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Advanced Teaching Roles: Key Evaluation Findings

Dr. Callie Edwards, Dr. Sarah Bausell, and Dr. Lam Pham

Presentation to the North Carolina State Board of Education
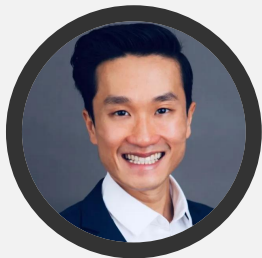
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ATR Goals

- Allow highly effective classroom teachers (Advanced Teachers) to **reach an increased number of students**.

- Enable local school administrative units to **create innovative compensation models**.

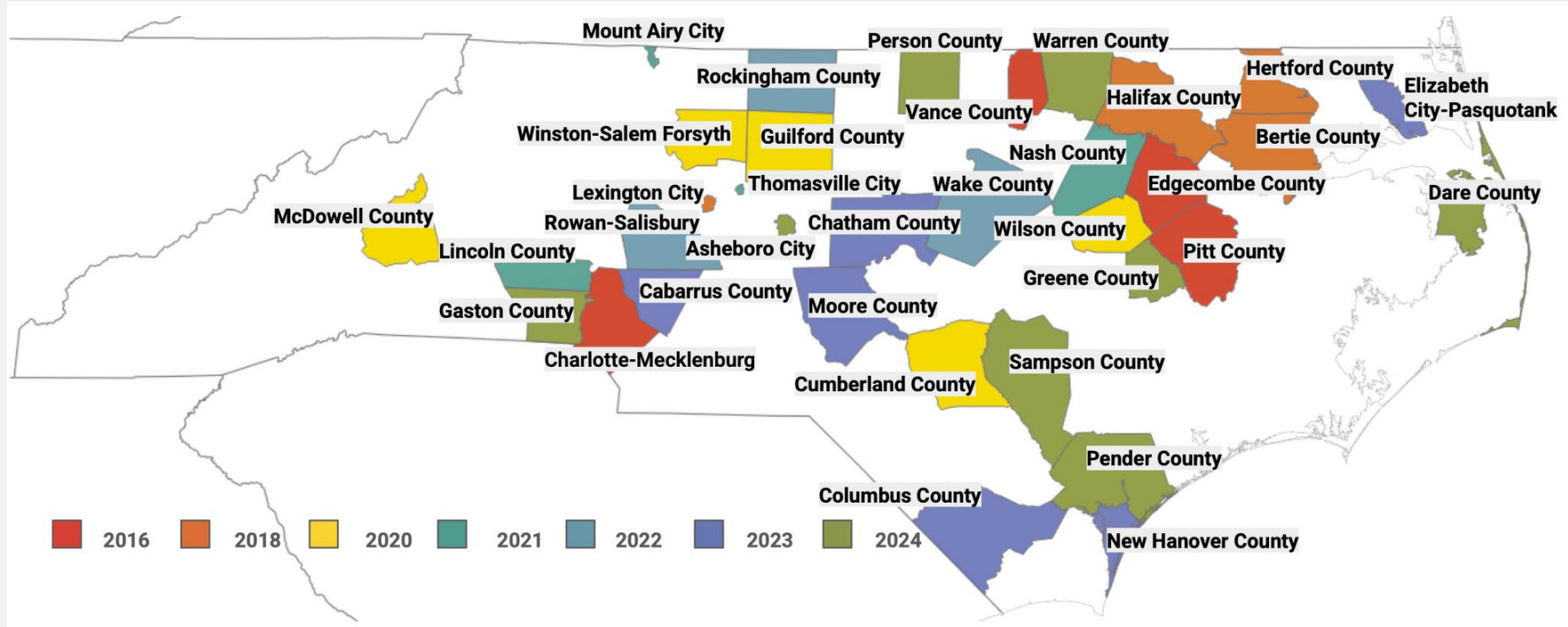- Produce measurable improvements in **student academic achievement**.

Agenda

1. Program Overview

2. Implementation (2024-25 SY)

3. Impacts (2023-24 SY)

4. Discussion

1. Program Overview

Goals, Grantees, and Legislation

Grant Funded PSUs Fully Implementing ATR 2016 - 2024

26 PSUs   **400** Schools   **1,494** Adv. Teachers   **3,949** Supported Teachers

Evaluation Focus

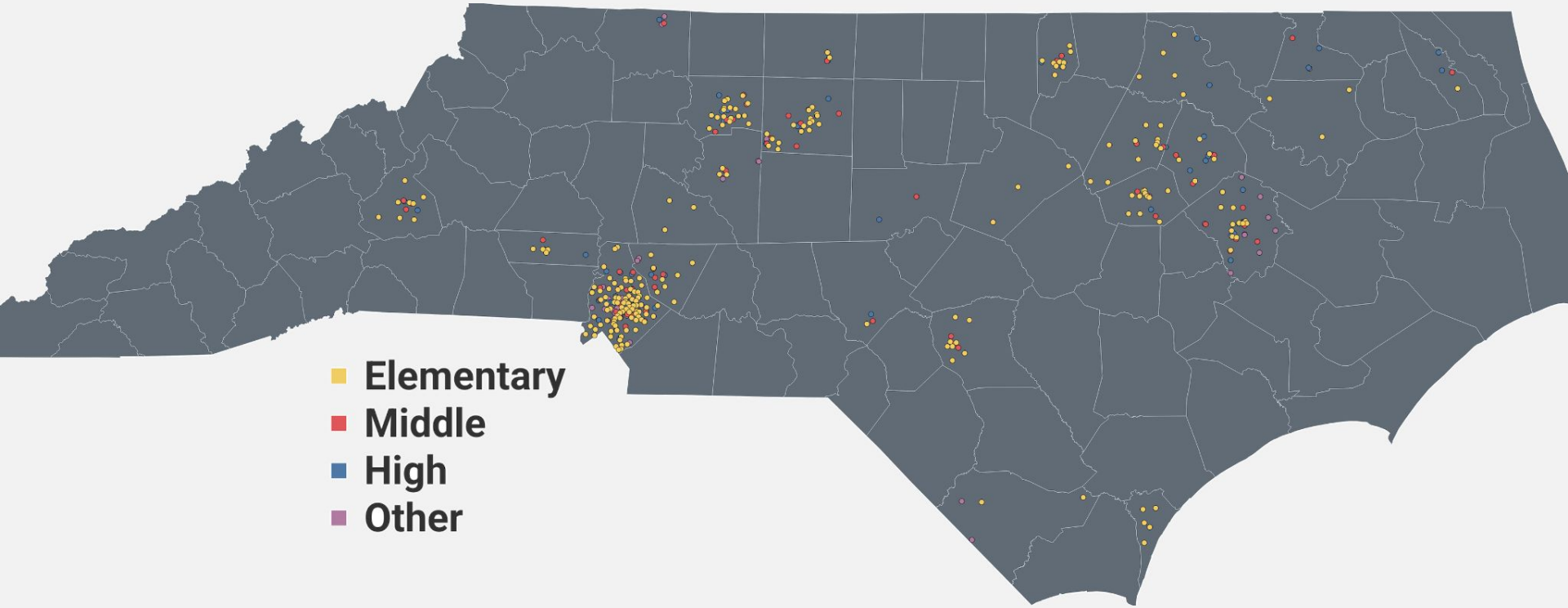EQ1. **Implementation**: How can the design and implementation of ATR programs be improved?

➢ *The focus on Beginning Teachers was intended to better understand how districts are using ATR to meet their needs, anticipating that evolving RFP guidance will require grantees to clearly articulate this support.*

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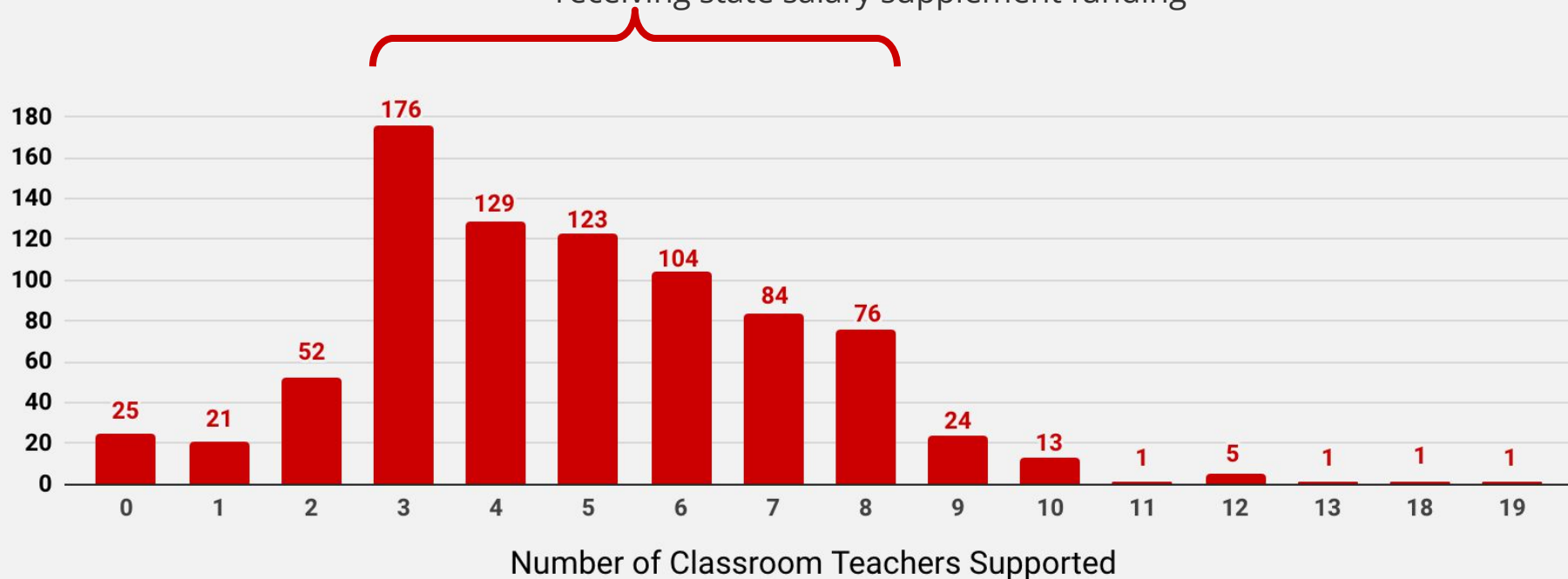
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2. ATR Implementation

Program Findings for 2024-25

Program Reach

Elementary
Middle
High
Other

11

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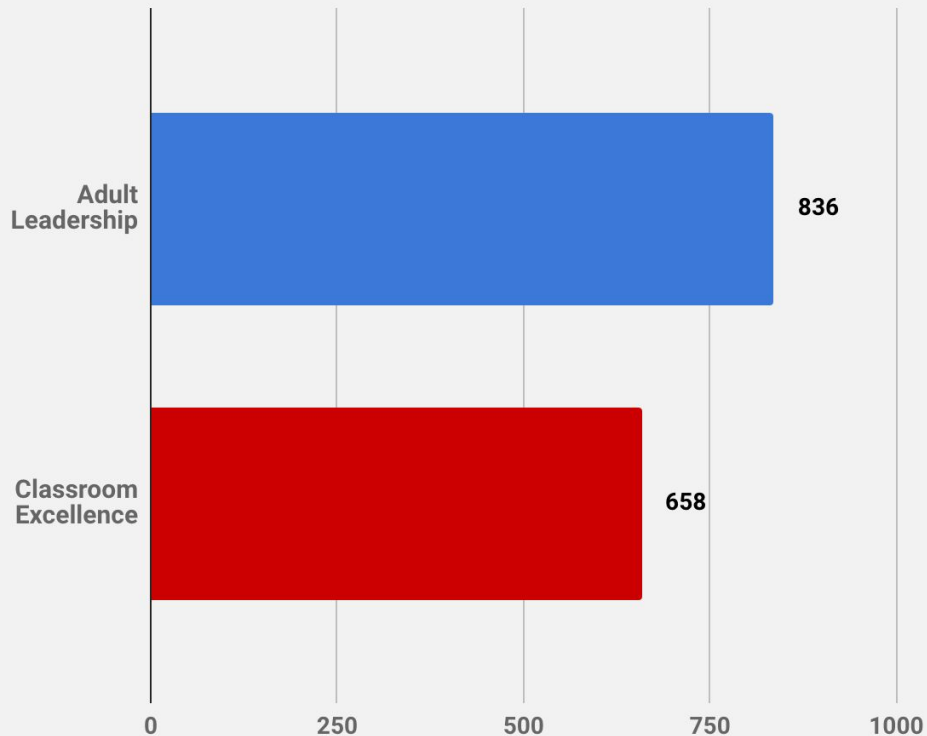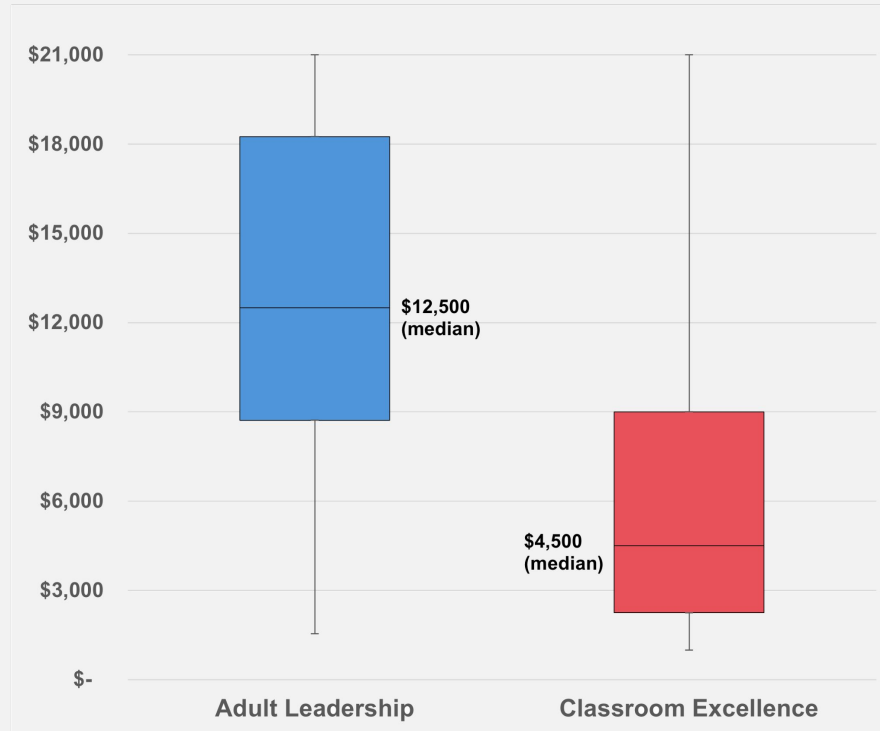Friday Institute for Educational Innovation

Number of Teachers Supported by ATs

82% of Adult Leadership ATs supported the legislatively prescribed 3-8 teachers for roles receiving state salary supplement funding

Number of Classroom Teachers Supported

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Number of Advanced Teachers by Role

Salary Supplements

Qualitative Findings

ATR & Beginning Teacher Support

- **Flexible Support:** ATs adapt to BT's evolving needs and value their strengths (enthusiasm, adaptability, tech skills).

- **Student Success:** ATs use real-time data and small group instruction to boost outcomes for students enrolled in BT classes.

- **Differentiated Coaching:** ATs support extends PSU BT mentoring programs to include classroom coaching and school routines.

- **Recruitment & Retention:** ATR supports serve as a recruitment tool and strengthen BT retention by fostering personalized support, confidence, and a culture of care.

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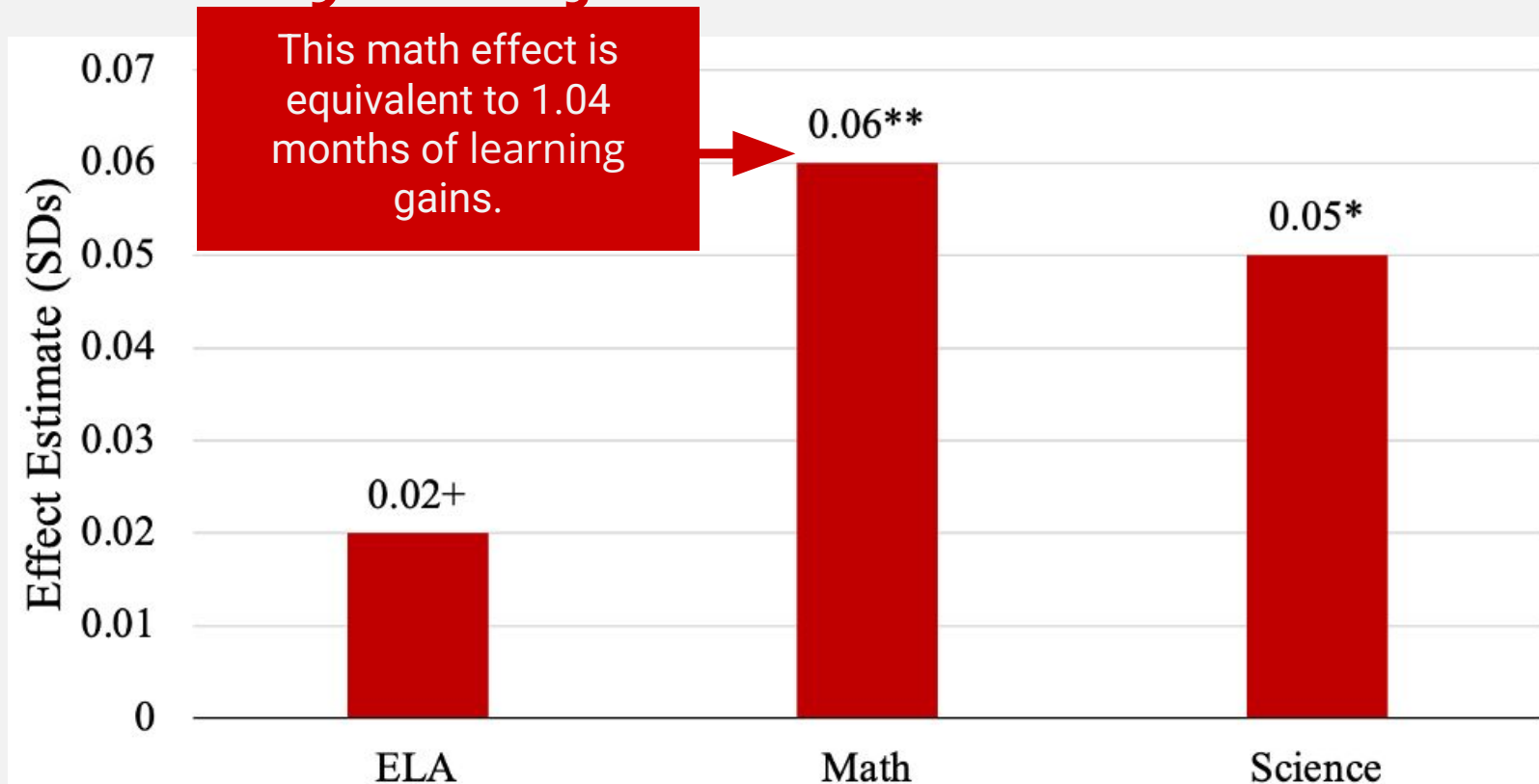
Case Study Highlights

ATR & Beginning Teacher Support

- **<u>Guilford County Schools</u>**: Opportunity Culture model enhanced BT support with Adult Leadership and Classroom Excellence teachers (MCLs, EITs) providing flexible, targeted coaching.

- **<u>Nash County Schools</u>**: Used Adult Leadership teachers to mentor Instructional Assistants and long-term substitutes, strengthening the BT pipeline.

- **<u>McDowell County Schools</u>**: Focused on responsive, relational support tailored to rural needs and teachers entering through residency licensure or placed in high need areas (i.e., Exceptional Children).
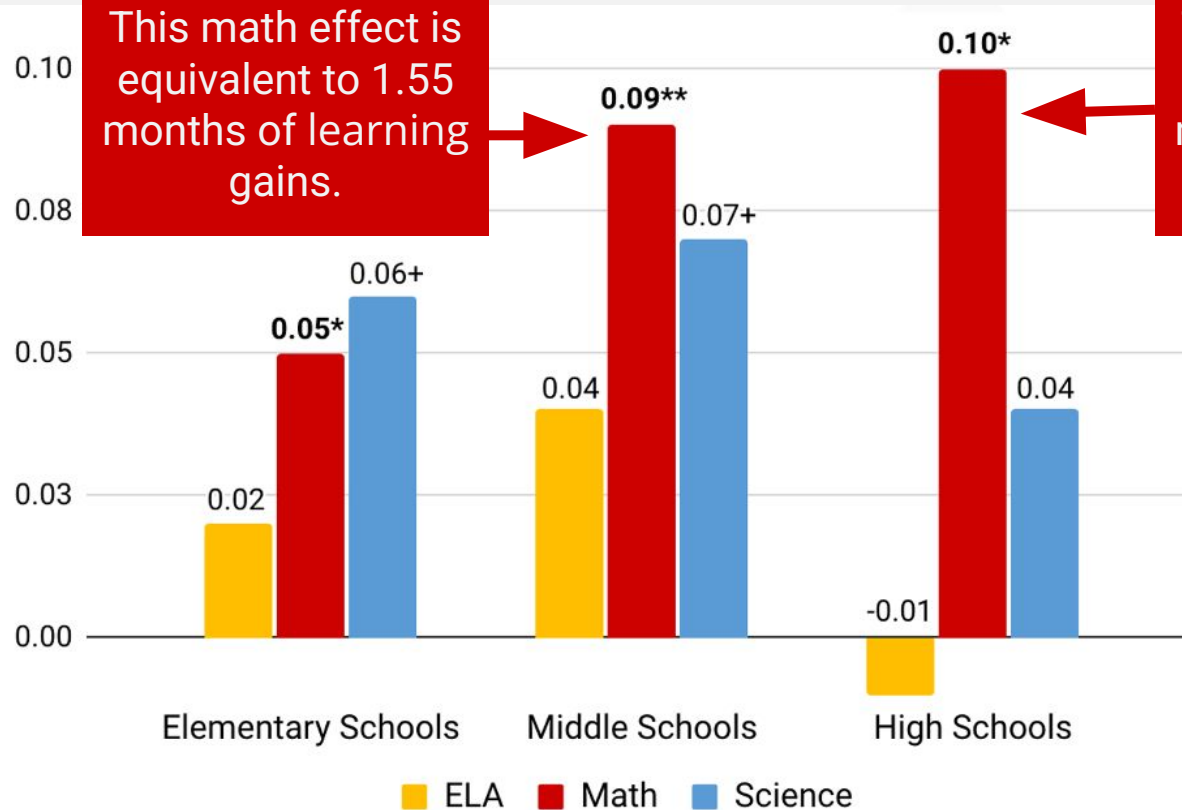
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3. ATR Impact

School-Level Findings for 2023-24

Effect by Subject Area

This math effect is equivalent to 1.04 months of learning gains.

Effect Estimate (SDs)

0.07
0.06
0.05
0.04
0.03
0.02
0.01
0

0.02+   0.06**   0.05*

ELA   Math   Science

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

Effects by School Type

This math effect is equivalent to 1.55 months of learning gains.

This math effect is equivalent to 1.7 months of learning gains.

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

ELA   Math   Science

Elementary Schools   Middle Schools   High Schools

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Effects Grow Over Time

Overall Results by Treatment Year and Subject:
Only Statistically Significant Effects are Labeled
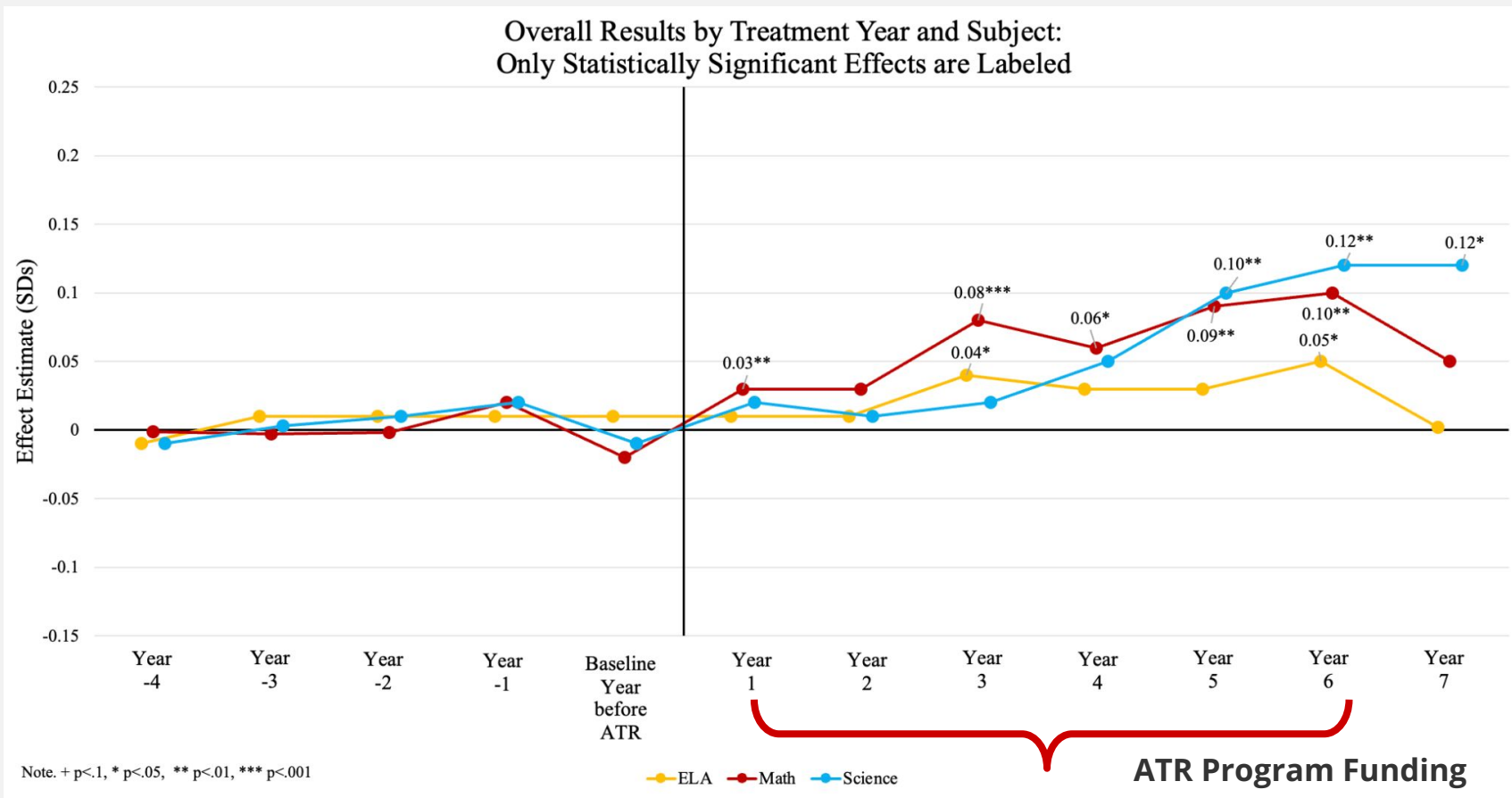
Teacher Effectiveness

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

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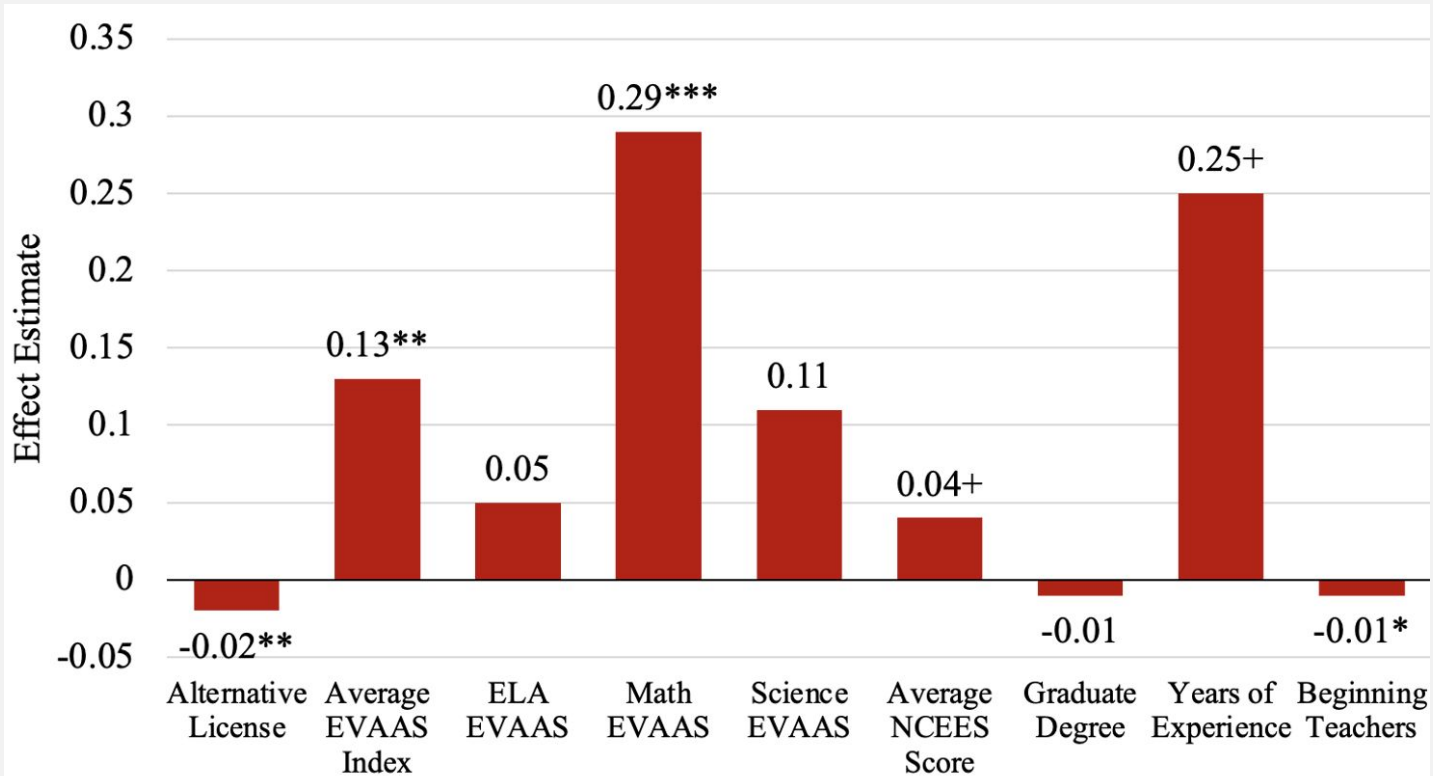
Next Steps for 2024-25 Analyses

- Incorporate additional years of student achievement and roster data to strengthen causal claims, especially for teacher-level impacts.

- Further examine Beginning Teacher retention outcomes as more data become available.

- Analyze variation in Supported Teacher experiences (e.g., coaching, co-teaching, observations) to assess which supports are most effective.

- Explore differences across PSUs and schools, since pooled estimates may mask important local variation.

4. Discussion

Recommendations & Questions

Recommendations

School Principals
- Integrate ATR into onboarding and school culture
- Introduce Advanced Teachers to staff
- Schedule structured time for collaboration, coaching, and mentoring

District Administrators
- Clarify ATR roles and expand program awareness (pre-hiring, BT support, AT workload)
- Strengthen data use through standardized collection and analysis

State Leadership
- Align ATR with statewide priorities
- Provide consistent messaging, professional learning, technical assistance, and cross-district learning
- Expand evaluation to include broader outcomes and feedback

Institutions of Higher Education
- Align teacher preparation programs with ATR models
- Partner with districts on research and evaluation

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Appendix

1. Program Overview

Goals, Grantees, and Legislation

Legislative Requirements*

Adult Leadership

a. Leads a team of 3-8 teachers.

b. Provides classroom instruction for at least 30% of the school day.

c. Shares responsibility for the performance of all students of on team.

d. Receives a supplement of $10K.

e. Makes up no more than 15% of teachers in an ATR school.

Classroom Excellence

a. Is on an Adult Leadership teacher team.

b. Assumes and maintains responsibility for at least 20% of additional students.

c. Is responsible only for the performance of their own students.

d. Receives a supplement of $3K.

e. Makes up to 5% of teachers in an ATR school.
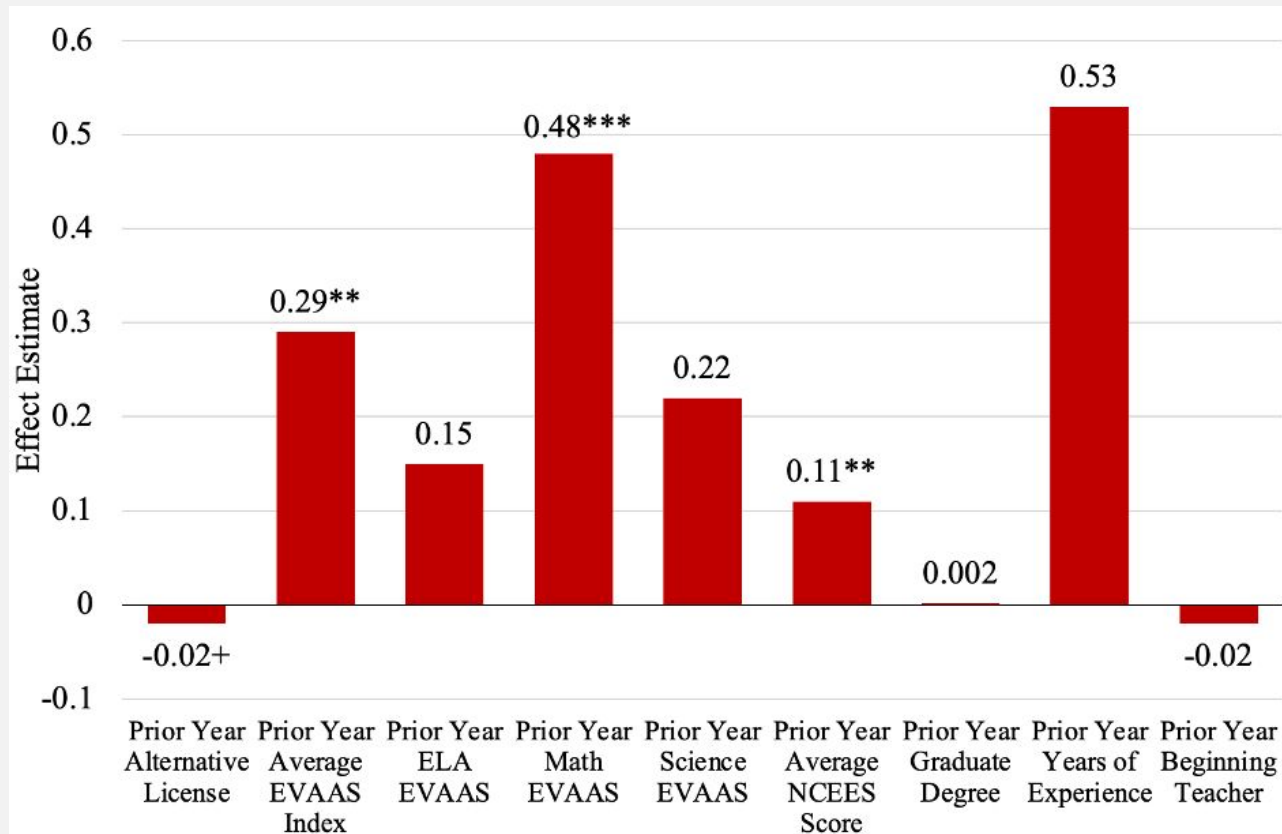
*Session Law 2024-57 amended Chapter 115c

Methodology

- **Mixed methods**:Convergent Design

- **Qualitative**: Multi-Case Study (Selected PSU's) **[EQ1]**

- **Quantitative**: Two Complementary Analysis **[EQ2]**
    -Schoolwide (Difference-in Differences)
    -Teacher Level Effects

- **Data Collected**: NCDPI Student and Teacher Administrative Records, PSU ATR Rosters, District & School Level Administrator, Advanced Teacher & Beginning Teacher- Interviews, and School Observations.

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3. ATR Impact

School-Level Findings for 2023-24

Characteristics of New Hires

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

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