manifest. In math and science, these effects then increase up to six years after implementation began. We then observed a reduction in the ATR effect in math and ELA by year seven, suggesting that additional support may be necessary for ATR schools to sustain positive effects, at least in the cohort one school (the only cohort where we have seven years of post-ATR implementation). Of note, ATR grant support ends after six years of ATR implementation.

Figure 6. Effect Estimates by Implementation Year



Finally, we examined whether the ATR effect varies by school level. Figure 7 shows effect estimates in each subject for elementary, middle, and high schools. Reflecting the overall results, the ATR effect is consistently significant across all grade levels in math and not significant in any grade level in ELA. The results also provide suggestive evidence that the ATR effect in math is largest in high school (0.10 SD or about 1.7 months of leaning gains from 3rd to 4th grade). In ELA, the strongest evidence for positive results appears in middle schools (a nonsignificant estimate of 0.04 SD). In science, results are somewhat larger in elementary and middle school than in high school, but none of these results are significantly different from zero at the five percent level, so we cannot make definitive claims about variation across grade levels.

Figure 7. Effect Estimate by School Level



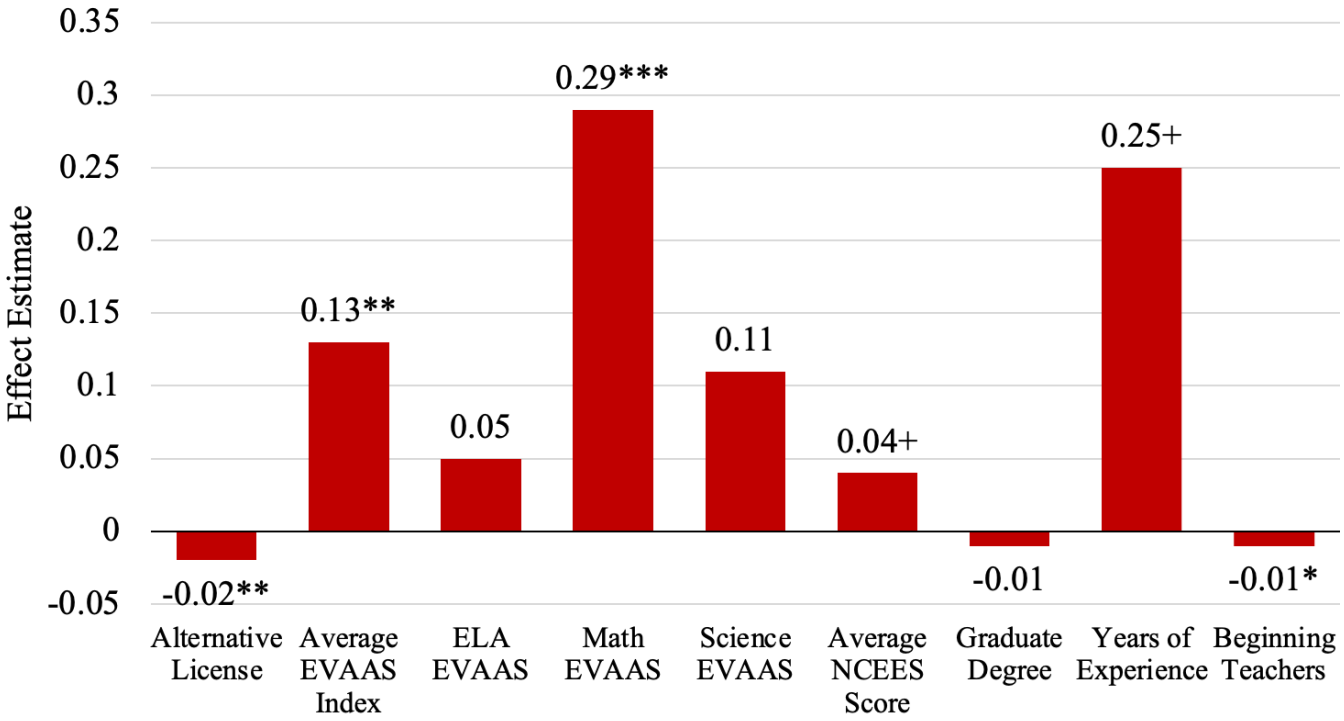
Note. + p<.1, * p<.05, ** p<.01, *** p<.001

To examine how the ATR model may have impacted teacher effectiveness, we estimate staggered DID models using teacher-level data. Specifically, we examined effects on teacher characteristics that are potentially related to effective instruction: standardized EVAAS scores (overall and by subject), standardized NCEES scores (averaged across all NCEES standards), an indicator for whether teachers are alternatively licensed, an indicator for whether teachers have a graduate degree, years of experience, and indicator for whether the teacher is a beginning teacher (BT) in their first year of teaching. Figure 8 below graphs the staggered DID effect estimates on these teacher characteristics.

Results in Figure 8 suggest that teachers in ATR schools are less likely to be alternatively licensed (a two percentage point difference in probability). They also suggest that teachers in ATR schools tend to have higher average EVAAS scores than teachers in comparison schools (mostly driven by positive math EVAAS scores). The positive effect on math EVAAS scores is particularly striking (0.29 SD). On the other hand, results in Figure 8 suggest that the effect on teachers' NCEES scores are positive but not statistically significant at the five percent level. Also, teachers in ATR schools are no more likely to hold a graduate degree than teachers in comparison schools, with coefficients that are nearly zero in magnitude and not statistically significant. Finally, Figure 8 suggests teachers in ATR schools tend to have slightly more experience (0.25 years and only significant at the 10 percent level) and are slightly less likely to be a BT (a 1 percentage point difference in probability). Overall, these results are largely similar to results in

our previous year report, suggesting that teacher characteristics in ATR schools have largely remained stable in 2023-24.

Figure 8: Staggered DID Effect Estimates on Teacher Characteristics

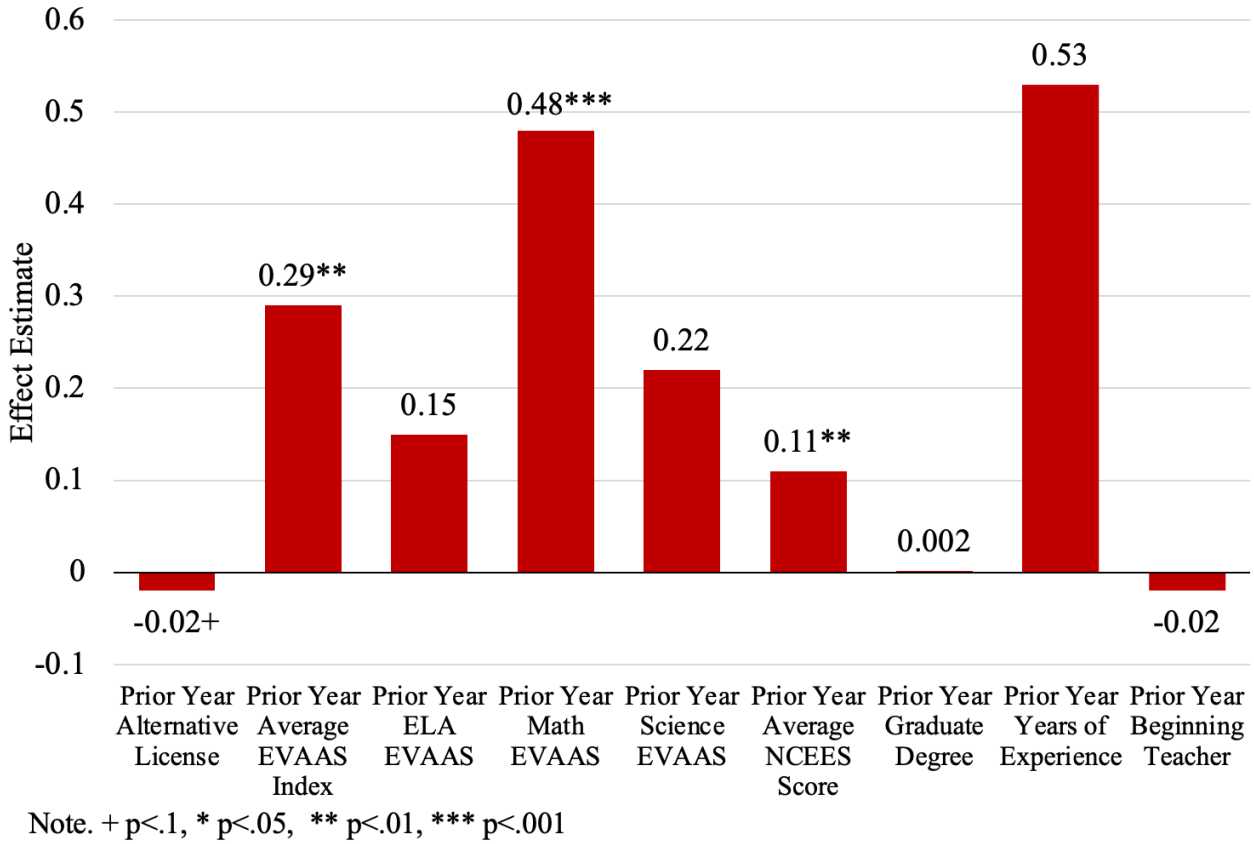


Note. + p<.1, * p<.05, ** p<.01, *** p<.001

Together, these results provide moderate evidence of positive effects of ATR on teacher effectiveness. The slightly lower probability of teachers being alternatively licensed could be explained by more teachers in ATR schools feeling prepared and supported to complete their licensure requirements or could be explained by ATR schools hiring more traditionally licensed teachers. Likewise, increases in math EVAAS scores suggest that math teachers' instruction improved under ATR, supporting the student-level increases in math test scores (see above). Positive, but not significant, results on ELA EVAAS scores also align with the results on student test scores (see above). Null effects on whether teachers hold a graduate degree are not surprising because ATR was not designed to target teachers' degree attainment. Rather, ATR is better understood as a strategy to improve teachers' in-service professional learning (through mentoring and coaching from Advanced Teachers). Besides developing teachers who are already in the building, another way to improve average teacher effectiveness in a school is to change the composition of teachers. That is, implementing ATR may have helped these schools to either recruit more effective teachers or to push out less ineffective teachers. We turn next to exploring whether implementing ATR may have helped change the composition of teachers in ATR schools.

To answer this question, we first examined the prior-year characteristics of teachers who are hired into ATR schools and compared them to teachers who are hired into comparison schools, again using staggered DID models. This approach allowed us to examine whether ATR schools were more successful at recruiting effective teachers. Note that we used prior-year teacher characteristics to capture teacher effectiveness before they join the ATR school. This allowed us to distinguish the recruitment of already-effective teachers from any improvements in teacher effectiveness after they arrive in an ATR school. Figure 9 below shows estimates of the ATR effect on prior-year teacher characteristics among teachers who transfer into ATR schools, relative to teachers who transfer into comparison schools.

Figure 9. Staggered DID Effect Estimates on the Prior-Year Characteristics of Teachers who are Hired into ATR Schools

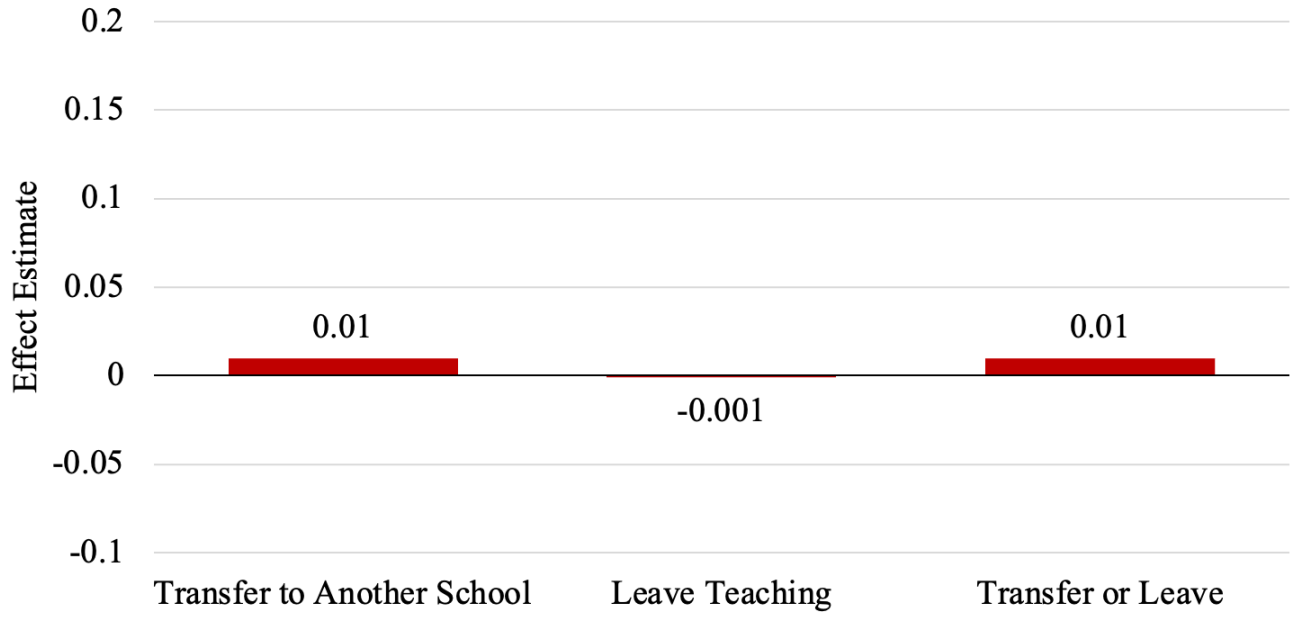


Note. + p<.1, * p<.05, ** p<.01, *** p<.001

Figure 9 shows teachers hired into ATR schools tend to have higher average EVAAS scores, driven mostly by EVAAS scores in math, relative to teachers hired into comparison schools. Moreover, teachers hired into ATR schools also had higher average NCEES scores (0.11 points) than teachers hired into comparison schools. The estimates also suggest that teachers hired into ATR schools had slightly more experience (about half a year on average) than teachers hired into comparison schools, but this result is modest and not statistically significant. Together these estimates suggest that part of the reason for improved average EVAAS scores among teachers in ATR schools is driven by the recruitment of teachers who already had higher EVAAS and NCEES scores.

Another way that average teacher effectiveness could have changed in ATR schools is through teacher turnover. That is, average teacher effectiveness could have improved in ATR schools because less effective teachers exited these schools. To examine teacher turnover, we first compared all teachers who leave ATR schools relative to comparison schools in Figure 10 below. Figure 10 examines teacher turnover from (1) whether teachers transfer to a different school; (2) whether teachers completely leave teaching in North Carolina public schools; or (3) turnover from either transferring or leaving. Overall, the effect estimates are not statistically significant at conventional levels and very nearly zero in magnitude, suggesting that ATR did not affect overall teacher turnover in ATR schools.

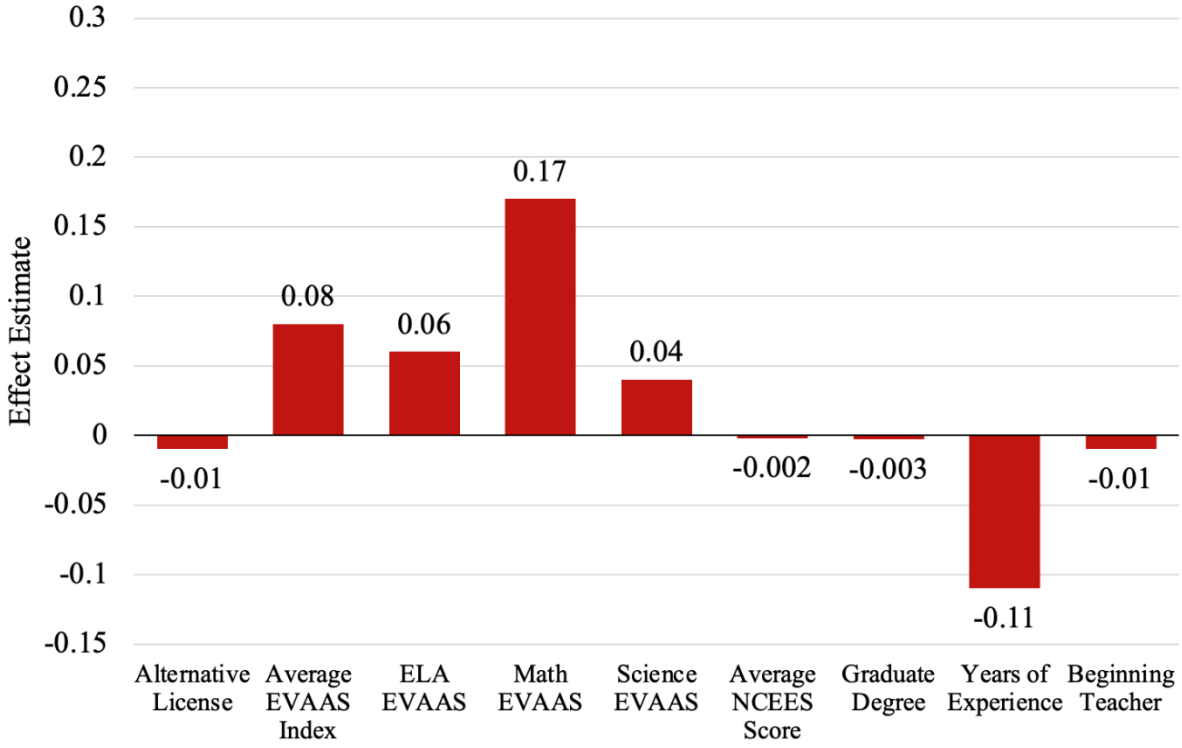
Figure 10 . Staggered DID Effect Estimates on Teacher Turnover



Note. + p<.1, * p<.05, ** p<.01, *** p<.001

Because the impact of teacher turnover can vary depending on the characteristics (e.g., effectiveness) of teachers who exit, we next turn to the characteristics of teachers who exit ATR schools. In this analysis, we examined all teachers who leave ATR schools, which includes teachers who either transfer to another school or who completely leave teaching in North Carolina public schools. Figure 11 graphs staggered DID estimates that compared characteristics of teachers who leave ATR schools relative to teachers who leave comparison schools. Teacher characteristics are measured in the year before teachers exit their school.

Figure 11. Staggered DID Effect Estimates on the Characteristics of Teachers Leave ATR Schools



Note. + p<.1, * p<.05, ** p<.01, *** p<.001

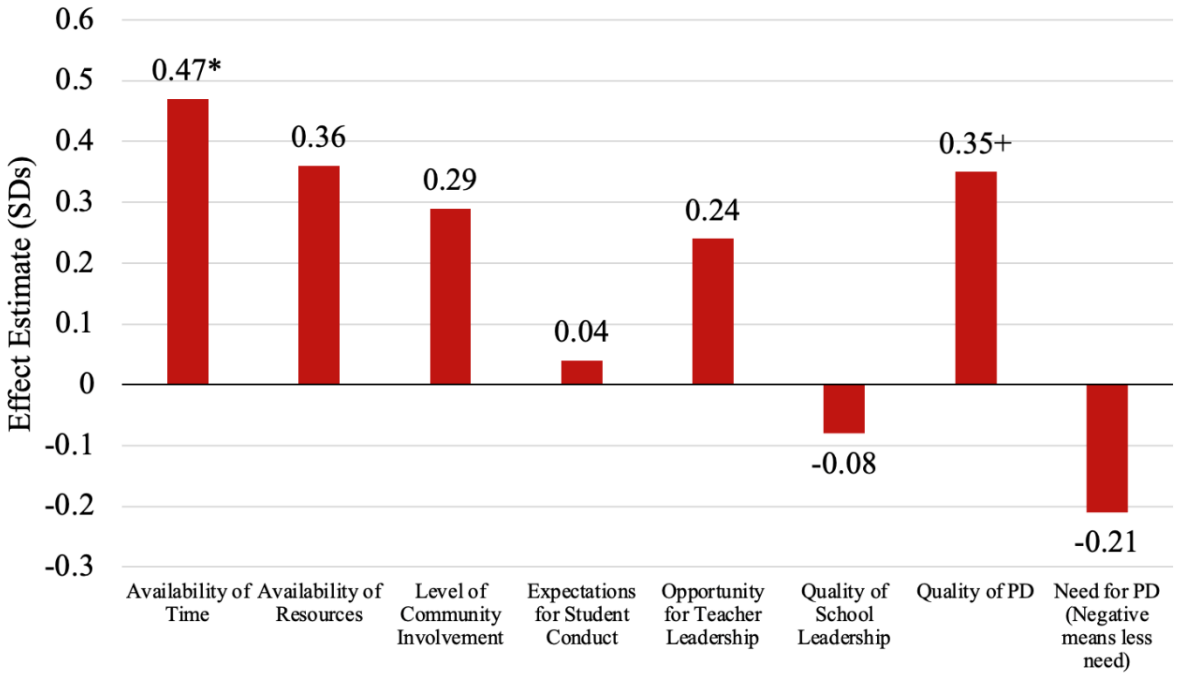
For the most part, the results suggest that teachers who exit ATR schools are not significantly different from teachers who exit comparison schools. None of the results are statistically significant and most are small in magnitude. We do find suggestive evidence that teachers who exit ATR school have descriptively higher math EVAAS scores than teachers who exit comparison schools. This difference would make sense if the professional development teachers received while working in an ATR school means that any teachers who leave these schools will likely have higher math EVAAS scores than teachers who leave non-ATR school. However, we hesitate to make any strong conclusions here because the result is not statistically significant. Overall, we find no strong evidence to support the idea that teachers who leave ATR schools are different from teachers who leave comparison schools.

To examine school culture, we used standardized measures derived from North Carolina's TWC Survey, which are administered every other year. These measures are average responses from all teachers in each school and year in which the survey is administered. Based on the structure of the TWC, we derived eight measures that captured different aspects of teachers' perceptions of their school culture: (1) Availability of time; (2) Availability of Resources; (3) Level Community Support and Involvement; (4) Expectations for Student Conduct; (5) Opportunities for Teacher Leadership; (6) Quality of School Leadership; (7) Quality of Professional Development (PD); and (8) Level of Need for PD. All eight factors were standardized within a year (similar to student test scores and teacher EVAAS scores) to facilitate comparison over time. We emphasize, however, that results from the TWC should be interpreted with caution because not all teachers responded to the survey. Thus, these results only represent the views of

some teachers. Furthermore, in some years, whole schools are not included in the survey data if too few teachers respond to the survey. Finally, we noted major changes in the 2023-24 administration of the TWC such that some items were modified, others deleted, and new items were added. Thus, we restrict our analysis to the eight factors below, which can be measured using items that appear in every year of available data through 2023-24. Because of limitations from imperfect survey response rates, we view these results as descriptive and suggestive, and they are by no means causal effects.

Figure 12 displays these descriptive results from applying our staggered DID models to the eight factors we derived from the TWC. The results suggest that teachers in ATR schools report significantly greater availability of time (0.47 SD) than teachers in comparison schools. Although none of the other estimates are statistically significant at conventional levels, they all point in the same direction: positive associations between ATR and teacher perceptions of their school. For example, Figure 12 shows a noticeable effect on the quality of PD (0.35 SD but not significant at the 5 percent level).

Figure 12 . Staggered DID Estimates on Survey Factors Measuring School Working Conditions and Culture



Note. + p<.1, * p<.05, ** p<.01, *** p<.001

These results suggest that implementing ATR may be improving teachers' perceptions of the PD and support that they receive. It also suggests that teachers see these improvements in PD as leading to stronger instructional practice in the school. These teacher perceptions would align with the design of ATR, which aims to provide teachers with more support from an Advanced Role Teacher to improve their instructional practice. However, we again emphasize that these results may be driven by respondents who are particularly satisfied with their school and therefore are more willing to fill out the NCTWC.

Results Examining Advanced and Supported Teachers

Using data from 2023-24, we identified ATs and STs and linked them with the students they taught using roster files provided by NCDPI. These results captured ATs and STs statewide but are limited to only one year (2023-24) and cannot support strong causal interpretations. We begin with descriptive characteristics of ATs and STs. Table 6 below shows demographic and professional characteristics ATs and STs relative to all teachers in ATR schools and all teachers in North Carolina. ATs were more likely to have a license in general elementary grades (77%) relative to the statewide average (39%). Similarly, ATs were more likely to be licensed in math (12%) than the statewide average (9%). Relative to state as a whole, ATs tended to have much higher average EVAAS scores (0.51 SD relative to 0.01 SD statewide) and higher average NCEES scores (4.19 relative to 3.73 statewide). ATs tended to have more experience (16.27 years relative to 13.14 years statewide), are never beginning teachers (0%), and have higher average salaries ($54,622 versus $43,281 statewide). Comparing AL and CE teachers, results in Table 6 suggest that, on average, AL teachers have more years of experience (16.89 years) than CE (15.44 years) teachers. Compared to CE teachers, AL teachers also have somewhat higher average EVAAS (.63 SD vs. .40 SD for CE teachers) and NCEES scores (4.25 versus 4.10 for CE teachers).

Similar to ATs, STs are also more likely to hold a license in elementary grades (69%) relative to the statewide average (39%). Compared to the state as a whole, STs tend to have somewhat lower average NCEES scores (3.46 versus 3.73 statewide), were less likely to have a graduate degree (27% versus 43% statewide), and have fewer average years of experience (8.65 years versus 13.14 years statewide).

Table 6. Descriptive Characteristics of Advanced Teachers and Supported Teachers

	Advanced Teachers	Adult Leadership	Classroom Excellence	Supported Teachers	All Teachers in ATR Schools	All Teachers in NC
Teacher Characteristic						
Female	0.91	0.91	0.90	0.88	0.81	0.80
Asian	0.02	0.01	0.02	0.02	0.02	0.01
Black	0.39	0.36	0.42	0.45	0.40	0.17
Hispanic	0.03	0.02	0.03	0.04	0.05	0.03
Native American	0.00	0.00	0.00	0.01	0.00	0.01
Other Race	0.00	0.00	0.00	0.00	0.00	0.01
White	0.57	0.60	0.53	0.48	0.52	0.78
Elementary License	0.77	0.74	0.80	0.69	0.45	0.39
ELA License	0.11	0.13	0.10	0.10	0.09	0.12
Math License	0.12	0.16	0.06	0.09	0.07	0.09
Science License	0.07	0.08	0.06	0.05	0.06	0.08
Social Studies License	0.06	0.07	0.04	0.04	0.08	0.11
EVAAS Index (SD)	0.51	0.63	0.40	-0.01	0.00	0.01
Average NCEES Score (1-5)	4.19	4.25	4.10	3.46	3.58	3.73
Graduate Degree	0.53	0.55	0.49	0.27	0.42	0.43

Teacher Experience (Years)	16.27	16.89	15.44	8.65	11.71	13.14
Beginning Teacher	0.00	0.00	0.00	0.17	0.13	0.08
Gross Pay	$54,622.17	$55,884.93	$52,718.45	$46,159.54	$48,336.53	$43,281.41
Observations	749	445	308	2,235	14,679	1,774,101

Note. Sample includes only the 2023-24 school year. A small number of ATs and STs could not be matched to the existing administrative records. Some teachers were classified as both AL and CE in the rosters provided to us by PSU leaders.

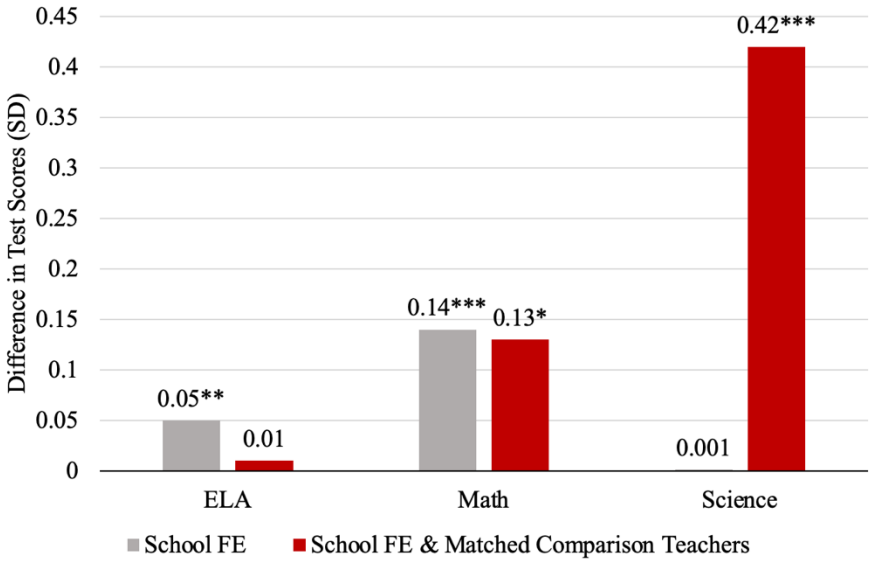
Figure 13 below shows results for ATs in Panel A and results for STs in Panel B. In each panel, we show results for ELA, math, and science. Panel A compared students taught by ATs to students taught by teachers in the same school who are neither an AT or ST; Panel B compared students taught by STs to students taught by teachers in the same school who are neither an AT or ST. Both panels showed results from two sets of models. The results labeled "school fixed effect (FE)" compares students taught by ATs or STs to all other students in the same school who are taught by non-ATR teachers. Results labeled "school FE and matched comparison teachers," compare students taught by ATs or STs to all other students in the same school who are taught by non-ATR teachers with similar characteristics (e.g., experience) to ATR teachers.

Focusing first on Panel A, we found that students taught by ATs generally have higher test scores gains than students of non-ATR teachers in the same school. The results were mostly positive across subjects and models, with the clearest evidence in math. That is, in math, both the model using all non-ATR teachers in the same school and the model using matched comparison teachers in the same school suggested a positive and significant relationship between having an AT and test score gains (approximately 0.13 to 0.14 SD). In ELA and science, the results were not consistently significant, offering less clear evidence of positive relationships between ATs and higher student test scores. For example, in ELA, the result was positive and significant (0.05 SD) when we compared students taught by ATs to students taught by all non-ATR teachers in the same school, but the result is smaller in magnitude and not significant when we compare with non-ATR teachers in the same school who are similar in experience, demographics, and licensure to ATs.

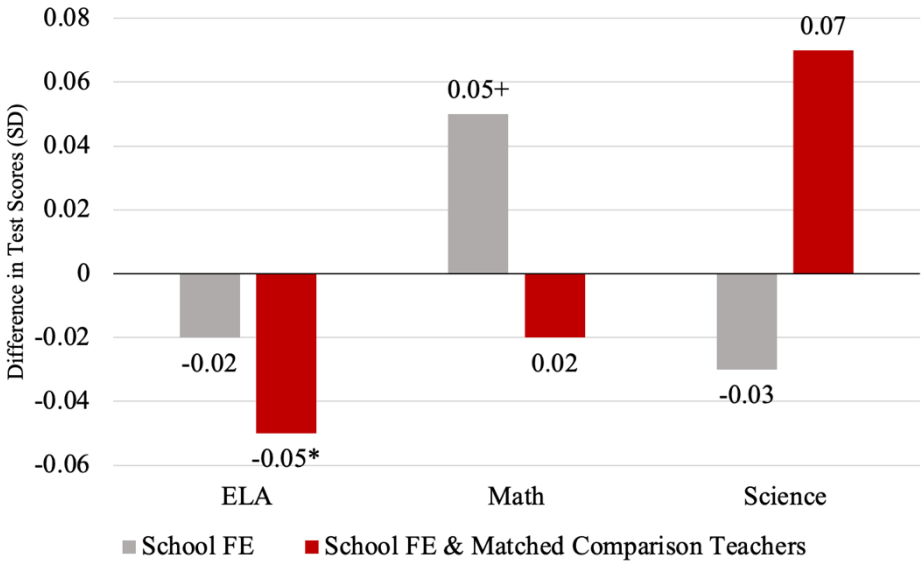
For STs, Panel B shows estimates that fluctuated between positive and negative, and most were not statistically significant. In ELA, we found that students taught by STs have lower test score gains than students taught by non-ATR teachers in the same school, but the result was only statistically significant when we compared against matched comparison teachers. In math and science, the results were not statistically significant and were sometimes negative and sometimes positive. Overall, results in Panel B provided little evidence that being taught by an ST is associated with improved test score gains.

Figure 13. Test Scores Gains for Students Taught by Advanced Teachers and Supported Teachers

Panel A. Results for Students Taught by Advanced Teachers



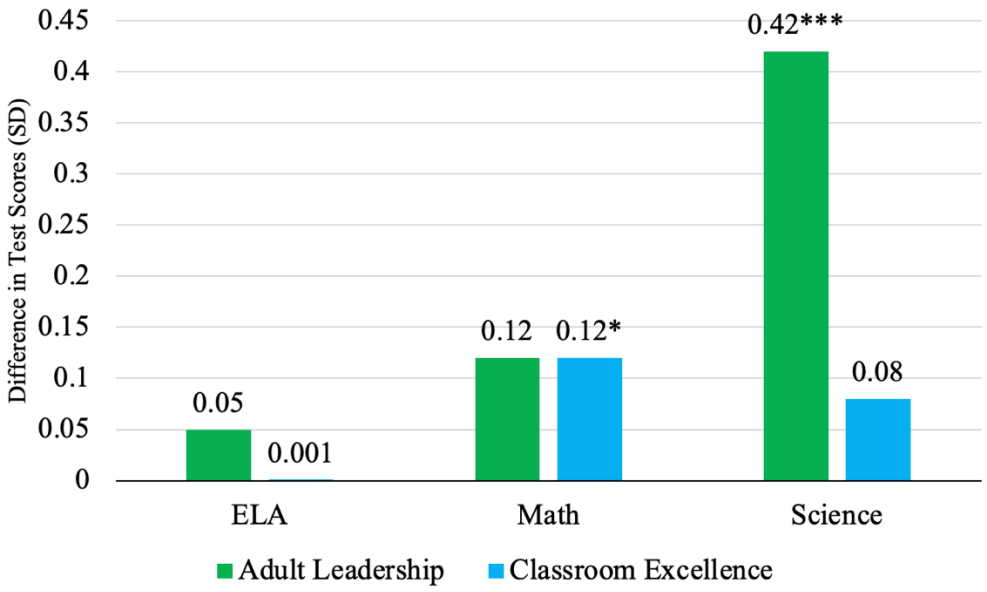
Panel B. Results for Students Taught by Supported Teachers



Note. + p<.1, * p<.05, ** p<.01, *** p<.001 FE stands for fixed effect.

We also examined results separating effects for students taught by ALs and CEs. Specifically, instead of using an indicator for students taught by any AT, we used separate indicators for whether the student is taught by an AL or CE teacher and compare their test score gains to students taught by matched comparison teachers in the same school who are neither an AT or an ST. Results in Figure 14 provide suggestive evidence that students taught by AL teachers tend to have larger positive results than students taught by CE teachers in ELA and science. In fact, the positive overall results in ELA and science appears to be driven primarily by AL teachers. In math, the results for AL teachers and CE teachers were similar in magnitude (.12 SD) but only statistically significant for CE teachers.

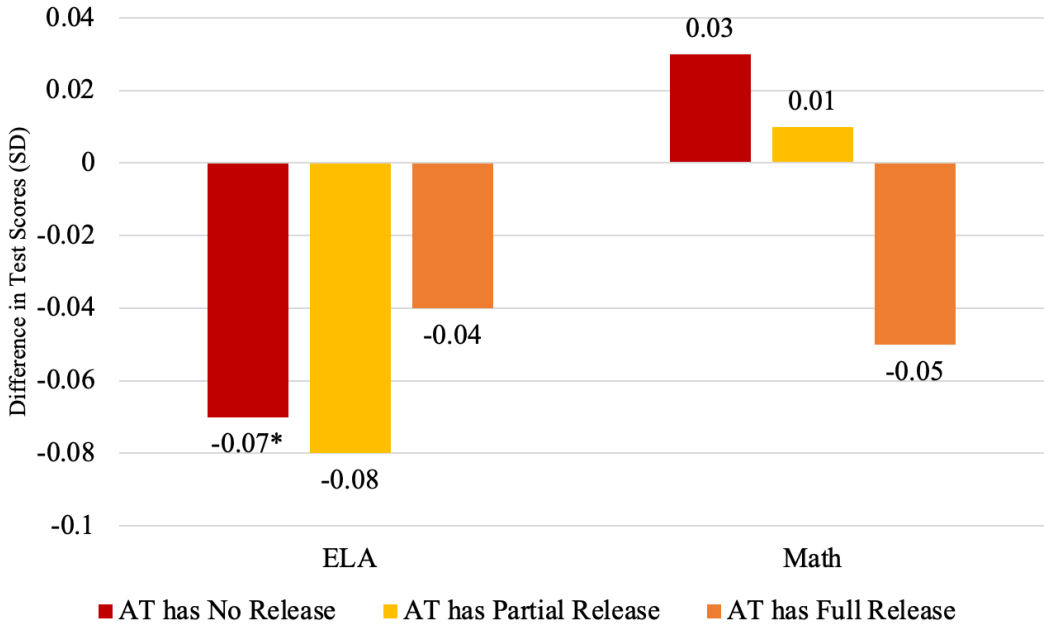
Figure 14. Test Scores Gains for Students Taught by Adult Leadership and Classroom Excellence Teachers



Note. + p<.1, * p<.05, ** p<.01, *** p<.001

Additionally, we examined AT release time by using a sample of students taught by STs relative to matched comparison teachers in the same school who are not taught by an AT or ST. Using this sample, we examined results for students taught by STs whose AT has (1) no release, (2) partial release, or (3) full release. Sample sizes were too small for this analysis to be feasible for this analysis in science, so Figure 15 below includes only results for ELA and math. Generally, we did not find strong evidence to support differential effects by AT release time. For example, in ELA, results in Figure 15 were not substantively or significantly different depending on AT release time.

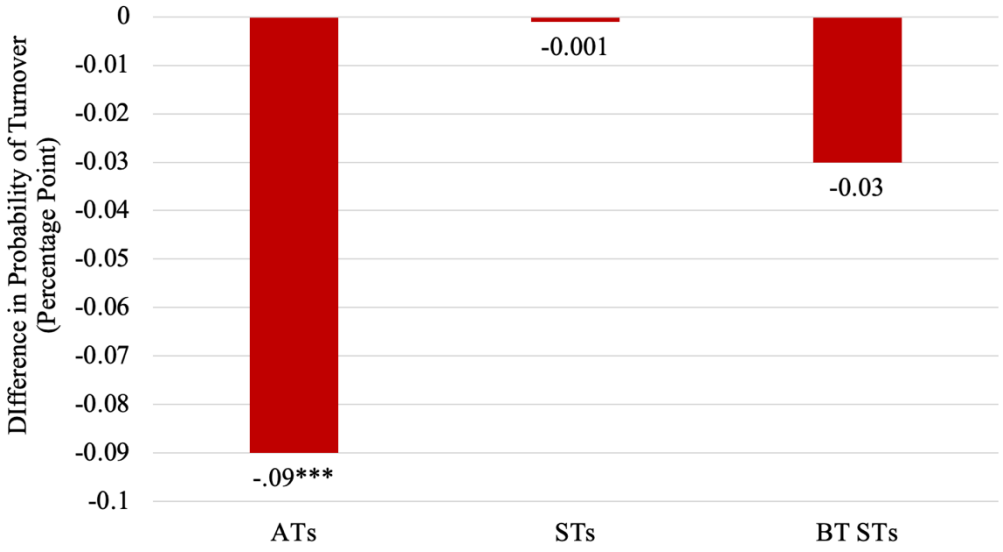
Figure 15. Test Scores Gains for Students Taught by Supported Teachers – By AT Release Time



Note. + p<.1, * p<.05, ** p<.01, *** p<.001

Using teacher-level data, we also compared turnover between ATs, STs, and matched comparison teachers who teach in the same school but are not part of ATR. Results in Figure 16 suggested that ATs are nine percentage points less likely to leave their school at the end of 2023-24, relative to match comparison teachers in the same school. We found no significant difference in turnover between STs and matched comparison teachers. Additionally, relative to beginning teachers who were not receiving support from an AT, we found beginning teachers who are STs were not significantly less likely to leave their school (the coefficient is negative but not significant).

Figure 16. Turnover Among ATs, STs, and Beginning Teachers who are STs



Note. + p<.1, * p<.05, ** p<.01, *** p<.001

Limitations of the Evaluation

Qualitative Limitations

Case studies offer a valuable method for investigating complex issues and generating detailed, context-rich insights. However, they also come with inherent limitations. Because case study findings are closely tied to specific contexts, they may not be readily generalizable to other populations or settings. For this evaluation, we partnered with district leaders from three PSUs to select focal schools. Together, we reviewed all participating ATR schools and narrowed the selection based on several factors, including diversity in staffing and student demographics, the number of years of ATR implementation, and student outcomes. To enhance the credibility and potential relevance of findings beyond the case districts, we employed member-checking strategies. This allowed practitioners in other contexts to assess the transferability of the results. Nonetheless, the analysis is inherently limited by the specific PSUs, schools, and ATR practitioners who participated in the study.

Quantitative Limitations

Limitation of the School-Level Analysis

In the first analytical model we compared ATR schools to similar non-ATR schools over time to estimate schoolwide effects on student achievement and teacher outcomes. There are several limitations to this model that were important to consider. First, these results all examined outcomes and characteristics of students and teachers in ATR schools as a whole. To help address this issue, we also use rosters from 2023-24 that identified each Advanced Teacher and the teachers they supported, to examine the impact

of ATR among teachers and students who were directly receiving support from an Advanced Teacher, which we also discuss in the results above. However, these analyses using rosters of Advanced and Supported Teachers relied only on data from one academic year, which limits our ability to make strong causal claims (see our discussion of limitations in the next section).

Second, we reported results that average outcomes across multiple schools and PSUs implementing ATR at the same time. These results could be masking substantial heterogeneity in the impact of ATR across different schools and PSUs. In essence, some schools and PSUs may be implementing ATR much more effectively than others, and our pooled estimates cannot provide a definitive conclusion on the range of possible ATR effects. Third, though our data was rich, they capture, at most, seven years of ATR implementation, at least two of which were substantially disrupted by the COVID-19 pandemic. We have no reason to believe that any detrimental pandemic-related influences would affect ATR schools differently from comparison schools, so comparing ATR and comparison schools remains a valid analytic approach. However, even without pandemic-induced disruptions, prior research has found that seven years can be an insufficient amount of time to fully implement and detect positive effects, especially in ELA student achievement. Therefore, it is possible that schools and PSUs need a longer time frame to implement, iterate, and improve their implementation of ATR before positive effects can be observed. Some ATR cohorts have had only one year of implementation experience, and they may need more time to realize positive effects if they are still recovering and responding to the detrimental effects of the pandemic on students and educators. On the other hand, it is also important to highlight that our results suggested a dip in test score effects by the seventh year of implementation, suggesting that ATR schools need additional support to sustain positive results.

Limitations of Analyses Examining only Advanced and Supported Teachers

In the second analytical model, we looked within ATR schools to see how students taught by Advanced Teachers (ATs) or Supported Teachers (STs) performed compared to students taught by non-ATR teachers, and whether ATs and STs differed in characteristics or turnover. These results provided preliminary insight into the effects of ATs and STs on their students. However, we caution against broad generalizations because these results used only one year of data (2023-24) and do not support strong causal interpretations. These results should not be interpreted as causal because there are important sources of bias that we cannot rule out with only one year of data. For example, we cannot rule out that these estimates may be driven by systematic assignment of certain students to ATs or STs. Thus, our results could overestimate the effect of ATs if higher achieving students are systematically assigned to ATs, relative to non-ATs in the same school, or vice versa. Also, a single year of data means we have limited statistical power to detect significant relationships, which could explain many of the null results. Additionally, these overall results fail to capture heterogeneity, such as the types and intensity of support STs receive from ATs. Finally, as noted earlier, comparing teachers within the same school is the most appropriate approach; however, there could be potential spillover effects from the ATR program that affects all teachers in the school, not just teachers who are supported by ATs. With additional data on ATs and STs statewide in future years, we will pursue additional analyses to better illuminate these nuances.

Recommendations

Drawing from interviews, site observations, and statewide administrative data, the evaluation team developed a set of recommendations to strengthen the ATR program. These suggestions are designed to provide clear, actionable guidance for school principals, district administrators, state leaders, and institutions of higher education. By implementing these recommendations, PSUs can address identified implementation challenges, build on successful strategies, and enhance the long-term effectiveness and sustainability of ATR across North Carolina.

For School Principals

Integrate ATR into onboarding and foster collaboration. Stakeholders reported during interviews that principals play a critical role in shaping communication about ATR. Principals should incorporate ATR into onboarding for new staff, introducing ATs and clarifying their role. This approach will increase awareness of ATR while signaling a commitment to professional growth for incoming teachers.

Principals should also ensure structured opportunities for collaboration between ATs and STs. Findings from site visits indicated that strategically scheduling coaching and mentoring time makes instructional support consistent, meaningful, and aligned with school priorities.

For District Administrators

Clarify roles, expand awareness, and strengthen data use. District leaders should coordinate closely with school leadership to clarify how ATR supports for Beginning Teachers interact with existing district- and school-level supports. Evaluation evidence suggests that establishing regular collaboration between BT coordinators and ATR leaders will reduce redundancy, clarify roles, and provide a coordinated plan for each beginning teacher.

Districts should strengthen pre-hiring awareness of ATR support by including ATR in recruitment materials and interview protocols. Partnerships with universities, community colleges, and teacher preparation programs—as well as collaboration with internal HR staff who manage long-term substitutes—can ensure that prospective candidates understand the supports available to them.

District leaders should also review and standardize their implementation data. Analysis of administrative records, along with stakeholder feedback, revealed the importance of collecting and sharing internal evidence, such as surveys or testimonials, which will help demonstrate ATR's benefits for BTs. Revising survey design to capture and filter BT perspectives is particularly important for improving data-informed decision-making and continuous improvement.

In addition, districts should build their internal capacity to analyze and use ATR implementation data in real time. Equipping local staff with the skills and tools to conduct evaluation will allow districts to identify strengths, address challenges quickly, and adapt their models for greater effectiveness.

Finally, districts should provide fair recognition of ATs' workload and leadership contributions. As emphasized by district leaders, reviewing compensation structures and ensuring they reflect the scope

of responsibilities will help sustain engagement in these roles.

For State Leadership

Provide consistent guidance and expand evaluation structures. State leaders should continue to provide clear guidance and resources to reduce role confusion and promote consistency in ATR implementation. Developing standardized messaging, professional learning modules, and technical assistance will support districts as they expand their programs.

The state should also continue to encourage cross-district learning opportunities. Case study and interview data highlighted that platforms for sharing strategies, challenges, and lessons learned can accelerate innovation and help districts adopt promising practices.

Evaluation structures should also expand to capture a broader set of student outcomes, including social emotional development, classroom engagement, and other indicators beyond test scores. Stakeholders emphasized during interviews that incorporating teacher and principal feedback loops into state processes will ensure their voices guide ongoing program refinement.

Finally, the state should encourage districts to align ATR efforts with broader strategic priorities. Review of district implementation plans showed that positioning ATR within state and local strategic plans will help promote long-term sustainability and coherence with other educational reforms.

For Institutions of Higher Education

Align preparation and research with ATR. Institutions of higher education (IHEs) should partner with districts to ensure teacher preparation programs align with ATR models. Embedding knowledge of ATR roles and expectations into coursework will help new teachers transition smoothly into schools where ATR is being implemented.

IHEs should also contribute to documenting ATR's impact by collaborating on research and evaluation. By generating evidence about effective teacher leadership and coaching models, higher education partners can strengthen the overall knowledge base and help refine ATR as an innovative approach to teacher development and retention.

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Appendices

Appendix A: Details on Methodological Approach

Data

Our analyses use longitudinal administrative data collected by NCDPI. These datasets capture student, educator, and school level variables for all NC public schools in each year between 2009-10 and 2023-24. Our 15-year panel captures eight years before most schools began implementing ATR (2009-10 through 2016-17), two years after ATR began statewide but before the COVID-19 pandemic began (2017-18 through 2018-19), and five years of data when schools were implementing ATR after the pandemic began (2019-20 through 2023-24). Note that some schools in Charlotte-Mecklenburg Schools (CMS) began implementing an early version of ATR before the statewide ATR pilot program began in 2017-18. We do not consider these early implementing CMS schools part of the fully "treated" group because they did not receive any state funding or support, and many were testing how they would structure advanced roles for teachers. Thus, we exclude these schools entirely from the analysis.

The student level datasets include student demographic information (e.g., gender and race/ethnicity) and test scores on North Carolina's state-mandated end-of-grade (EOG) exams in grades 3-8 and end-of-course (EOC) exams in Math I, biology, and English I. Other student variables include indicators for economically disadvantaged (ED), multilingual learners (ML), students with disabilities (SWDs), academically gifted (AIG), and migrant status. These data also link students with the school(s) they attend in each year.

The teacher level datasets capture demographic and professional characteristics of teachers. Demographic variables include gender and race/ethnicity, and professional characteristics include salary, years of experience, attendance rate, licensure and certification, observation scores on North Carolina's Educator Effectiveness System (NCEES) ranging from 1-5, and standardized value-added scores for teachers in tested grades and subjects based on the SAS Education Value-Added Assessment System (EVAAS). Educators can be linked with schools and teachers can be linked with the students they teach. Additionally, we augment the NC administrative data with data from the National Center for Education Statistics, Common Core Data that capture school characteristics such as locale (e.g., urban, suburban, rural), grade levels (e.g., elementary, middle, high, other), and total enrollment.

Finally, we include rosters from three PSUs that identify ATs and STs in 2023-24. We use these rosters to link ATs and STs with the students they teach. These rosters allow us to identify what subject (e.g., ELA, math, science) ATs teach and the subjects in which STs receive support. Also, merging these rosters with the statewide administrative data allows us to identify teachers in ATR schools who are neither ATs or STs.

Measures

To examine student achievement, we standardize student EOG and EOC test scores by test type, subject, grade, and year to have mean zero and unit variance and use these standardized test scores as our

primary outcome of interest. To examine how ATR affects teacher characteristics, we use teacher EVAAS scores as the primary outcome of interest, which we also standardize by subject and year. As an auxiliary measure, we also examine effects on NCEES observation scores. However, given evidence that teacher observation scores can be biased by observers and tend to have very little variation, we interpret any results based on teacher observation scores with high levels of caution. In addition to EVAAS and NCEES scores, we also examine several characteristics that are potentially related to teacher effectiveness, including years of experience, an indicator for whether the teacher is a beginning teacher (BT) in their first year of teaching, an indicator for whether the teacher is alternatively licensed, and an indicator for whether the teacher has a graduate degree. Analyses that examine teacher experience should be interpreted as differences in the number of years of experience. Analyses that examine indicators for BTs, whether the teacher is alternatively licensed, and whether the teacher has a graduate degree are linear probability models and should be interpreted as percentage point differences in the probability of being a BT, alternatively licensed, or holding a graduate degree. To examine recruitment and turnover, we use linkages between teachers and schools to create indicators for teacher turnover. Specifically, we create indicators for movers, which are teachers who move from their current school into a different school in the next academic year; and leavers, which are teachers who no longer appear in any North Carolina public school in the next academic year. Together, our indicator for turnover includes both movers and leavers.

Matching

To identify comparison schools that are demographically similar to ATR schools, we used a combination of exact matching and coarsened exact matching (CEM). First, for each ATR school we identify exact matches based on PSUs (i.e., a school in the same PSU as an ATR school). Note that there are seven PSUs where substantially more than half of schools have begun implementing ATR. In these cases, we start by using propensity score matching to find the nearest neighbor PSU based on the proportion of students served by gender, race/ethnicity, AIG status, ED status, SWD status, ML status, and migrant status.

Within the pool of exact matches by PSU (or within the nearest neighbor PSU in the exceptions described above), we use CEM to identify the group of comparison schools. The CEM algorithm temporarily coarsens variables into meaningful groups, exact matches on the coarsened data, and then retains the original, uncoarsened data for analysis. Researchers have shown that CEM outperforms common matching methods like propensity score matching by allowing the researcher to explicitly place bounds on the amount of imbalance that remains in the matched sample (King & Nielsen, 2019). CEM also automatically restricts the matched sample to areas of common support and is computationally efficient. School-level variables that we use to perform CEM include proportion of students served by gender, race/ethnicity, AIG status, ED status, SWD status, ML status, and migrant status. We allow replacement so some schools were used more than once as a comparison group for different ATR schools. In summary, our analysis includes only ATR schools and schools identified in the matching process as a comparison group.

Analytic Model for Schoolwide Effect of ATR

To examine the schoolwide impact of ATR, we use a difference-in-differences (DID) framework. The DID model is a commonly used and rigorous approach to evaluations of educational policies (Somers et al., 2013). For each student and teacher outcome of interest, we separately estimate the following general form of the DID model for student *i,* school *s*, and year *t*:

$$y_{ist} = \beta_0 + \beta_1 EverATR_s * AfterATR_{st} + X'_{ist}\delta + \phi_s + \theta_t + \varepsilon_{ist} \quad (1)$$

Equation 1 regresses each student or educator outcome listed above (*y*) on the interaction between *EverATR* and *AfterATR*. *EverATR* is an indicator that equals 1 for schools that ever implement ATR and 0 for schools that never implement ATR. *EverATR* is an indicator for the years after a school begins implementing ATR. Thus, the interaction between *EverATR* and *AfterATR* yields the pre-post difference in outcomes for ATR schools relative to the same pre-post difference for comparison schools. Individual, non-interacted, variables for *EverATR* and *AfterATR* are not included because they are perfectly collinear with the school (ϕ_s) and year (θ_t) fixed effect. We can extend this model to examine each year after schools begin implementation. Also, we estimate Equation 1 separately for each cohort of ATR schools to examine whether effects are heterogeneous across cohorts. We find that they are generally similar, and for brevity, report results that pool all cohorts together in the report. Also, because student test scores were not reported in 2019-20 due to the COVID-19 pandemic, all year-by-year and cohort-by-cohort effects will not include any test scores in 2019-20.

Some researchers have argued that controlling for pre-treatment, or lagged, outcomes can lead to comparison units that have uncharacteristically low outcomes in the pre-treatment period, which leads to bias from regression to the mean (Daw & Hatfield, 2018). Therefore, our primary results do not control for a prior-year, or lagged, outcome. This approach simplifies our interpretation of the results as effects on the level of each outcome. However, researchers have also found evidence that controlling for lagged outcomes measured prior to treatment can help reduce bias (Wilkins, 2018). Therefore, in auxiliary analyses we include in Equation 1 includes a prior year lagged outcome variable (Y_{ist-1}). This prior year lagged variable may help reduce bias and provide a value-added interpretation to our results; however, it also has a weakness because if students stay in ATR schools for multiple years, their prior-year lagged test scores will have been affected by the ATR treatment. We try to address this issue by testing models that replace the prior-year lag with a "pre-ATR" lag that averages all of the student's test scores in the year before they enter an ATR school. This pre-ATR lag addresses the endogeneity issue with the prior-year lag, but also has a disadvantage of restricting the sample to only students who have test scores before they are observed in an ATR school. Nevertheless, results using either lagged outcome yield similar conclusions as our main results reported in the report (and are sometimes larger in magnitude). Other student-level controls in the model (X_{ist}) include indicators for gender, race, SWD, ED, AIG, ML, and migrant status. The school fixed effect (ϕ_s) is included to control for time invariant characteristics across schools that could be related with the likelihood of ATR uptake and student outcome (e.g., PSUs choosing schools with already highly effective leadership). The year fixed effect (θ_t) is included to control for any global trends in outcomes across time (e.g., statewide trends in student test scores or

systemwide disruptions affecting all schools and students such as the pandemic). Finally, Equation 1 includes a stochastic error term (ε_{ist}) with standard errors clustered at the school level.

To address issues with potential bias from staggered adoption of ATR, we estimate the DID model newly developed methods for aggregating effects across cohorts with staggered treatment timing (Callaway & Sant'Anna, 2020). Recent developments in the DID literature have extended the canonical models like the one shown in Equation 1 to staggered setups that address bias from potentially heterogeneous treatment effects across cohorts receiving treatment at different points in time. Because different cohorts of schools began implementing ATR in each year between 2017-18 and 2023-24, results from Equation 1 are potentially biased from this staggered ATR adoption if the long-term effects of ATR are heterogeneous across the different ATR cohorts. To address this issue, we follow methods proposed by Callaway and Sant'Anna (2021), hereafter the staggered DID approach. The staggered DID approach begins by estimating separate effects for each treatment cohort in each year compared only to never-treated (or not yet treated) students to avoid problematic comparisons with already-treated students (Goodman-Bacon, 2018). We use only never-treated comparison schools as the control group and rely on the doubly robust difference-in-differences estimator (i.e., regression adjustment and inverse probability weighting) from Sant'Anna and Zhao (2020) to obtain each of these cohort-year specific effects. For reporting, we aggregate these separate cohort-year estimates using a simple weighted average of each cohort relative to its frequency in the treated population. We conduct these analyses using the *csdid* package in Stata (Rios-Avila et al., 2022). These staggered DID models are the same as the methods we used in our prior year report. Note that in last year's report, we also included estimates from a comparative interrupted time series (CITS) model. However, given increased methodological research clearly supporting the validity of staggered DID models (and similar conclusions between the two methods), we report only staggered DID results in this report.

Analytic Model Identifying Specific ATs and STs

To estimate results for ATs and STs specifically, we use data from ATR schools in 2023-24. We estimate fixed effect models of the following form for student *i* in grade *g* and school *s*:

$$y_{igs} = \beta_0 + \beta_1 AT_{igs} + \beta_2 ST_{igs} + y_{is,pre} + X'_{ist}\delta + \phi_s + \varepsilon_{igs} \quad (2)$$

Specifically, we regress student test scores (*y*) in ELA, math, and science separately on indicators for whether the student is taught by an AT or ST in that subject. To help control for bias from systematic assignment of students to teachers, we also control for students' prior year test scores, which leads to interpretations of our results as effects on student growth (or gains). The model also includes a set of student level controls (X_{ist}): indicators for gender, race, SWD, ED, AIG, ML, and migrant status. The school fixed effect (ϕ_s) controls for time invariant characteristics across schools that could be related with the likelihood of ATR uptake and student outcome (e.g., PSUs choosing schools with already highly effective leadership). In auxiliary analyses, we also include a grade fixed effect to control for any global differences in outcomes across grades that may be related to students being assigned to an AT or ST (e.g., students in lower grades tend to grow more in a year than students in upper grades). Our conclusions are no

different when we add the grade fixed effect. Equation 1 includes a stochastic error term (ε_{ist}) with standard errors clustered at the school level.

Also, in a separate auxiliary analysis, we extend Equation 2 to control for a school-by-grade fixed effect (instead of school and grade fixed effects). This extension further restricts our analyses to compare only students in the same school and grade combination. This approach further controls for any factors that might systematically affect specific grades within the same school and assignment to an AT or ST (e.g., some cohorts of students in the same school have higher test scores than others). However, this approach also has the drawback of being less representative because the estimates are based only on school and grade combinations that have both ATR and non-ATR teachers. Our conclusions are unchanged when we replace the school fixed effect with the school-by-grade fixed effect.

When estimating Equation 2 above, we restrict the sample to include only teachers and students in ATR schools. We also compare ATs and STs to two separate comparison groups. The first comparison group includes all teachers in the same school as the AT or ST who are not part of the ATR program. The second comparison group includes teachers in the same school as the AT or ST who are not part of the ATR program, but who are similar in observable characteristics to ATs or STs. We call this the matched comparison sample. Specifically, we matched ATs and STs with comparison teachers using propensity score matching and the characteristics we used to match include: gender, race, experience, licensure exam scores, and licensure area (e.g., math, ELA, elementary grades). For transparency, we show results using both sets of comparison groups.

When examining turnover outcomes, we use a similar approach as Equation 2 using teacher-level data to compare whether ATs or STs leave their school at different rates from other teachers in the same school. In future analyses with multiple years of roster data on ATs and STs, we will estimate models that further control for systematic variation in student assignment to teachers (e.g., a student fixed effect).

Appendix B: Data Collection Instruments and Protocols

Focus Group and Interview Questions for BTs

Introduction

We're conducting this interview to better understand the unique challenges and support needs of beginning teachers to enhance the tailored resources and assistance provided to them.

Context: Participant Background

1. Can you tell me about your teaching preparation background?
2. What led you to choose teaching as a career?
3. How long have you been teaching, and what grade level(s) and subject(s) do you currently teach? What is your license type?

Recruitment: Participant Awareness of ATR Program Purposes and Outcomes

4. How would you describe the purpose of Advanced Teachers to someone who is unfamiliar with the program?
5. Were you made aware of the program prior to hiring? Tell me more.
6. Does the program meet your needs as a beginning teacher?
7. Do you think your experience as a beginning teacher is similar to other beginning teachers in schools that do not engage the ATR program?

Experiences

8. What have been some of the biggest challenges you've faced as a beginning teacher?
9. Can you share a time when you received support that was tailored to your unique needs as a beginning teacher that improved your instruction or student outcomes?
10. How do you think your early experiences compare with what you expected when you entered teaching?
11. How often do you typically work with your advanced teacher? What does that work look like?
12. Previous research into the ATR program has indicated typical supports offered by Advanced Teachers. [Interviewer share screen].

    Sharing of curriculum resources

    Student data analysis

    Small group instruction

    Co-planning

    Co-teaching

Reflection on practice (sharing problems of practice)

Observations

Modeling of lessons

Encouragement/Emotional Support

Which of these resonate with your experience? Are there any supports that you receive that are not shown on the screen that you experience?

13. Of the types of support that you've described, are there any specific supports that have been less helpful or even counterproductive? Can you explain?
14. How do you view the impact of your AT or your work with AT on your students, particularly those requiring more intensive support?

Feedback on Tailored Supports

15. What other supports tailored to your career stage do you have? (e.g., official BT mentor, NTSM coach).
16. If you have other supports, how are they similar/dissimilar to that provided by your Advanced Teacher?
17. Do you think that your interactions with the ATR program have influenced your job satisfaction? How so? Or Why not?
18. Do you think that having support from your AT has influenced your desire to continue teaching? Can you say more about that?

Reflection and Future Needs

19. What advice would you give to someone designing a program to support beginning teachers?
20. What do you see as the most pressing need for early-career teachers moving forward?

Wrap-Up and Thanks

Is there anything we didn't cover that you feel is important to share about the supports or challenges of being a beginning teacher?

Thank you for sharing your insights. Your experiences will help inform efforts to better support beginning teachers.

Focus Group and Interview Questions for ATs

Introduction

We're conducting this interview to better understand the unique challenges and support needs of beginning teachers to enhance the tailored resources and assistance provided to them.

Context: Participant Background

1. Can you tell me about your teaching background?
2. What led you to choose advanced teaching as a role?
3. How long have you been in your current role? Can you tell me a bit about the team that you serve and your primary goals for them?

Recruitment: Participant Awareness of ATR Program Purposes and Outcomes

4. How would you describe the purpose of Advanced Teachers to someone who is unfamiliar with the program?
5. Does the program feel relevant to the variety of professional needs on your team? How so?
6. Do you think the experience your BT has is similar to other beginning teachers in schools that do not engage the ATR program? How so, or why not?

Experiences

7. What have been some of the biggest challenges you've faced as an advanced teacher serving a beginning teacher?
8. Can you share a time when you provided support that was tailored to your unique needs as a beginning teacher that improved your instruction or student outcomes?
9. How often do you typically work with your beginning teacher supported teachers? What does that work look like?
10. Previous research into the ATR program has indicated typical supports offered by Advanced Teachers. [Interviewer share screen].

    Sharing of curriculum resources

    Student data analysis

    Small group instruction

    Co-planning

    Co-teaching

    Reflection on practice (sharing problems of practice)

    Observations

Modeling of lessons

Encouragement/Emotional Support

Which of these resonate with your experience? Are there any supports that you offer that are not shown on the screen?

11. Of the types of support that you've described, are there any specific supports that have been less helpful or even counterproductive in your work with advanced teachers? Can you explain?
12. How do you view the impact of your support on your BTs' students, particularly those requiring more intensive support?

Feedback on Tailored Supports

13. What other supports tailored to your career stage does your BT have? (e.g., official BT mentor, NTSM coach).
14. If you have other supports, how are they similar/dissimilar to that provided by you as an Advanced Teacher?
15. Do you think that your interactions with the ATR program have influenced your BT's job satisfaction? How so? Or Why not?

Reflection and Future Needs

16. What advice would you give to someone designing a program to support beginning teachers?
17. What do you see as the most pressing need for early-career teachers moving forward?

Wrap-Up and Thanks

Is there anything we didn't cover that you feel is important to share about the supports or challenges of being a beginning teacher?

Thank you for sharing your insights. Your experiences will help inform efforts to better support beginning teachers.

Focus Group and Interview Questions for Administrators

Introduction

We're conducting this interview to better understand the unique challenges and support needs of beginning teachers to enhance the tailored resources and assistance provided to them.

Context: Participant Background

1. Can you tell me about your role as it relates to the ATR program?
2. Can you tell me a bit about your district/schools context as it relates to Beginning Teachers?

Recruitment: Participant Awareness of ATR Program Purposes and Outcomes

3. How would you describe the purpose of Advanced Teachers to someone who is unfamiliar with the program?
4. Does the program feel relevant to the variety of professional needs in your context (school/district)? How so?
5. Do you think the experiences BT have in ATR programs is similar to other beginning teachers in schools that do not engage the ATR program? How so, or why not?

Experiences

6. What have been some of the biggest challenges that an advanced teacher faces serving a beginning teacher?
7. What have been some of the challenges that you face in offering support for advanced teachers who work with beginning teachers?
8. Previous research into the ATR program has indicated typical supports offered by Advanced Teachers. [Interviewer share screen].

    Sharing of curriculum resources

    Student data analysis

    Small group instruction

    Co-planning

    Co-teaching

    Reflection on practice (sharing problems of practice)

    Observations

    Modeling of lessons

Encouragement/Emotional Support

Which of these resonate with your context? Are there any supports that you believe BTs need that are not shown on the screen?

9. How do you view the impact of advanced teachers on the students assigned to Beginning Teachers, particularly those requiring more intensive support?

Feedback on Tailored Supports

10. What other supports tailored to your career stage do BTs in your context have? (e.g., official BT mentor, NTSM coach).
11. If you have other supports, how are they similar/dissimilar to that provided by Advanced Teachers?
12. Do you think that your interactions with the ATR program have influenced BT's job satisfaction? How so? Or Why not?

Reflection and Future Needs

13. What advice would you give to someone designing a program to support beginning teachers?
14. What do you see as the most pressing need for early-career teachers moving forward?

Wrap-Up and Thanks

Is there anything we didn't cover that you feel is important to share about the supports or challenges of being a beginning teacher?

Thank you for sharing your insights. Your experiences will help inform efforts to better support beginning teachers.

Focus Group and Interview Questions for PSU Level Administrators

1. **Context:**
    - Can you tell me a bit about your district's ATR program?
    - What is your role in the program?
    - The focus of this interview is how the ATR program supports the unique needs of BTs. What different types of BT licensure are you seeing in your district?
    - What would you say are the most pressing needs for BTs in your district?

2. **Recruitment, Retention and Career Growth:**

    - During the hiring process, is ATR support to described to potential BT candidates?

      If not, do you have any ideas about what a successful initiative might look like?

    - Based on your experience, how does the program help BTs build confidence and competence to ensure they stay in the profession long-term?

3. **Impact on Teacher Retention and School Culture:**
    - What impact have you seen, or do you hope to see, this program have on teacher retention rates within your district?
    - How has the program contributed to fostering a positive school culture for both BTs and the overall teaching staff?

4. Individualized Support:

    - How does the program assess the individual needs of BTs and provide personalized support to ensure their success?
    - In what ways does the program monitor the progress of BTs and adjust interventions as needed?

5. Work-Life Balance:

- How do you see the program support BTs in maintaining work-life balance and dealing with stress?
- Have you seen any impact on working conditions or BTs perceptions of working conditions?

6. Feedback and Continuous Improvement:

- How do you gather feedback from BTs about their experiences in the program? How is this feedback used to improve the program?
- Have you made any recent changes or adjustments to the program based on feedback from BTs or school leaders?

7. Program Success and Outcomes:

- What metrics or outcomes do you use to measure the success of the program in meeting the unique needs of BTs?
- Can you share any success stories of BTs who have benefited from the program and how it helped them overcome initial challenges?

Observation Protocol

Reminder of Eval Questions (Focus of observations bolded)

Implementation: How can the design and implementation of ATR programs be improved?

a. Student Learning: How do BTs view the impact of ATR on their students, particularly those requiring more intensive support?
b. **Teacher Support: How, and to what extent, do Advanced Teachers provide assistance to BTs and support their instruction?**
c. Teacher Retention: How, and to what extent did the opportunity to work alongside an Advanced Teacher influence early-career teachers' decisions to join or remain in their school and district?

Date/Time	
School/PSU	

Field Notes

Activity: Description and length of the activity. Be specific (data dive, small group pull out of students etc)	**What is AT doing?**	**Who is present (# of students/teachers)? What are others doing?**	**Notes [if possible tie back to District Level supports, school ATR program, teacher supports etc]**

Appendix C: Qualitative Findings and Illustrative Quotes

Finding	Illustrative Quotes
Stakeholders described Advanced Teachers as contributing meaningfully to student success, particularly for those students requiring more targeted and intensive support.	"Based off my last observation…I could see the structure they [Supported teachers] had in their classroom, and how that helped their students learn and what they're implementing in there to help them build through their IEP goals and through their foundational skills." -District Coordinator
Advanced Teachers use real-time data to target small group instruction for both remediation and acceleration.	"Well, my goal is to move the students as much as possible. And I've seen a lot of movement from the beginning of the year to the middle of the year. And we are progress monitoring and keeping track of student data and they are going in the right direction. And I know that's because of everyone's work." -Adult Leadership Teacher
ATR stakeholders emphasized that Advanced Teachers provide support that is developmentally appropriate and personalized, intentionally designed to avoid overwhelming Beginning Teachers with too much information or responsibility at once.	"BTS support you know they feel like they've got support, you know, and you know I;m not saying it's all me…I have a team..But I feel like we've just got you know, just a real and developing support system that is all over them." –ATR District Coordinator
ATs focused their coaching with BTs to help develop their understanding and management of academic standards including lesson planning, lesson implementation, and reflection on data.	"I don't know why I'm like about to get emotional bt as a BT like he has been for me something that i feel like I really have needed…He seems something in me and he pushes me to, like this year, I'm on leadership, which is something that they don't often do with BTs but is really something that he told me I want you to learn these things..these different capacities"-BT "So my purpose is to support the teachers in their planning and the execution of the lessons and looking at the data and using that data to drive the instruction."
AT support for BTs honed in on school rhythms, particularly focused on helping BTs with classroom management and setup, emotional support, trauma-informed pedagogy, and parental relationship building.	"I think if we can get teachers to open up about those feelings…we couple possible kind of lower some of that burnout and that feeling of no, I don't want to talk about it…realizing it's okay to feel those feelings and it's okay to say no as a BT, like if you get asked, like no I just want to focus on my teaching, on the foundations" -BT

While District leads describe leveraging the ATR program as a recruitment tool, many BTs report they were unclear about the level of support available when applying and accepting the position.

"I can really market that as you're going to be supported, this person has great instructional strategies and data practices, they have unique and innovative teaching styles and groupings and ways that you can do things that will kind of lessen the load like it is a lot at the beginning, and very overwhelming. But I feel like having the Mcl. With you and alongside of you and coaching you really helps you." - AT

"I had no idea [about ATR before being hired]" - BT

Stakeholders across districts reported that the ATR program has positively influenced beginning teacher retention by providing personalized support and a culture of care that builds teacher confidence and job satisfaction.

"If I did not have somebody that would strategically plan and help my brain get mapped out with an experienced personnel I don't see myself being proficient or a successful teacher this year as a beginning teacher. And like, I said, that could become just with being a big beginning teacher. You know you have those stresses. You don't know what you're doing. I mean, they prepare you. But you don't like I don't know how many times I've asked my MCL I'm like, okay, help me use my resources. I have all these resources. How do I map them out?"- BT

" I don't know how I would have made it through this school year, especially without her and that support of an [Adult Leadership Teacher]. Because it has been so challenging. And I mean, when you were there, you saw my homeroom has 37 students in it, because we lost a teacher. And so you know, again her helping with, all right, we're gonna differentiate. How we do this, how we deliver it, because it can't be delivered in the way that we would have done it. It has just really really helped" - BT

" Our retention rate is great. You know, it stays above 90%, which I've been told is wonderful." - District Lead

Districts are piloting a range of approaches to leveraging the ATR program to extend support for Beginning Teachers.

"It's sort of like two separate programs now but we are getting to the place where we can talk more and align our priorities. Luckily we have some shared texts and language around what coaching can look like" -District BT coordinator

"

Stakeholders described Advanced Teachers as contributing meaningfully to student success, particularly for those students requiring more targeted and intensive support.

"Based off my last observation…I could see the structure they [Supported teachers] had in their classroom, and how that helped their students learn and what they're implementing in there to help them build through their IEP goals and through their foundational skills." -District Coordinator

Advanced Teachers use real-time data to target small group instruction for both remediation and acceleration.

"Well, my goal is to move the students as much as possible. And I've seen a lot of movement from the beginning of the year to the middle of the year. And we are progress monitoring and keeping track of student data and they are going in the right direction. And I know that's because of everyone's work." -Adult Leadership Teacher

ATR stakeholders emphasized that Advanced Teachers provide support that is developmentally appropriate and personalized, intentionally designed to avoid overwhelming Beginning Teachers with too much information or responsibility at once.

"BTS support you know they feel like they've got support, you know, and you know I;m not saying it's all me…I have a team..But I feel like we've just got you know, just a real and developing support system that is all over them." –ATR District Coordinator

Appendix D: Advanced Teachers and Supported Teachers by PSU-School

Table D1. Advanced Teacher and Supported Teacher Totals by School

PSU	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Bertie	Colerain Elementary	4	1	1	0
Bertie	West Bertie Elementary	3	1	1	0
Bertie	Windsor Elementary	3	1	1	0
Cabarrus	A T Allen Elementary	7	3	1	2
Cabarrus	Bethel Elementary	11	2	2	0
Cabarrus	Central Cabarrus High	3	1	1	0
Cabarrus	Charles E Boger Elementary	6	1	1	0
Cabarrus	Harold E. Winkler Middle	15	3	3	0
Cabarrus	Hickory Ridge Elementary	10	2	2	0
Cabarrus	Hickory Ridge Middle	5	1	1	0
Cabarrus	J N Fries Magnet	12	3	3	0
Cabarrus	Jay M Robinson High	5	2	2	0
Cabarrus	Mount Pleasant Elementary	11	3	2	1
Cabarrus	Patriots Elementary	3	1	1	0
Cabarrus	Roberta Road Middle	10	3	2	1
Cabarrus	Rocky River Elementary	24	9	3	6
Cabarrus	W R Odell Elementary	7	4	2	2
Cabarrus	W R Odell Primary	7	3	1	2
Cabarrus	Weddington Hills Elementary	12	2	2	0
Charlotte Mecklenburg	Albemarle Road Elementary	10	5	2	3
Charlotte Mecklenburg	Albemarle Road Middle	7	6	2	4
Charlotte Mecklenburg	Alexander Graham Middle	0	3	0	3
Charlotte Mecklenburg	Allenbrook Elementary	0	3	0	3

Charlotte Mecklenburg	Ashley Park PreK-8	3	3	1	2
Charlotte Mecklenburg	Bain Elementary	14	5	2	3
Charlotte Mecklenburg	Ballantyne Elementary	0	4	0	4
Charlotte Mecklenburg	Ballantyne Ridge High	5	3	1	2
Charlotte Mecklenburg	Barnette Elementary	8	6	2	4
Charlotte Mecklenburg	Berewick Elementary	15	9	3	6
Charlotte Mecklenburg	Berryhill	8	9	3	6
Charlotte Mecklenburg	Billingsville Elementary	4	2	1	1
Charlotte Mecklenburg	Briarwood Acad	9	9	3	6
Charlotte Mecklenburg	Bruns Avenue Elementary	5	3	1	2
Charlotte Mecklenburg	Carmel Middle	4	6	2	4
Charlotte Mecklenburg	Chantilly Montessori	7	3	1	2
Charlotte Mecklenburg	Charles H. Parker Center	0	3	0	3
Charlotte Mecklenburg	Charlotte East Language Acad	24	9	4	5
Charlotte Mecklenburg	Charlotte-Mecklenburg Virtual	7	8	1	7
Charlotte Mecklenburg	Clear Creek Elementary	14	10	2	8
Charlotte Mecklenburg	Cochrane Collegiate Acad	4	3	1	2
Charlotte Mecklenburg	Collinswood Language Acad	9	7	2	5
Charlotte Mecklenburg	Cornelius Elementary	17	9	2	7

Charlotte Mecklenburg	Cotswold Elementary	10	5	2	3
Charlotte Mecklenburg	Coulwood STEM Acad	15	6	4	2
Charlotte Mecklenburg	Croft Community	1	8	1	7
Charlotte Mecklenburg	Crown Point Elementary	12	8	3	5
Charlotte Mecklenburg	David Cox Road Elementary	6	2	1	1
Charlotte Mecklenburg	Davidson K-8	12	4	4	0
Charlotte Mecklenburg	Devonshire Elementary	14	6	2	4
Charlotte Mecklenburg	Dilworth Elementary	3	4	1	3
Charlotte Mecklenburg	Dilworth Elementary (Latta)	8	5	1	4
Charlotte Mecklenburg	Druid Hills Acad	10	7	3	4
Charlotte Mecklenburg	East Mecklenburg High	7	6	2	4
Charlotte Mecklenburg	Eastover Elementary	13	6	2	4
Charlotte Mecklenburg	Eastway Middle	13	7	3	4
Charlotte Mecklenburg	Elizabeth Lane Elementary	3	2	1	1
Charlotte Mecklenburg	Elizabeth Traditional Elem	8	5	1	4
Charlotte Mecklenburg	Elon Park Elementary	5	8	1	7
Charlotte Mecklenburg	Endhaven Elementary	21	10	3	7
Charlotte Mecklenburg	Esperanza Global Acad	10	7	2	5
Charlotte Mecklenburg	First Ward Creative Arts Acad	10	5	1	4

Charlotte Mecklenburg	Garinger High	15	2	2	0
Charlotte Mecklenburg	Gov's Village STEM (Lower)	10	11	2	9
Charlotte Mecklenburg	Gov's Village STEM (Upper)	8	7	2	5
Charlotte Mecklenburg	Greenway Park Elementary	6	6	1	5
Charlotte Mecklenburg	Grove Park Elementary	18	10	2	8
Charlotte Mecklenburg	Harding University High	5	6	1	5
Charlotte Mecklenburg	Hawk Ridge Elementary	29	9	5	4
Charlotte Mecklenburg	Hawthorne Acad of Health Sciences	0	2	0	2
Charlotte Mecklenburg	Hickory Grove Elementary	0	6	0	6
Charlotte Mecklenburg	Hidden Valley Elementary	19	5	3	2
Charlotte Mecklenburg	Highland Mill Montessori	7	2	1	1
Charlotte Mecklenburg	Highland Renaissance Acad	6	4	2	2
Charlotte Mecklenburg	Hopewell High	9	5	2	3
Charlotte Mecklenburg	Hornets Nest Elementary	8	6	5	1
Charlotte Mecklenburg	Huntingtowne Farms Elementary	25	9	7	2
Charlotte Mecklenburg	Idlewild Elementary	13	11	2	9
Charlotte Mecklenburg	Independence High	7	7	2	5
Charlotte Mecklenburg	Irwin Academic Center	13	6	2	4
Charlotte Mecklenburg	J. H. Gunn Elementary	20	10	6	4

Charlotte Mecklenburg	J. M. Alexander Middle	7	6	3	3
Charlotte Mecklenburg	James Martin Middle	9	3	2	1
Charlotte Mecklenburg	Joseph W Grier Acad	7	7	1	6
Charlotte Mecklenburg	Julius L. Chambers High	6	7	1	6
Charlotte Mecklenburg	Knights View Elementary	14	8	2	6
Charlotte Mecklenburg	Lake Wylie Elementary	24	7	4	3
Charlotte Mecklenburg	Lawrence Orr Elementary	16	14	3	11
Charlotte Mecklenburg	Lebanon Road Elementary	11	4	2	2
Charlotte Mecklenburg	Lincoln Heights Montessori	7	1	1	0
Charlotte Mecklenburg	Long Creek Elementary	8	4	2	2
Charlotte Mecklenburg	Mallard Creek Elementary	8	2	1	1
Charlotte Mecklenburg	Mallard Creek High	7	4	2	2
Charlotte Mecklenburg	Marie G Davis	3	3	2	1
Charlotte Mecklenburg	Martin Luther King, Jr Middle	4	4	2	2
Charlotte Mecklenburg	McAlpine Elementary	12	7	2	5
Charlotte Mecklenburg	McClintock Middle	4	8	1	7
Charlotte Mecklenburg	Merry Oaks International Acad	17	4	3	1
Charlotte Mecklenburg	Metro	0	1	0	1
Charlotte Mecklenburg	Mint Hill Elementary	15	8	3	5

Charlotte Mecklenburg	Mint Hill Middle	19	6	3	3
Charlotte Mecklenburg	Montclaire Elementary	12	8	3	5
Charlotte Mecklenburg	Mountain Island Lake Acad	8	3	2	1
Charlotte Mecklenburg	Myers Park High	0	3	0	3
Charlotte Mecklenburg	Myers Park Traditional Elem	10	10	2	8
Charlotte Mecklenburg	Nations Ford Elementary	15	9	3	6
Charlotte Mecklenburg	Newell Elementary	16	9	2	7
Charlotte Mecklenburg	North Mecklenburg High	0	4	0	4
Charlotte Mecklenburg	Northeast Middle	3	1	1	0
Charlotte Mecklenburg	Northridge Middle	0	5	0	5
Charlotte Mecklenburg	Northwest of the Arts	4	2	1	1
Charlotte Mecklenburg	Oakdale Elementary	19	5	5	0
Charlotte Mecklenburg	Oakhurst STEAM Acad	10	6	4	2
Charlotte Mecklenburg	Oaklawn Language Acad	17	6	2	4
Charlotte Mecklenburg	Olde Providence Elementary	12	6	2	4
Charlotte Mecklenburg	Olympic High	9	1	1	0
Charlotte Mecklenburg	Palisades Park Elementary	24	13	5	8
Charlotte Mecklenburg	Parkside Elementary	9	7	2	5
Charlotte Mecklenburg	Paw Creek Elementary	20	12	4	8

Charlotte Mecklenburg	Phillip O Berry Acad	8	4	1	3
Charlotte Mecklenburg	Pineville Elementary	13	4	3	1
Charlotte Mecklenburg	Pinewood Elementary	3	3	1	2
Charlotte Mecklenburg	Piney Grove Elementary	17	7	2	5
Charlotte Mecklenburg	Polo Ridge Elementary	14	5	2	3
Charlotte Mecklenburg	Quail Hollow Middle	4	5	2	3
Charlotte Mecklenburg	Rama Road Elementary	0	7	0	7
Charlotte Mecklenburg	Randolph Middle	4	3	1	2
Charlotte Mecklenburg	Ranson Middle	7	3	2	1
Charlotte Mecklenburg	Rea Farms STEAM Acad	13	12	5	7
Charlotte Mecklenburg	Reedy Creek Elementary	9	13	1	12
Charlotte Mecklenburg	Reid Park Acad	9	4	1	3
Charlotte Mecklenburg	Renaissance West STEAM Acad	31	25	6	19
Charlotte Mecklenburg	Ridge Road Middle	7	4	2	2
Charlotte Mecklenburg	River Gate Elementary	0	4	0	4
Charlotte Mecklenburg	River Oaks Acad	11	2	1	1
Charlotte Mecklenburg	Rocky River High	1	2	1	1
Charlotte Mecklenburg	Sedgefield Middle	6	2	1	1
Charlotte Mecklenburg	Sedgefield Montessori	11	7	3	4

Charlotte Mecklenburg	Selwyn Elementary	10	7	2	5
Charlotte Mecklenburg	Shamrock Gardens Elementary	26	10	3	7
Charlotte Mecklenburg	Smithfield Elementary	20	5	3	2
Charlotte Mecklenburg	South Pine Acad	10	4	2	2
Charlotte Mecklenburg	Starmount Acad of Excellence	11	8	2	6
Charlotte Mecklenburg	Statesville Road Elementary	17	3	3	0
Charlotte Mecklenburg	Sterling Elementary	23	7	5	2
Charlotte Mecklenburg	Stoney Creek Elementary	8	3	1	2
Charlotte Mecklenburg	Thomasboro Acad	4	5	2	3
Charlotte Mecklenburg	Tuckaseegee Elementary	27	7	5	2
Charlotte Mecklenburg	Turning Point Middle	0	1	0	1
Charlotte Mecklenburg	University Meadows Elementary	0	5	0	5
Charlotte Mecklenburg	University Park Creative Arts	14	5	3	2
Charlotte Mecklenburg	Vaughan Acad of Technology	5	4	1	3
Charlotte Mecklenburg	Villa Heights Elementary	6	6	2	4
Charlotte Mecklenburg	Walter G. Byers	11	2	2	0
Charlotte Mecklenburg	West Charlotte High	2	6	1	5
Charlotte Mecklenburg	West Mecklenburg High	9	6	3	3
Charlotte Mecklenburg	Westerly Hills Acad	5	8	2	6

Charlotte Mecklenburg	Whitewater Acad	6	5	1	4
Charlotte Mecklenburg	Whitewater Middle	17	7	4	3
Charlotte Mecklenburg	Wilson STEM Acad	7	6	3	3
Charlotte Mecklenburg	Winding Springs Elementary	13	10	3	7
Charlotte Mecklenburg	Windsor Park Elementary	12	8	1	7
Charlotte Mecklenburg	Winget Park Elementary	10	6	2	4
Charlotte Mecklenburg	Winterfield Elementary	13	6	2	4
Chatham	Chatham Central High	6	2	2	0
Chatham	George M. Horton Middle	5	1	1	0
Columbus	Acme Delco Elementary	10	5	4	1
Columbus	Chadbourn Elementary	9	2	2	0
Columbus	Tabor City	14	5	5	0
Columbus	West Columbus	12	4	4	0
Cumberland	Anne Chesnutt Middle	16	4	4	0
Cumberland	Brentwood Elementary	6	1	1	0
Cumberland	C Wayne Collier Elementary	24	3	3	0
Cumberland	Cliffdale Elementary	15	3	3	0
Cumberland	Douglas Byrd Middle	53	9	9	0
Cumberland	Elizabeth M Cashwell Elementary	10	2	2	0
Cumberland	Howard L Hall Elementary	12	3	3	0
Cumberland	Loyd E Auman Elementary	13	3	3	0
Cumberland	Manchester Elementary	15	2	2	0
Cumberland	Montclair Elementary	14	2	2	0
Cumberland	Westover Middle	16	8	2	6
Edgecombe	Baskerville Elementary	15	2	2	0
Edgecombe	Coker-Wimberly Elementary	11	3	2	1
Edgecombe	D S Johnson Elementary	10	2	2	0

Edgecombe	EDGE Acad of Health Sciences	1	1	1	0
Edgecombe	Edgecombe Early College High	1	1	1	0
Edgecombe	Fairview Elementary	18	3	3	0
Edgecombe	G W Bulluck Elementary	23	5	4	1
Edgecombe	G W Carver Elementary	19	4	3	1
Edgecombe	J W Parker Middle	12	2	2	0
Edgecombe	Martin Millennium Acad	12	5	3	2
Edgecombe	North Edgecombe High	10	4	2	2
Edgecombe	Princeville Elementary	10	4	2	2
Edgecombe	South Edgecombe Middle	10	4	2	2
Edgecombe	SouthWest Edgecombe High	11	2	2	0
Edgecombe	Stocks Elementary	17	5	3	2
Edgecombe	Tarboro High	8	2	2	0
Edgecombe	W A Pattillo Middle	0	2	0	2
Edgecombe	West Edgecombe Middle	8	1	1	0
Elizabeth City	Northeastern High	11	3	3	0
Elizabeth City	Pasquotank County High	7	2	2	0
Elizabeth City	River Road Middle	3	1	1	0
Elizabeth City	Weeksville Elementary	13	3	3	0
Guilford	Acad at Smith	2	2	1	1
Guilford	Allen Jay Elementary	3	1	1	0
Guilford	Ben L. Smith High	12	5	4	1
Guilford	Bessemer Elementary	5	3	2	1
Guilford	Bluford Elementary	12	3	3	0
Guilford	Ceasar Cone Elementary	27	4	4	0
Guilford	Cyrus P Frazier Elementary	14	4	2	2
Guilford	Eastern Guilford Middle	11	2	2	0
Guilford	Edwin A Alderman Elementary	18	3	3	0
Guilford	Fairview Elementary	14	2	2	0
Guilford	Ferndale Middle	15	2	2	0
Guilford	George C Simkins Jr Elementary	7	2	2	0
Guilford	Gillespie Park Elementary	9	2	2	0

Guilford	High Point Central High	2	1	1	0
Guilford	Jackson Middle	13	2	2	0
Guilford	Johnson Street Global Studies	8	2	2	0
Guilford	Julius I Foust Elementary	9	2	2	0
Guilford	Montlieu Acad of Technology	13	4	3	1
Guilford	Northeast Guilford High	19	3	3	0
Guilford	Oak View Elementary	11	2	2	0
Guilford	Otis L Hairston Sr Middle	9	2	2	0
Guilford	Page High	11	5	2	3
Guilford	Rankin Elementary	3	1	1	0
Guilford	Southern Guilford Middle	6	7	2	5
Guilford	Union Hill Elementary	12	3	3	0
Guilford	Vandalia Elementary	18	5	5	0
Guilford	Waldo C Falkener Sr Elementary	25	4	4	0
Guilford	Washington Elementary	11	2	2	0
Guilford	Welborn Middle	6	1	1	0
Guilford	Western Guilford Middle	17	3	3	0
Halifax	Aurelian Springs Institute	0	3	0	3
Halifax	Everetts Elementary STEM Acad	0	3	0	3
Halifax	Halifax County Early College High	0	1	0	1
Halifax	Hollister Elementary	0	1	0	1
Halifax	Inborden Elementary STEAM Acad	0	2	0	2
Halifax	Pittman Elementary Leadership Acad	0	1	0	1
Halifax	Southeast Halifax Prep	0	1	0	1
Hertford	Ahoskie Elementary	7	2	0	2
Hertford	CS Brown High - STEM	3	1	0	1
Hertford	Hertford County High	6	2	2	0
Hertford	Hertford County Middle	3	1	1	0
Lexington City	Charles England Elementary	20	5	3	2
Lexington City	Lexington Middle	12	3	2	1
Lexington City	Lexington Senior High	10	3	2	1
Lexington City	Pickett Elementary	13	5	2	3

Lexington City	South Lexington	5	2	1	1
Lexington City	Southwest Elementary Global Acad	21	2	2	0
Lincoln	Battleground Elementary	9	5	3	2
Lincoln	Childers Elementary	17	5	3	2
Lincoln	East Lincoln High	0	1	0	1
Lincoln	GE Massey Elementary	9	5	3	2
Lincoln	Lincolnton High	19	4	4	0
Lincoln	Lincolnton Middle	11	6	4	2
Lincoln	S Ray Lowder Elementary	13	3	3	0
McDowell	East McDowell Middle	11	4	4	0
McDowell	Eastfield Global Magnet	3	1	1	0
McDowell	Foothills Community	2	1	1	0
McDowell	Glenwood Elementary	9	1	1	0
McDowell	McDowell Acad for Innovation	1	1	1	0
McDowell	McDowell Early College	2	2	2	0
McDowell	McDowell High	16	4	4	0
McDowell	Nebo Elementary	6	2	2	0
McDowell	North Cove Elementary	2	1	1	0
McDowell	Old Fort Elementary	4	1	1	0
McDowell	Pleasant Gardens Elementary	4	2	2	0
McDowell	West Marion Elementary	5	1	1	0
McDowell	West McDowell Middle	6	4	4	0
Moore	Aberdeen Elementary	11	5	3	2
Moore	Pinecrest High	3	1	1	0
Moore	Southern Middle	13	4	4	0
Mt. Airy City	Bruce H. Tharrington Primary	22	7	7	0
Mt. Airy City	Jones Intermediate	17	6	6	0
Mt. Airy City	Mount Airy High	8	4	3	1
Mt. Airy City	Mount Airy Middle	10	4	4	0
Nash	Bailey Elementary	21	4	4	0
Nash	Benvenue Elementary	12	2	2	0
Nash	Coopers Elementary	18	4	4	0

Nash	Englewood Elementary	13	4	4	0
Nash	G R Edwards Elementary	21	4	4	0
Nash	M B Hubbard Elementary	13	3	3	0
Nash	Middlesex Elementary	11	2	2	0
Nash	Nash Central Middle	16	3	3	0
Nash	Nashville Elementary	8	2	2	0
Nash	Red Oak Elementary	13	2	2	0
Nash	Rocky Mount Middle	20	4	4	0
Nash	Spring Hope Elementary	9	2	2	0
Nash	Winstead Avenue Elementary	8	2	2	0
New Hanover	Forest Hills Global Elementary	3	1	1	0
New Hanover	Mary C Williams Elementary	6	2	2	0
New Hanover	Murrayville Elementary	6	2	2	0
New Hanover	Winter Park Model Elementary	6	2	2	0
New Hanover	Wrightsboro Elementary	6	2	2	0
Pitt	A G Cox Middle	8	2	2	0
Pitt	Ayden Elementary	8	3	3	0
Pitt	Ayden Middle	3	1	1	0
Pitt	Ayden-Grifton High	8	2	2	0
Pitt	Belvoir Elementary	4	1	1	0
Pitt	Bethel Elementary	3	1	1	0
Pitt	C M Eppes Middle	11	3	3	0
Pitt	Chicod	10	3	3	0
Pitt	Creekside Elementary	6	2	2	0
Pitt	E B Aycock Middle	6	2	2	0
Pitt	Eastern Elementary	7	2	2	0
Pitt	Elmhurst Elementary	3	1	1	0
Pitt	Falkland Elementary	6	2	2	0
Pitt	Farmville Middle	8	2	2	0
Pitt	G R Whitfield	7	2	2	0
Pitt	Grifton	8	3	3	0
Pitt	H B Sugg Elementary	3	1	1	0

Pitt	Hope Middle	7	2	2	0
Pitt	Innovation Early College High	6	2	2	0
Pitt	Junius H Rose High	3	1	1	0
Pitt	Lakeforest Elementary	6	2	2	0
Pitt	North Pitt High	3	1	1	0
Pitt	Northwest Elementary	8	3	3	0
Pitt	PCS Early College High	4	1	1	0
Pitt	Pactolus	12	3	3	0
Pitt	Ridgewood Elementary	8	2	2	0
Pitt	Sam D Bundy Elementary	8	2	2	0
Pitt	South Central	4	1	1	0
Pitt	South Greenville Elementary	10	2	2	0
Pitt	Stokes	3	1	1	0
Pitt	W H Robinson Elementary	6	2	2	0
Pitt	Wahl Coates Elementary	6	2	2	0
Pitt	Wellcome Middle	7	2	2	0
Pitt	Wintergreen Intermediate	3	1	1	0
Pitt	Wintergreen Primary	3	1	1	0
Rockingham	Moss Street Elementary	5	1	1	0
Rockingham	Reidsville High	2	1	1	0
Rockingham	Reidsville Middle	5	1	1	0
Rockingham	South End Elementary	6	1	1	0
Rowan-Salisbury	China Grove Elementary	4	1	1	0
Rowan-Salisbury	Dole Elementary	6	2	2	0
Rowan-Salisbury	Hurley Elementary	7	2	2	0
Thomasville City	Liberty Drive Elementary	4	4	3	1
Thomasville City	Thomasville Primary	19	4	4	0
Vance	AdVance Acad	2	1	1	0
Vance	Aycock Elementary	14	3	3	0
Vance	Carver Elementary	6	1	1	0
Vance	Clarke Elementary	11	3	3	0
Vance	Dabney Elementary	14	4	3	1

Vance	E M Rollins Elementary	4	1	1	0
Vance	E O Young Jr Elementary	9	2	2	0
Vance	L B Yancey Elementary	10	3	3	0
Vance	Pinkston Street Elementary	11	4	3	1
Vance	STEM Early High	4	1	1	0
Vance	Vance Co Early College	2	1	1	0
Vance	Vance County High	9	1	1	0
Vance	Vance County Middle	10	1	1	0
Vance	Vance Virtual Village Acad	2	1	1	0
Vance	Zeb Vance Elementary	8	2	2	0
Wake	Fuquay-Varina Elementary	3	1	1	0
Wake	Southeast Raleigh Elementary	10	2	2	0
Wake	Wakelon Elementary	6	2	2	0
Wilson	B O Barnes Elementary	13	4	4	0
Wilson	Beddingfield High	11	3	3	0
Wilson	Charles H Darden Middle	14	4	4	0
Wilson	Forest Hills Middle	7	3	3	0
Wilson	Frederick Douglass Elementary	14	2	2	0
Wilson	Gardners Elementary	14	2	2	0
Wilson	John W Jones Elementary	19	4	4	0
Wilson	Lee Woodard Elementary	3	1	1	0
Wilson	Lucama Elementary	17	3	3	0
Wilson	Margaret Hearne Elementary	20	3	3	0
Wilson	Speight Middle	3	2	2	0
Wilson	Stantonsburg Elementary	7	2	2	0
Wilson	Vick Elementary	19	4	4	0
Wilson	Vinson-Bynum Elementary	16	4	3	1
Wilson	Wells Elementary	6	1	1	0
Winston-Salem Forsyth	Ashley Acad	9	2	2	0
Winston-Salem Forsyth	Bolton Elementary	14	3	2	1

Winston-Salem Forsyth	Carter High	14	2	2	0
Winston-Salem Forsyth	Cash Elementary	16	2	2	0
Winston-Salem Forsyth	Cook Literacy Model	6	3	2	1
Winston-Salem Forsyth	Diggs-Latham Elementary	14	4	2	2
Winston-Salem Forsyth	East Forsyth Middle	6	4	3	1
Winston-Salem Forsyth	Easton Elementary	12	3	2	1
Winston-Salem Forsyth	Flat Rock Middle	16	2	2	0
Winston-Salem Forsyth	Forest Park Elementary	15	3	2	1
Winston-Salem Forsyth	Griffith Elementary	19	5	5	0
Winston-Salem Forsyth	Hall-Woodward Elementary	26	4	4	0
Winston-Salem Forsyth	Hanes Magnet	7	1	1	0
Winston-Salem Forsyth	Kimberley Park Elementary	16	5	4	1
Winston-Salem Forsyth	Konnoak Middle	26	4	4	0
Winston-Salem Forsyth	Mineral Springs Elementary	13	3	3	0
Winston-Salem Forsyth	Mineral Springs Middle	23	4	3	1
Winston-Salem Forsyth	North Forsyth Magnet High	15	5	4	1
Winston-Salem Forsyth	North Hills Elementary	8	2	2	0
Winston-Salem Forsyth	Parkland High	12	2	2	0
Winston-Salem Forsyth	Petree Elementary	13	8	6	2

Winston-Salem Forsyth	R J Reynolds High	9	2	2	0
Winston-Salem Forsyth	Smith Farm Elementary	21	3	3	0
Winston-Salem Forsyth	South Fork Elementary	6	1	1	0
Winston-Salem Forsyth	Union Cross Traditional Acad	23	4	4	0
Winston-Salem Forsyth	Walkertown Elementary	26	4	4	0
Winston-Salem Forsyth	Walkertown Middle	6	3	2	1
Winston-Salem Forsyth	Ward Elementary	27	5	4	1
Winston-Salem Forsyth	Winston-Salem Preparatory Acad	3	1	1	0

Appendix E: Glossary

Adult Leadership and Classroom Excellence Types and Definitions

These are adult leadership and classroom excellence distinct types that have been identified by PSU's under the Advanced Teaching Roles Model. These acronyms are referenced in this report and are used to highlight and illustrate each district's contextual interpretation of this model.

Adult Leadership: Types & Definitions	Classroom Excellence: Types & Definitions
AL – Advanced Teacher / Adult Leadership Teacher (teacher-leader roles). A teacher who meets the following criteria: a) Works in the classroom providing instruction for at least thirty percent (30%) of the instructional day. b) Leads a team of between three and eight teachers. c) Shares responsibility for the performance of the students of all teachers on the team. d) Is not a school administrator.	CE-Classroom Excellence A teacher who meets the following criteria: a) Is a teacher in an advanced teaching role. b) Assumes and maintains responsibility for at least twenty percent (20%) of additional students as compared to the most recent prior school year in which the teacher did not receive a salary supplement. c) Is a member of a team of teachers led by an adult leadership teacher.
MCL- Multi-classroom leader An Adult Leadership role, generally characterized by a teacher who leads a team of teachers and provides teacher coaching, professional development, and small group student support.	ERT - Extended Reach teacher A Classroom Excellence role, generally characterized by a teacher who teaches a larger group of students
MCT- Multi-classroom teacher An Adult Leadership role, generally characterized by a teacher who leads a team of teachers and provides teacher coaching, professional development, and small group student support.	MTRT- Master Team Reach Teacher A Classroom Excellence role, generally characterized by a teacher who teaches more students and provides professional support to other teachers.
MTL-Master teacher leader This is an Adult Leadership role, most frequently observed in Lexington City Schools.	EIT/TRT- Extended Impact teacher/Team Reach Teacher A Classroom Excellence role, generally characterized by a teacher who teaches a larger group of students.

LT - Lead Teacher This is an Adult Leadership role in McDowell County.	RA - Reach associate Reach associates are paraprofessionals who usually support partial release Adult Leadership teachers.
ST-Supported Teachers Teachers that are supported by an Adult Leader	

Appendix F: Additional Acronyms

AI- Artificial Intelligence
ATR – Advanced Teaching Roles
BT – Beginning Teacher
DIBELS- Dynamic Indicators of Basic Early Literacy Skills
DID Model- Difference on Difference Estimation
EC- Exceptional Children
ELA-English Language Arts
EVAAS- Education Value-Added Assessment System
IA-Instructional Aide
IC-Instructional Coach
IEP-Individualized Education Plan
MTSS- Multiple Tiers of Student Support
NCDPI- North Carolina Department of Public Instruction
NCEES- North Carolina Educator Effectiveness System
NCTWC- North Carolina Teacher Working Conditions Survey
OC- Opportunity Culture
PD- Professional Development
PLC-Professional Learning Communities
PLT- Professional Learning Teams
PSU- Public School Unit
SBE-State Board of Education
TA- Teacher Assistant

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