A large, stylized letter 'A' where the left vertical stroke is a ladder with rungs.

ADVANCED TEACHING ROLES

Personnel Administrators of North Carolina, Spring Conference
April 10, 2022

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About BEST NC

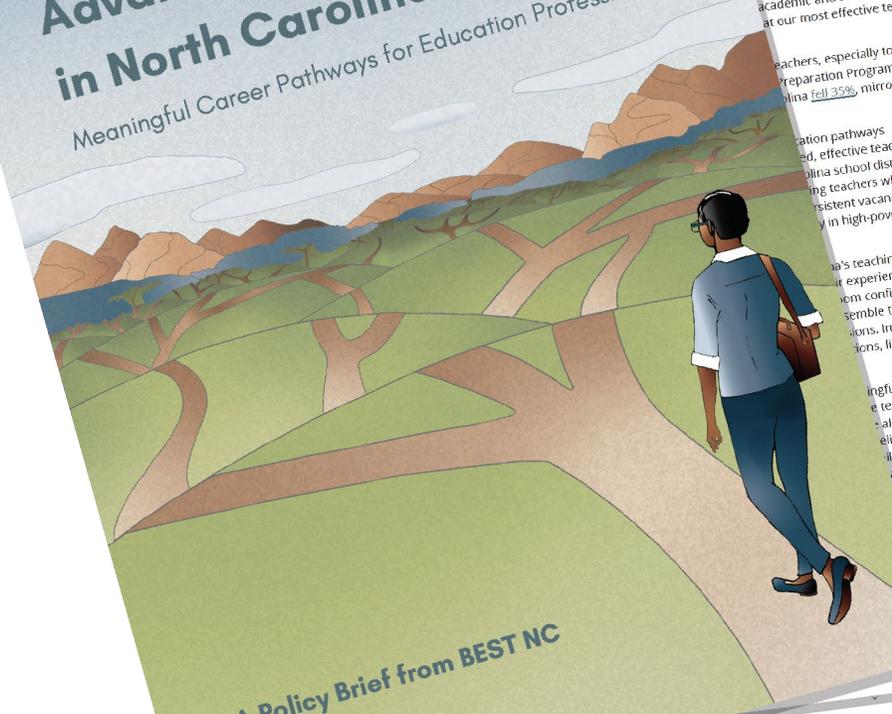


BEST NC is a non-profit, non-partisan coalition of business leaders committed to improving North Carolina's education system through policy and advocacy. We do this by convening a broad constituency; encouraging collaboration around a shared, bold vision for education; and advocating for policies, research, programs, and awareness that will significantly improve education in North Carolina.

Learn more at www.BESTNC.org

Advanced Teaching Roles in North Carolina:

Meaningful Career Pathways for Education Professionals



A Policy Brief from BEST NC
2022

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... General Electric

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Advanced Teaching Roles National Model



4-5 Lead Teacher

4-5 Team

4th Grade Teacher

5th Grade Teacher

4th Grade Teacher

5th Grade Teacher

3

Teacher

Advanced Roles Teacher Selection



Demonstrated effectiveness according to EVAAS data, NC Educator Evaluation System results, and/or National Board certification.



Excellence in culturally responsive teaching practices.



Major Event Interview is revealing professional skills and experience associated with effective adult leadership.

9

13 districts respond to the RFP: 4 are selected: Guilford County Schools, Wilson County Schools, Thomasville City Schools, and The Friday Institute releases final evaluation of ATR Pilot program and finds positive results for students and teachers.

NCESA makes the ATR Pilot Program permanent; creates an annual RFP process, requires districts to design financially sustainable models from the ATR status.

Chapel Hill/Carrboro City Schools and Washington County Schools' ATR models do not meet the evolving criteria on financial sustainability and elect not to continue.

Thomasville City Schools suspends ATR design grant funding is reallocated to McDowell County Schools and Cumberland County Schools.

The Professional Educator Preparation and Standards Commission begins [examining ways to align ATR to the state's licensure and professional development system through the NC Professions to Excellence for Teaching Professions.](#)

NCESA [allocates \\$2.04 million](#) in recurring funding, allows districts to apply for a second 3-year term during which they will receive size flexibility, and establishes criteria for renewal of approved ATR plans every five years.

13 districts respond to the RFP: 4 are selected: Guilford County Schools, Mount Airy City Schools, Johnston County Public Schools, and Thomasville City Schools.

NCESA [allocates funding](#) for a third-party evaluation of the state's ATR program and for renewal of the 8 districts whose first ATR grant has expired.

Timeline of events from 2016 to 2021.

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North Carolina Pathways to Excellence for Teaching Professionals

Every student deserves a great teacher, but North Carolina is facing a shortage of educators. If we update our complex teacher licensure process, we can expand the pool of qualified candidates, help them grow into great teachers and give them incentives to stay in our classrooms helping our students succeed.

Recruitment

Changes remove barriers to entry for new teachers, opening the door to a more diverse workforce.

COLLEGE/
UNIVERSITY

INDUSTRY
EXPERIENCE/
CERTIFICATION

Entry-Level Certifications

Learning Permit is valid for up to two years while earning a bachelor's degree. Licenses 1-3 are valid for a combined total of five years.

Changes support the growth of new teachers & give them multiple ways to demonstrate skills.

Candidates can enter the profession with any entry license based on their eligibility.

CAN JUMP TO PROFESSIONAL-LEVEL BY DEMONSTRATING EFFECTIVENESS

LEARNING PERMIT:
Apprentice Teacher

Work under the supervision of a License 4 teacher
Must hold a transfer associate's degree

Co-teacher salary

LICENSE 1:
Teacher in Residency

Must hold a bachelor's degree or have industry certification and experience

Paired with an Advanced Teacher mentor
Starting salary and Professional Advancement Account

LICENSE 2:
Teacher in Residency-Skills development

Demonstrate mastery of content OR pedagogy by:
• passing required assessments, or
• completing state-approved micro-credentials, or
• completing other approved process

Paired with an Advanced Teacher mentor
Increased salary and Professional Advancement Account

LICENSE 3:
Teacher in Residency-Skills Advancement

Demonstrate mastery of content AND pedagogy by:
• passing required assessments, or
• completing state-approved micro-credentials, or
• completing other approved process

Paired with an Advanced Teacher mentor
Increased salary, Professional Advancement Account, and vested in retirement plan

LICENSE 4:
Expert Teacher

Must demonstrate effective teaching instruction for 3+ years out of 5

Competitive, professional salary

Professional-Level Certification & Advanced Credentials

Must be renewed every five years

Changes provide incentives for excellent teachers to stay in the classroom & grow into advanced teaching roles.

ADVANCED TEACHER:
Classroom Excellence

Must demonstrate highly effective teaching instruction for 3+ years out of 5
Allows teachers to serve students at increased capacity.

Significantly increased salary once employed at this level

ADVANCED TEACHER:
Adult Leadership

Must demonstrate:
• highly effective teaching instruction for 3+ years out of 5
• increased effectiveness of staff being coached
• competency in adult leadership via micro-credentials
Allows teachers to lead other instructional staff.

Significantly increased salary once employed at this level

As with the current state salary structure, districts have the option to supplement the state minimum salaries or give additional bonuses.
★ Successful EPP graduates who pass content and pedagogy requirements at the time of licensure can enter with License 3 at a higher salary.

Advanced Teaching Roles Brief

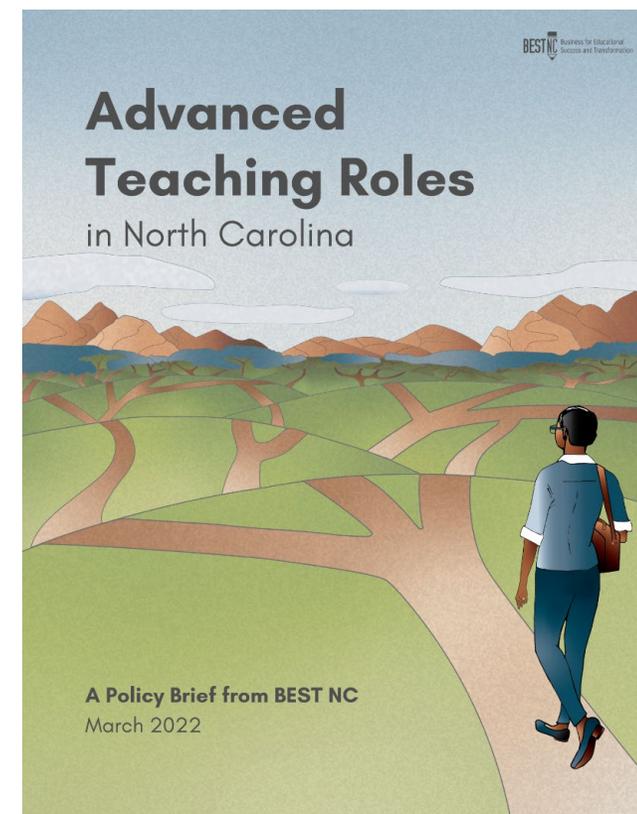


Last week, BEST NC released a new policy brief on Advanced Teaching Roles. The brief:

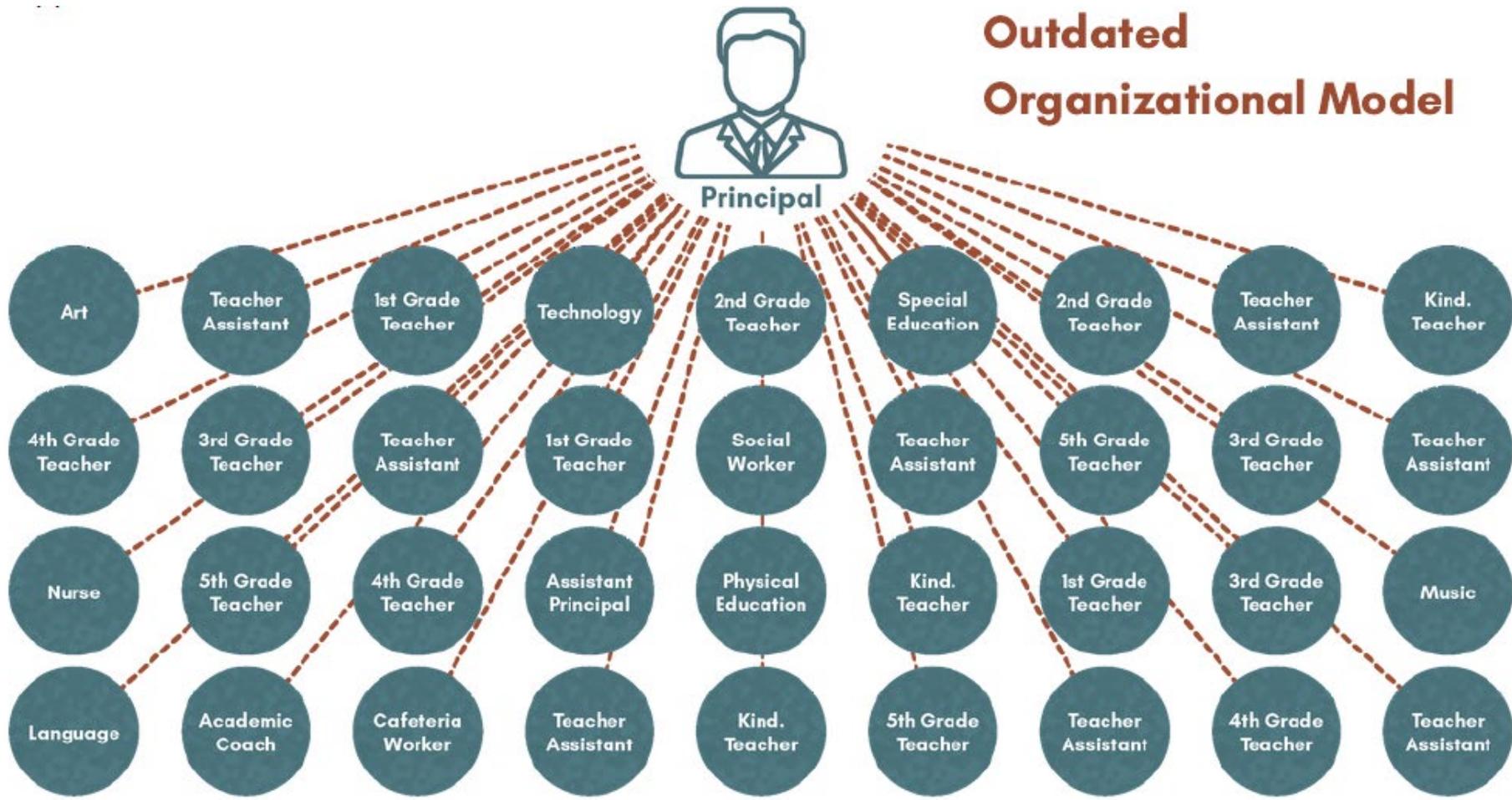
- Captures the history and reach of the ATR initiative (2016 – 2022)
- Provides an overview of ATR research/evidence
- Shares best practices for schools and districts
- Makes recommendations for how the State can support the continued growth and improvement of ATR

More information and resources available at

www.BESTNC.org/advancedroles.



Outdated Organizational Model

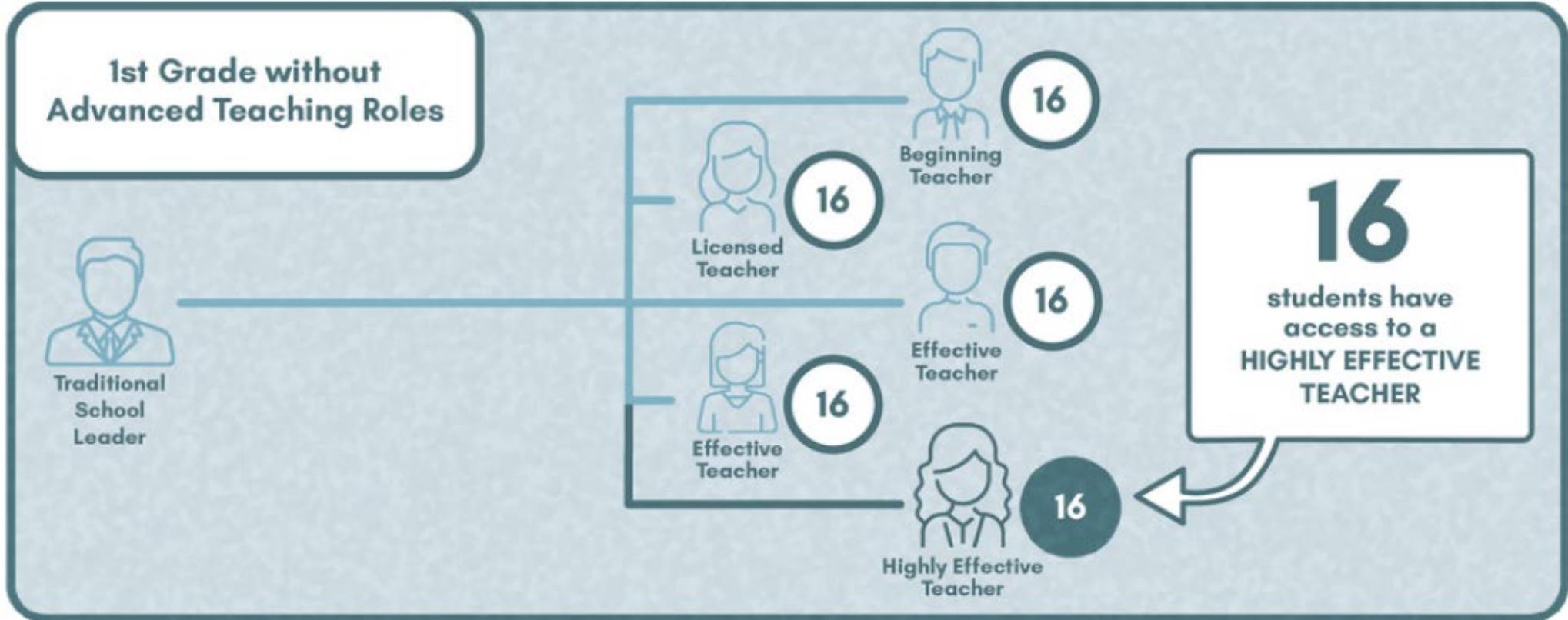


The Challenge



As a result of the traditional, flat organizational structure in schools:

- ✓ Experienced, effective teachers lack meaningful opportunities for career advancement (increasing their impact and pay) without leaving the classroom;
- ✓ Novice teachers lack the embedded professional support they need to be successful; and
- ✓ The one teacher, one classroom model restricts students' access to effective educators.



Addressing Challenges with ATR

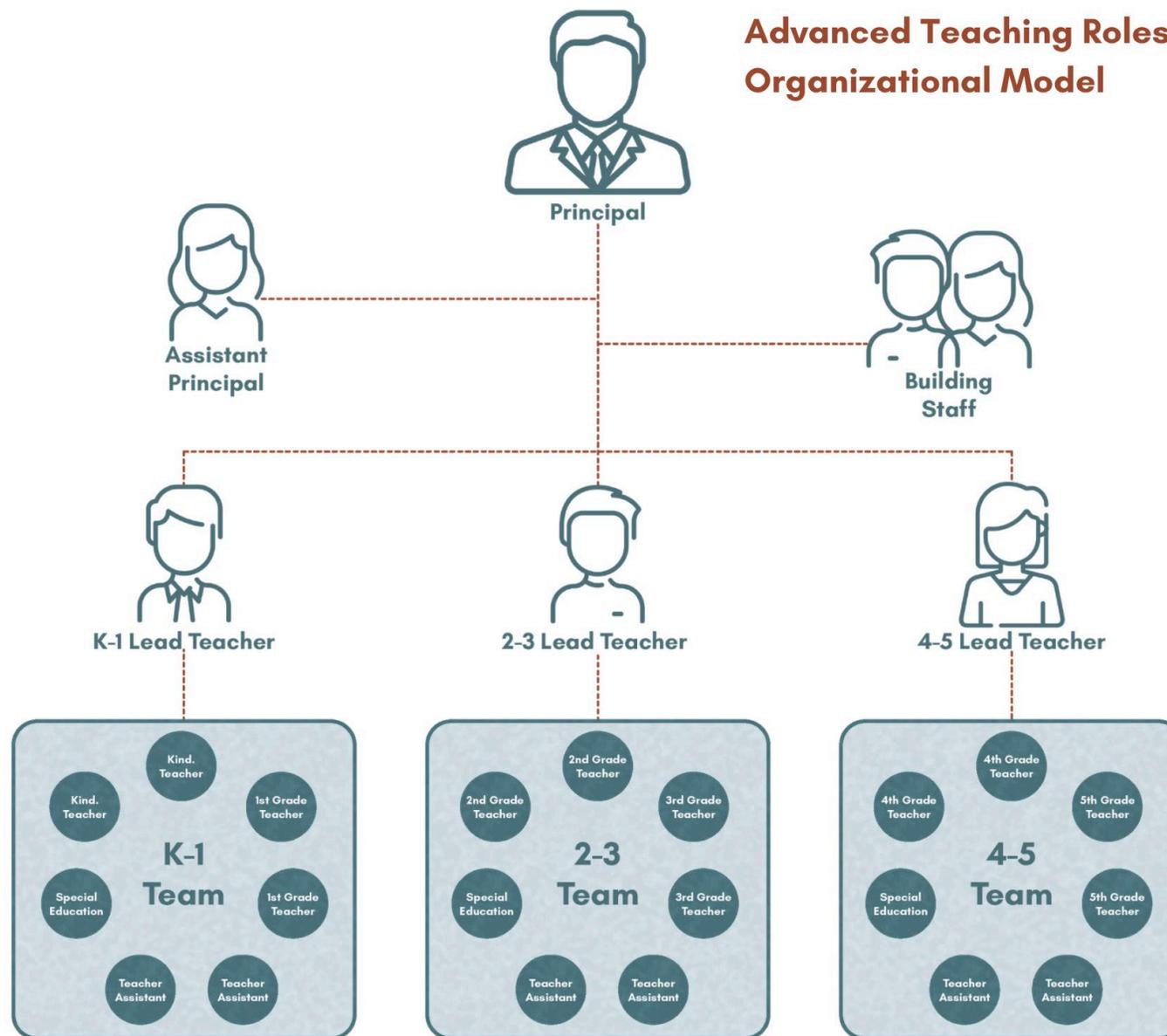


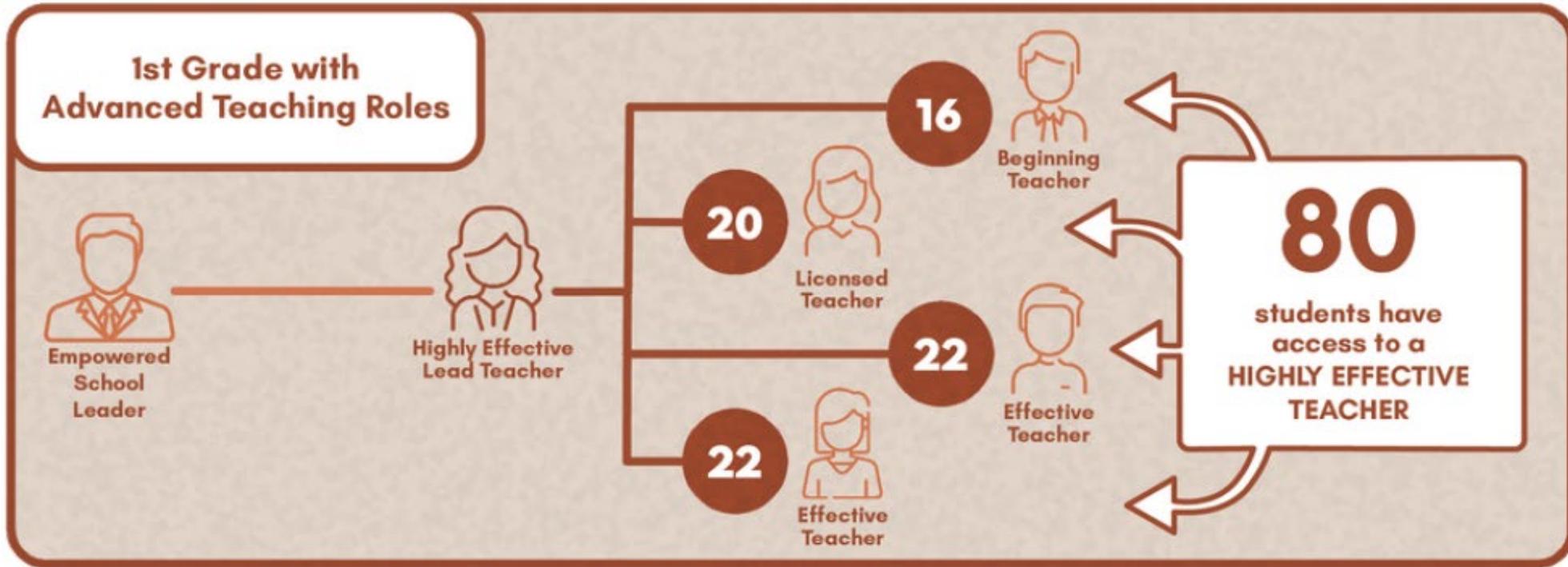
Districts design and implement new organizational structures that:

- ✓ Create advancement opportunities for effective teachers who extend their reach to more students or teams of teachers (with substantial pay increases);
- ✓ Provided embedded professional support and coaching for novice teachers;
- ✓ Distribute leadership across the school such that teachers are better supported, and principals have increased leadership capacity; and
- ✓ Increase student access to effective educators.

Most participating districts are participating in the State's Advanced Teaching Roles grant program, but a handful are implementing on their own.

Advanced Teaching Roles Organizational Model





Most Common ATR Roles



- ✓ **Lead Teacher (also referred to as Master Teachers, Multi-Classroom Leaders):** Lead Teachers (LTs) lead small, collaborative teams of, typically, two to eight teachers and paraprofessionals within a grade or subject area, with a goal to improve instruction and student performance. LTs are responsible for the academic performance of the students taught by their team of teachers.
- ✓ **Extended Reach Teacher (also referred to as Extended Impact Teachers):** Extended Reach Teachers (ERTs) instruct a greater number of students, typically 25-75% more students than the average teacher. These teachers reach more students by teaching a greater number of classes or by leveraging a blended learning model (e.g., pivoting between in-person and digital learning, often with a highly skilled paraprofessional for oversight).

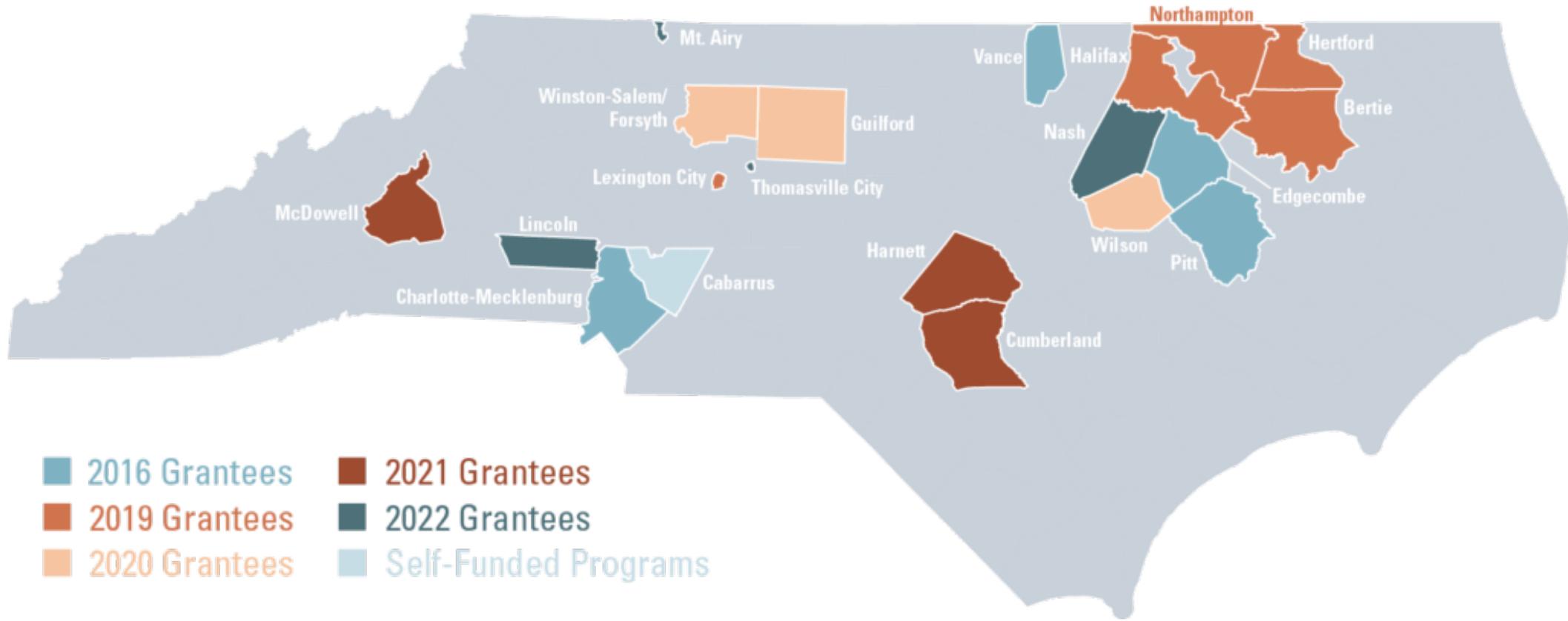
Evidence of Success



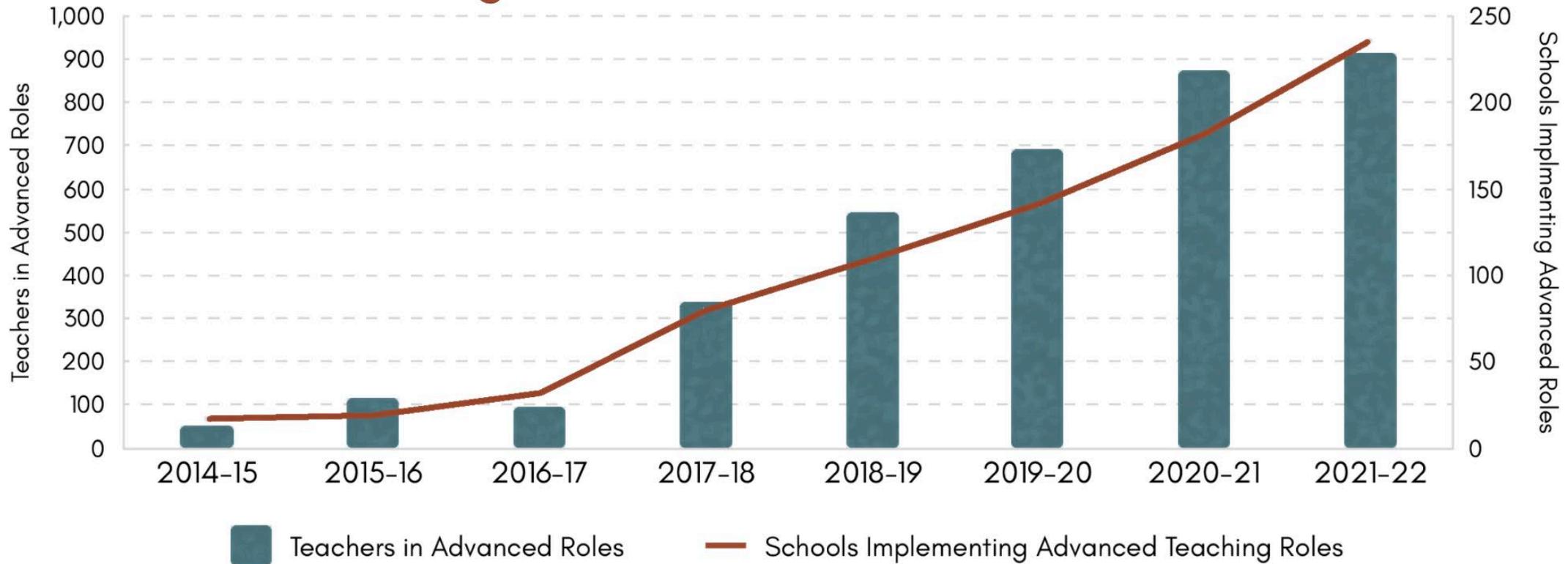
The Friday Institute evaluation of the ATR Pilot Program found that:

- ✓ ATR schools **improved student performance** more than a matched cohort of non-ATR schools over the first two years of implementation.
- ✓ ATR models **make the teaching profession more attractive and support the retention of teachers** seeking additional pay and leadership opportunities.
- ✓ Teachers **selected for advanced roles are highly qualified** and have a track record of positive student growth scores.

Districts with Advanced Teaching Roles Programs, 2021-22



Advanced Teaching Roles Schools & Teachers, 2014-15 to 2021-22



Source: Human Resources Coordinators from ATR Districts

Annual RFP Opportunity



- ✓ RFP Window for ATR Grants: September 15 – October 15 of each year
- ✓ Districts can receive two 3-year grants
- ✓ Grant funds may be used for transition/implementation costs only
- ✓ Districts receive class-size flexibility for ATR schools during their grant term

More info at:

<https://www.dpi.nc.gov/educators/recruitment-support/evaluation-learning-and-leadership>

Additional Resources in Brief



Leadership experience in areas like curriculum development, instructional practice, or data-driven planning and assessment.

Demonstrated effectiveness according to EVAAS data, NC Educator Evaluation System results, and/or National Board certification.

Experience teaching students with disabilities or English language learners.

Excellence in culturally responsive teaching practices.

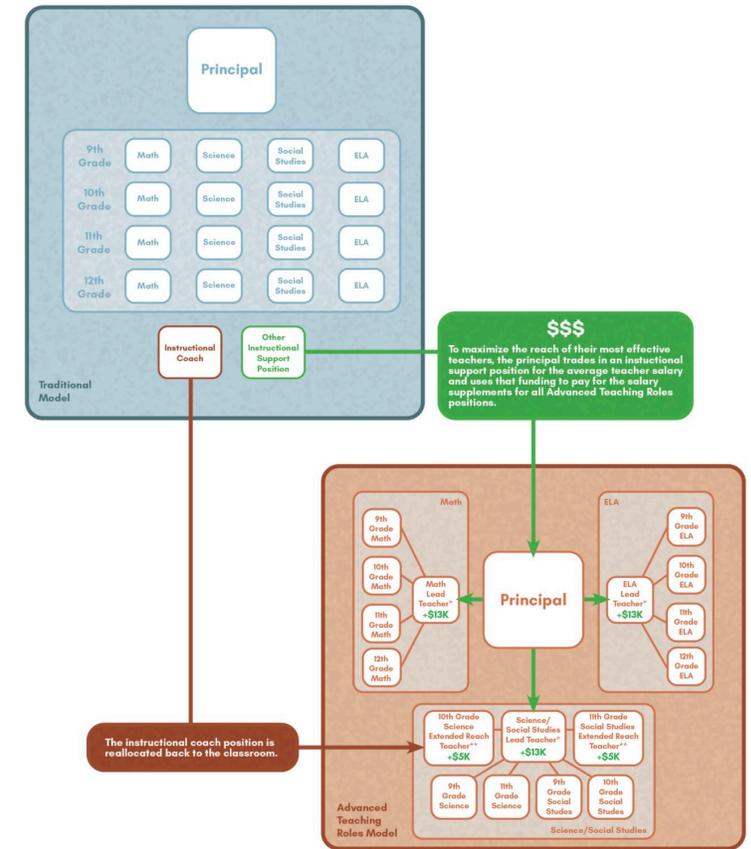
Certifications in specific math, reading, or writing strategies that demonstrate content-area expertise.

Behavior Event Interview results revealing foundational skills and practices associated with successful adult leadership.

	Charlotte-Mecklenburg Schools																	
2014-15	17																	
2015-16	2																	
2016-17	13	Edgecombe County Public Schools	Pitt County Schools	Yancey County Schools														
2017-18	7	3	35	3	Guilford County Schools													
2018-19	12	5	0	3	9	Bertie County Schools	Halifax County Schools	Lexington City Schools										
2019-20	7	4	0	0	5	6	5	5	Hertford County Schools	McDowell County Schools	Winston-Salem/Forsyth County Schools							
2020-21	12	0	0	0	2	0	0	0	6	13	8	Cherokee County Schools	Northampton County Schools	Wilson County Schools				
2021-22	9	0	0	0	8	0	5	1	0	0	3	11	5	10				
Total Number of Schools	79	12	35	6	24	6	10	6	6	13	11	11	5	10				
Percent of Schools	45%	86%	95%	40%	20%	86%	91%	100%	86%	93%	15%	13%	83%	40%				

*Note: Some districts may not achieve 100% participation if they choose not to implement ATR in certain types of schools, such as alternative schools or very small schools.

Source: Human Resources Coordinators in ATR Districts



*Lead Teachers are highly effective teachers who lead small teams of teachers in a specific content area or grade level.
 **Extended Reach Teachers are highly effective teachers who teach additional students and/or courses.

Opportunities to Learn More

ADVANCED TEACHING ROLES SHARING SESSION

BEST NC convenes participating and interested districts for Advanced Teaching Roles Sharing Sessions 3-4 times a year. Open to educators and district leaders across North Carolina.

Next event in June in Raleigh.

Email Leah (Leah.Sutton@BESTNC.org) to be added to the invitation list.

Questions?

Email: Leah.Sutton@BESTNC.org

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