

Enhancing Support for North Carolina's Beginning Teachers (BTs) Progress to Date and Future Work

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ACHIEVING EDUCATIONAL **EXCELLENCE**



**Revere
Public School
Educators**

PILLAR 2

**Focus Area 1
Improve Educator Recruitment and Retention**

ACTION 2

Revise and strengthen Beginning Teacher (BT) policy and supports, including exploring a standard statewide definition of BTs and regionalized support approaches with partners.

“**To fully prepare each student** for their next phase of life, we must **first honor and uplift those** who make that preparation possible.”

NCDPI Strategies to Improve Beginning Teacher **Support**



 **Strategy 1** Updated Regional Education Facilitator Job Description

 **Strategy 2** Reconciliation Process

 **Strategy 3** Policy Review and Update

 **Strategy 4** Advanced Teaching Roles Alignment

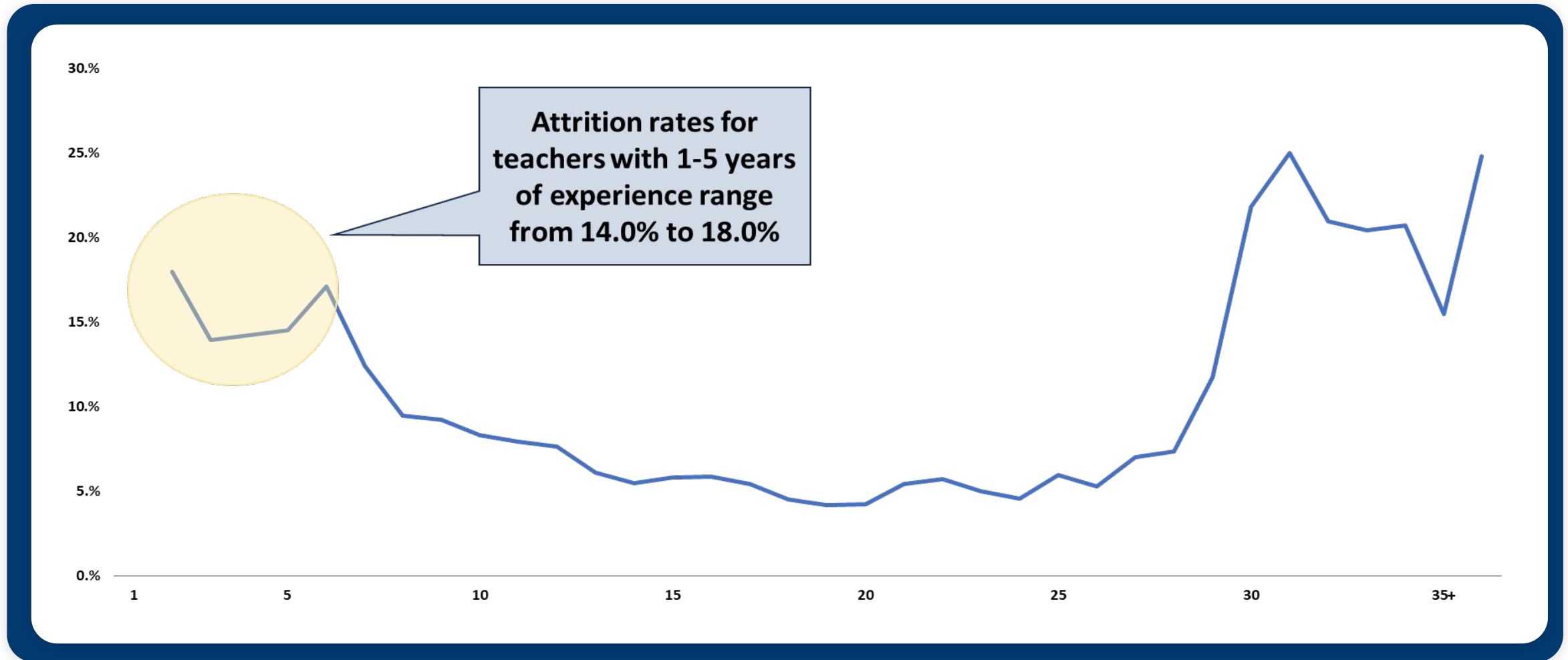
 **Strategy 5** Stakeholder Connections

 **Strategy 6** Strategic Partnership with NCCAT

 **Strategy 7** Funding



North Carolina Teacher Attrition By Teaching Experience



Where are we and what's next?

Strategy #1

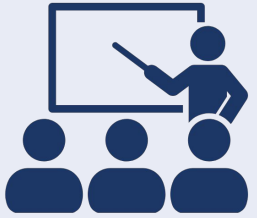
Updated Regional Education Facilitator (REF) Job Description



Expanded Scope of Work



REF positions are filled by teachers on loan, regionally based, and have historically **focused on TCED-016 monitoring and program support.**



The updated role was aimed at expanding regional access to **professional learning opportunities and improving consistency and quality** of program implementation across the state.



It now includes **use of data to inform streams of work and training responsibilities** related to the **North Carolina Educator Evaluation System (NCEES).**

Strengthened Alignment

- Educator Evaluation
- Administrator Capacity-Building
- Beginning Teacher Support and Development

NCEES Training for New Administrators

Past vs. Present

Prior Years

- Limited real time, statewide, **comprehensive trainings** for **new administrators** due to staffing constraints
- **Web recordings** of prior **new administrator training** accessible on NCDPI website

As of 2025-2026

- **Increased capacity** for **in-person sessions** and responsiveness to NCEES-related needs
- Opportunity to **offer face-to-face new administrator training regionally** throughout the school year
 - **REFs delivered training** for new administrators in their respective regions in **October and January**
- **Expanding options** for satisfying unique **PSU NCEES training requests**

Post-Training Administrator Feedback

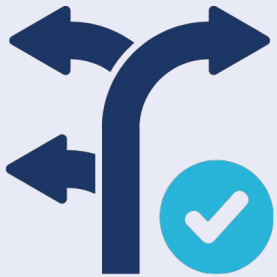
QUESTION	AGREE and STRONGLY AGREE*
Was relevant to my needs	95.3%
Helped me gain new information and skills	96.1%
Will assist me in making better-informed decisions	94.9%
Provided important resources for me	96.5%
Was high quality	94.9%
Met my expectations	94.5%

*Percentages are based on 238 (79%) survey responses from the 300 program participants.

REF Priority Workstreams



REFs are engaged in the following **priority workstreams** to focus efforts and build sustainable systems of support:



**Alternative
License and
Alternative
Pathway Support**



**Data
Analysis**



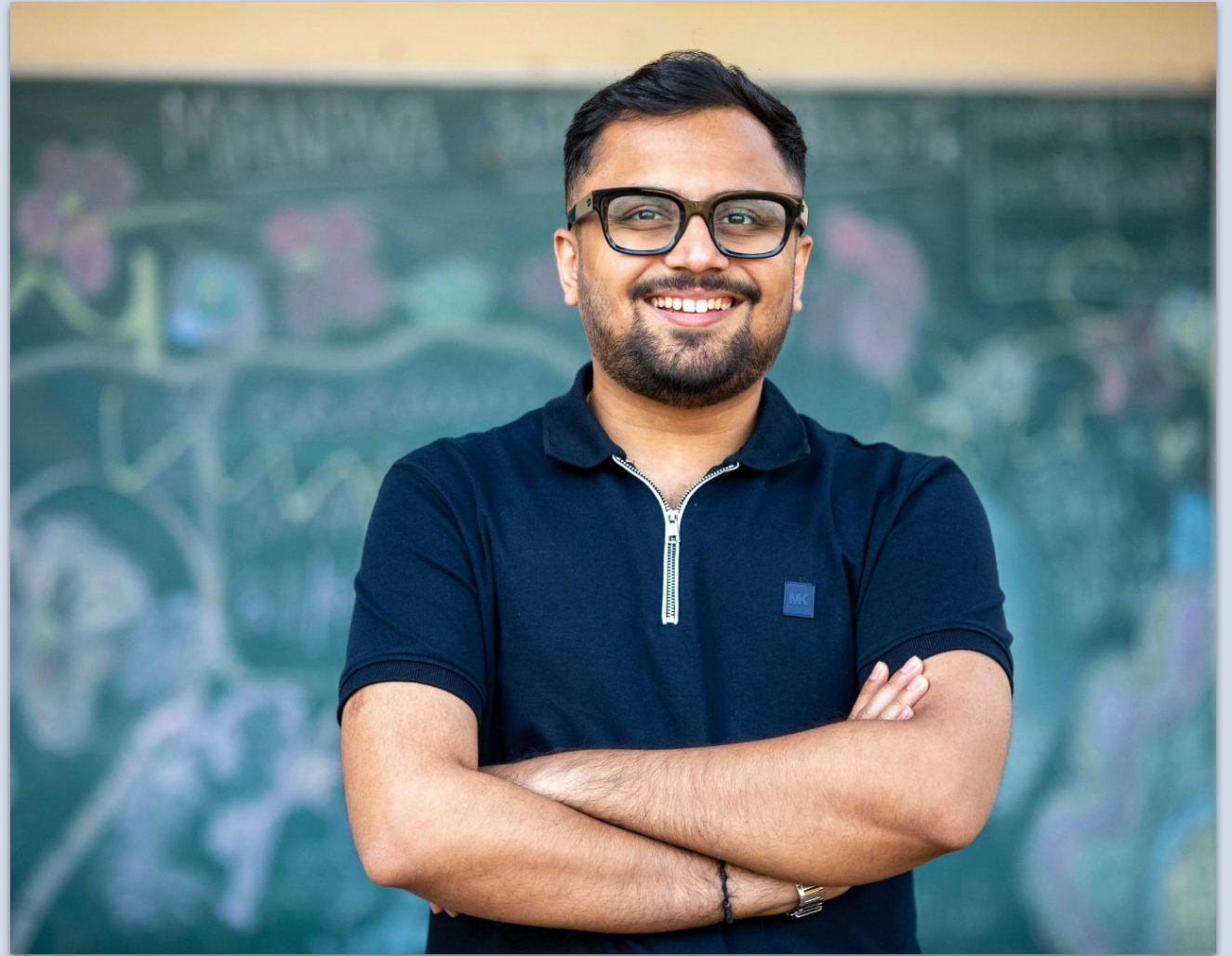
**Mentoring
Support**



**Strategic
Partnerships
and Stakeholder
Connections**

Strategy #2

Reconciliation Process



Collaborative Process for Improving Accuracy, Consistency, & Shared Understanding



Primary Objectives

- **Establish** a shared understanding of who qualifies as a BT
- **Increase** consistency across state and local data reporting
- **Ensure** all BTs receive essential professional support

Accurate identification is foundational to:



**Equitable Access
to Support**

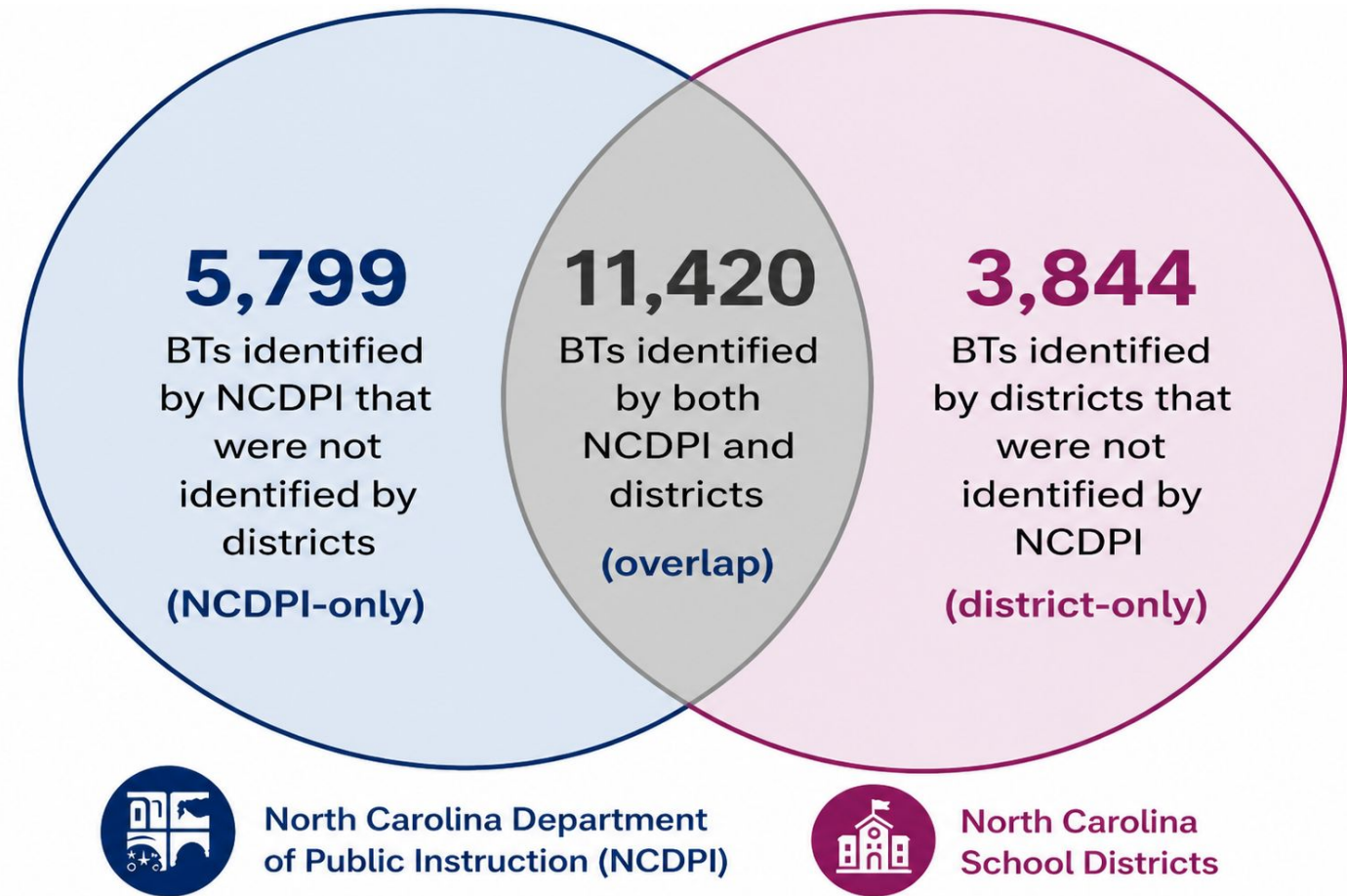


**Stronger Retention
Efforts**



**Improved Educator
Outcomes**

Beginning Teacher Identification



Conclusion: Neither the NCDPI nor the district list functioned as a single "correct" source in isolation. The **reconciliation process itself** proved to be the **most accurate method for comprehensive BT identification.**



Finding #1: International Faculty represented 47% of the BTs on the NCDPI-Only List.

- Approximately **944** of the educators identified exclusively by NCDPI were **international faculty**.
- Under current policy (TCED-016), educators with three or more years of experience are exempt from participation in a Beginning Teacher Support Program (BTSP). However, because **NCDPI's automated identification relies on payroll records, international faculty with three or fewer years of recorded NC service appeared on the state-generated lists**, even when their global experience met the requirement for exemption.



Finding #2: Unidentified BTs at their point of hire represented 18% of the discrepancy.

- **Approximately 18%** of the discrepancy involved educators who met all eligibility criteria but were not identified during the initial local hiring process.
- The reconciliation **resulted in approximately 500 educators statewide being flagged**, ensuring they now have access to essential BT support systems.



Finding #3: Out-of-state experienced teacher transfers represented 11% of the discrepancy.

- NCDPI's automated business rules **identified approximately 221 newly hired out-of-state educators** whose verified experience—exceeding three years—had not yet been officially reflected on their licenses. **Consequently, these individuals did not meet the definition of a BT** as previously outlined in TCED-016.



Finding #4: Data entry and synchronization timing contributed to 14% of the remaining gaps.

- **Approximately 281 of the identified variances** were due to **administrative data entry errors** (such as incorrect social security numbers) and specific timing gaps. This included teachers hired after districts submitted their initial lists in November who were subsequently captured in the NCDPI payroll system during the January 2026 data pull.

Strategy #3

Policy Review and Update



Strengthening Policy to Better Support Beginning Teachers



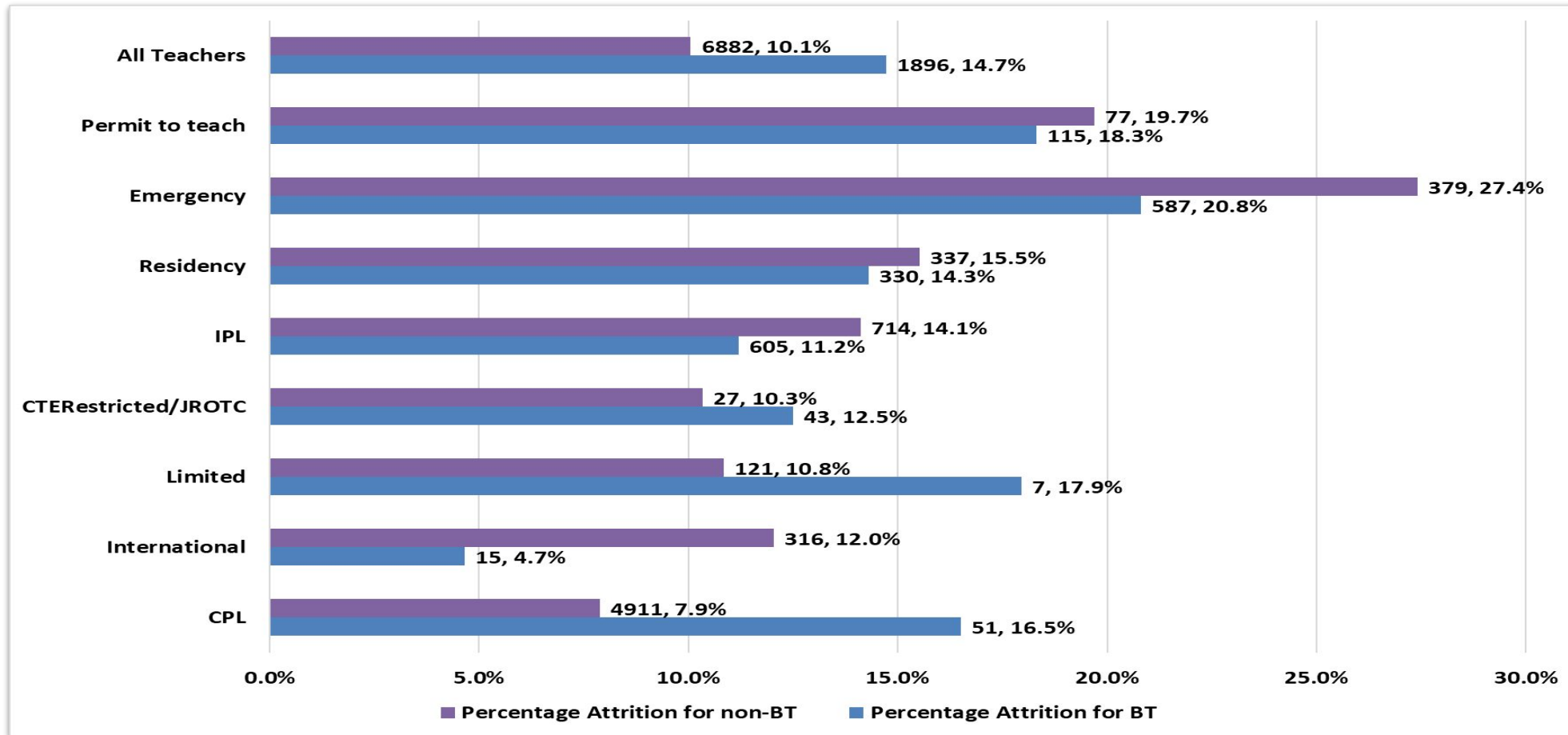
A recommendation to amend Policy TCED-016 (*Beginning Teacher Support Program*) was advanced to the North Carolina State Board of Education. The following clarifications were **approved** in **October, 2025**:



- The **definition of a Beginning Teacher (BT)**, particularly in relation to alternative licensure pathways
- **Participation requirements** related to the **program**
- **Participation requirements** related to the **recent graduate survey** outlined in G.S. 115C-269.35

Attrition for Teachers

By License Type and Beginning Teacher Support



Looking Ahead

As the number of educators entering the profession through alternative pathways continues to grow, ***one-size-fits-all approaches are increasingly insufficient.***

On-going Considerations



Differentiated Strategies

Respond to diverse needs of BTs



Mentoring

Requirements, training, partnerships, etc...



Funding

Long-term Support

Strategy #4

Advanced Teaching Roles (ATR) Alignment



ATR and Beginning Teacher Support



ATR evaluation specifically measures the **assistance to**, and the **retention of**, beginning classroom teachers.
(p. 7 of ATR Request for Proposals)



Advanced Teaching Roles proposals are now required to address how ATR will **benefit teachers** in terms of both **performance** and **professional growth**.
(pp. 8-9 of ATR Request for Proposals).

Strategy #5

**Stakeholder
Connections**

Strategy #6

**Strategic
Partnership with NC
Center for the
Advancement of
Teaching (NCCAT)**



Integrating Stakeholder Voice and Expertise

Focus on Stakeholder Engagement

- Inform state-level beginning teacher support efforts
- Leverage practitioner expertise
- Ensure state efforts are responsive to local needs and experiences

Two Statewide Advisory Councils

- Beginning Teacher (BT) Coordinator Advisory Council
- Beginning Teacher (BT) Advisory Council



Councils Designed to Deliver

- Create structured, ongoing feedback systems
- Elevate practitioner and educator voice
- Inform continuous improvement of state BTS efforts

Implementation of Advisory Councils



Each advisory council
(one for BTs and one for coordinators)
met virtually in **December** and **March**

PRIOR TO EACH MEETING, THE DESIGNATED REFS:



**Partnered with Members
to Identify Key
Discussion Priorities**



**Assessed
Needs and
Considerations**



**Developed a
Focused Set of
Agenda Items**

Refining the Model



Extend membership to include representation from all regions



Solidify meeting structures and protocols for initiating action steps



Determine milestones for measuring impact



Tap into the expertise and research from the New Teacher Support Program

Lessons Learned

Guiding
Adjustments
for the
Upcoming Year

NCCAT Beginning Teacher Coordinator Institute (*BTCI*)

- 2nd annual BTCI, **coordinated and sponsored** by NCCAT
- **Planned** in partnership with REFs
- **Leveraged** state, regional, and local **expertise** that included presentations from local units, REFs, and external partners.



Focus

- Differentiated support, including alternative licensure pathways
- Data-informed program design and coordinator capacity-building

Strategy #7

Funding



Legislative Requests

At its **March 2026** meeting, the State Board of Education **approved the following legislative funding requests** related to Beginning Teacher Support:



**Regional Professional
Development/Trainings**
for Beginning Teacher Support

\$500,000

Recurring Funds



Program Evaluation (FY27)

\$750,000

Non-Recurring Funds

Tailoring Support for Beginning Teachers Across Licensure Pathways

Alternative Licensure and Alternative Pathway Support (Workstream)



Goal: Strengthen statewide differentiated support structures to improve **retention**, **instructional effectiveness**, and **professional satisfaction** for alternatively licensed BTs.

Retention

Increasing the longevity of alternatively licensed teachers in the profession through targeted support.

Instructional Effectiveness

Enhancing instructional quality and classroom performance for BTs on alternative pathways.

Professional Satisfaction

Boosting professional morale and long-term career commitment within the teaching workforce.

What We Learned from BTC Data

Survey data reveal experience levels, program sizes, and how BTC roles are structured

PSU Responses (Fall 2025)	BTC Experience 5 or Less Years	BTC Experience 0-1 Years	PSU Program 0-199 BTs	PSU Program >200 BTs
138	76.8%	29.7 %	89.8%	10%

BTC Organizational Placement	Human Resources Department	Curriculum and Instruction	Shared/Hybrid Departments	Multiple Roles within the Organization
	41%	20%	39%	86.2%

Survey Insights



BTC Experience Levels

Reflected a workforce **still developing role-specific expertise**



Role Structures

Suggested **capacity constraints** and **competing priorities**



BTS Organizational Placement

Revealed **wide variation** in where **BTs programs** are housed **within PSUs** (e.g., *Human Resources, Curriculum and Instruction, etc.*), potentially **leading to inconsistent support for BTs** in general and **alternatively licensed BTs** in particular

Provided Resources

Integrated Alternative Licensed Teacher (ALT) Support Content into Monthly Newsletters

ALT Route Resources
(Info for alternatively licensed teachers and others meeting licensure requirements)

Have you completed the tasks needed to ensure you are on track to complete your licensure requirements within the timeframe allowed? Review your licensure letter received from DPI to ensure you are making adequate progress to complete all that you must do.

Testing Information	Important Links
NC edTPA website NC Praxis website NC FoR Site (Be sure to visit the preparation materials link.) FoR RightStart Interactive Course Site edTPA Right Start website BT Test Prep Resources (Additions made as discovered, so check frequently.)	NCDPI Licensure Approved Educator Preparation Programs TeachNC

Do you know your licensure status and requirements to convert the license? Be sure to regularly consult with your PSU licensure specialist/licensure support staff concerning your progress.

2025-2026 BT Newsletters

Support HUB

ALT Support	Mentor Minutes
April is a good time to help ALTs reflect on their year and prepare for continued success. Encourage ALTs to identify classroom management strategies that worked well, instructional strategies they want to strengthen, and professional learning they should prioritize next year. Providing a clear summer learning pathway can help ALTs enter the next year with greater confidence. Some recommended summer topics for ALTs to focus on during their coursework or as personal growth could include lesson design and pacing, formative assessment strategies, differentiation techniques, and classroom management systems.	Mentors can support teacher growth by helping teachers reflect on the progress they have made throughout the year. Encourage mentors to ask the BT (and themselves) reflection questions and have mentors document these reflections, as they can inform next year's professional learning plan. Instead of asking, "How did the lesson go?" try asking, "What evidence showed that students understood the learning goal today?" This question helps teachers focus on student learning rather than personal performance.
Admin Action	Classroom Management Corner
Research consistently shows that supportive leadership and strong mentoring are key factors in teacher retention. April is an ideal time for principals to hold short retention conversations with beginning teachers. These conversations communicate that the school values the teacher's contributions and is committed to supporting their growth. (Remind your principals that they may be receiving emails for the Recent Graduate Survey beginning April 17 if they have any qualifying teachers.)	By April, many classrooms experience what educators sometimes call the "spring slide." Students may test boundaries as the year begins to wind down. Beginning teachers benefit from strategies that reinforce expectations without creating conflict. Teachers can model the expected behavior again, have students practice the routine, and narrate positive examples. Positive narration can redirect behavior while reinforcing expectations. For example, BTs can say, "I see several tables already beginning their work quietly." This technique maintains a calm tone while guiding student behavior.

2025-2026 BTC Newsletters

Strategies Under Development



Support Toolkits

Create ALT support toolkits for BTCs and mentors to streamline professional guidance.

Resources for BTCs

Equip BTCs with necessary resources to help ALTs successfully fulfill all licensure requirements.

High-Impact Programs

Identify and leverage exemplary practices to differentiate BT support and drive continuous improvement across PSUs.

Regional Educational Facilitators (*REFS*)

Questions? Contact Your Regional Education Facilitator.

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