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College of Education
Friday Institute for Educational Innovation

Advanced Teacher Roles Evaluation

Presented by Dr. Sarah Bausell and Dr. Lam Pham
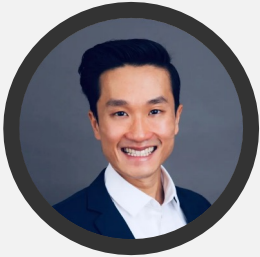October 5, 2023

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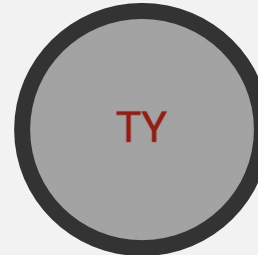
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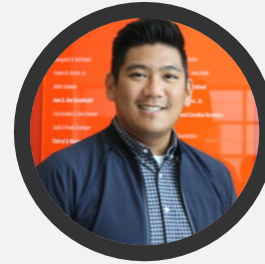Research Scholar
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Presentation Overview

1. Evaluation Overview

2. Implementation Findings

3. Impact Findings

4. Recommendations

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2. Evaluation Overview

Goals, Grantees, and Data

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 outcomes.

Evaluation Goals

- Assess the academic and instructional **impact** of ATR models and programs

- Understand the **implementation** of these models and programs and help identify factors supporting or impeding their success.

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ATR Grantees 2016-2021
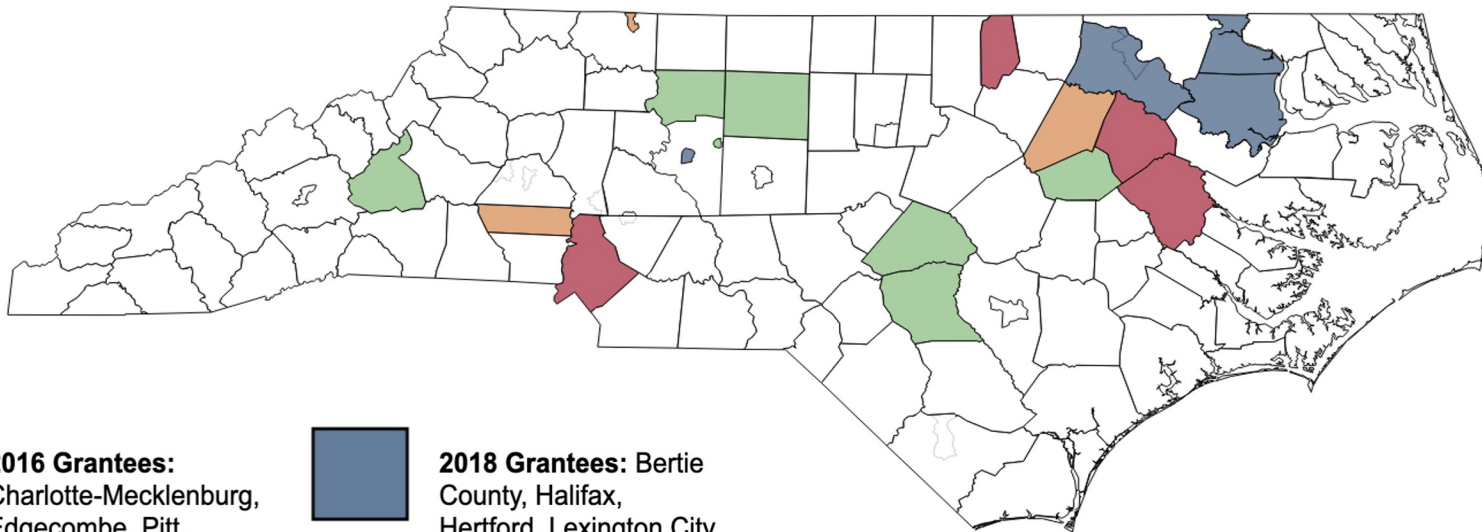
2016 Grantees: Charlotte-Mecklenburg, Edgecombe, Pitt, Vance

2018 Grantees: Bertie County, Halifax, Hertford, Lexington City

2020 Grantees: Winston-Salem/Forsyth Guilford, Wilson, Thomasville, Cumberland, Harnett, McDowell

2021 Grantees: Lincoln, Mount Airy, and Nash

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Data & Limitations

Data Sources

- NCDPI Administrative Records for students (2,968 - 39,909) and educators (21,672 - 479,411)

- Interviews (18) with PSU Administrators

- Focus Groups with Teachers (77) and School Administrators (23)

- Observations in Schools (18)

- Surveys with Teachers (227) and Administrators (31)

Analysis Limitations

- Quantitative analysis limited to school-level findings

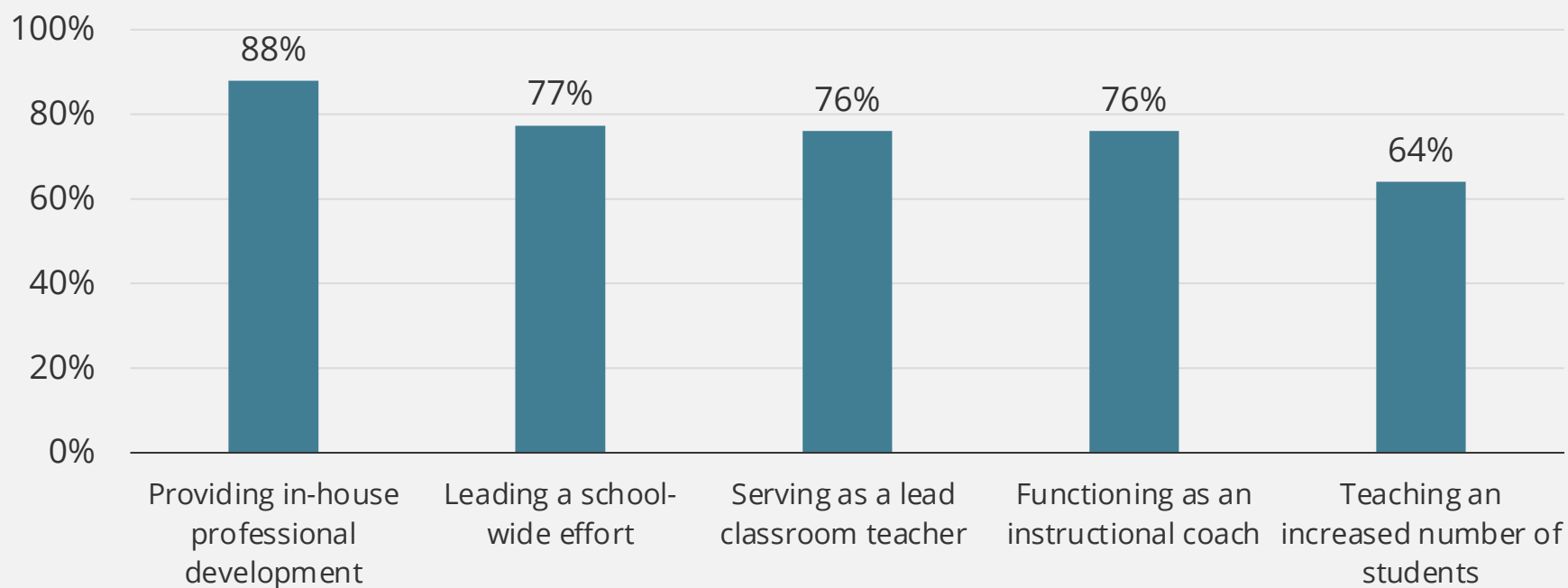- Representativeness of survey, interview and focus group data

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2. Implementation Findings

Models, Access, Barriers, and Supports

ATR Program Models

- PSUs tend to collaborate with external partners to design and implement ATR.

- Extensive school level variation includes release time and focus of support.

- While hiring protocols and criteria are clear, evaluation of Advanced Teachers is still evolving.

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Percentage of Advanced Teachers Who Perform Legislatively Prescribed Roles

Role	Percentage
Providing in-house professional development	88%
Leading a school-wide effort	77%
Serving as a lead classroom teacher	76%
Functioning as an instructional coach	76%
Teaching an increased number of students	64%

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Equitable Access

- ATR schools tend to serve larger proportions of racially minoritized and economically disadvantaged students.

- Educators reported that ATR has improved access to highly effective teachers for students attending Title I and/or historically hard-to-staff schools.

- Administrators reported that ATR was a strategy that supported PSU equity goals.

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Barriers & Supports

- Variable funding structures and turnover limit the sustainability and impact of ATR.

- Some administrators indicated that class-size flexibility is critical to implementation.

- District and school leaders have been instrumental in advocating for ATR and shaping the design of programs.

"The **individualized planning process** for each of our schools was a crucial part of our success... Plans weren't given to them by the district. They were created by the folks who are boots on the ground every day and **based on their data and needs**."

- District Administrator

3. Impact Findings

Achievement, Retention, and Working Conditions
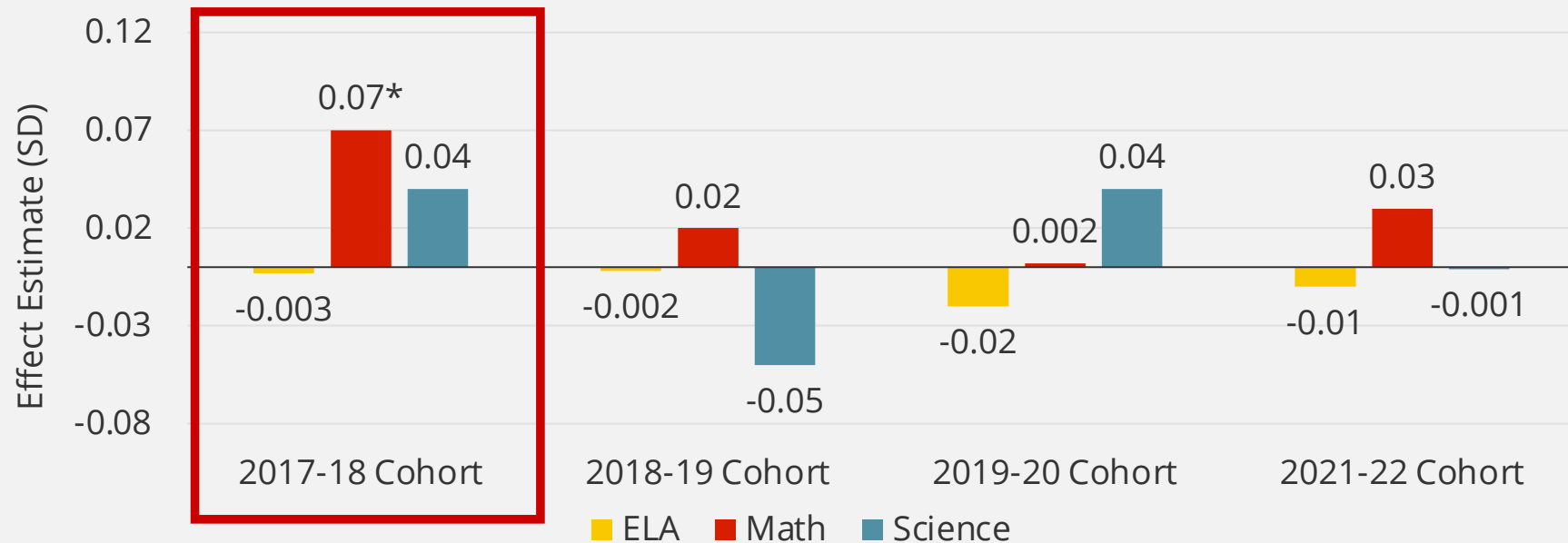
Key Quantitative Findings

- ATR improved student test scores in math but not in English Language Arts (ELA).

- Positive effects in math are driven by the first cohort of ATR schools.

- The effect in math takes at least one year to manifest.

- No effect on teacher retention.

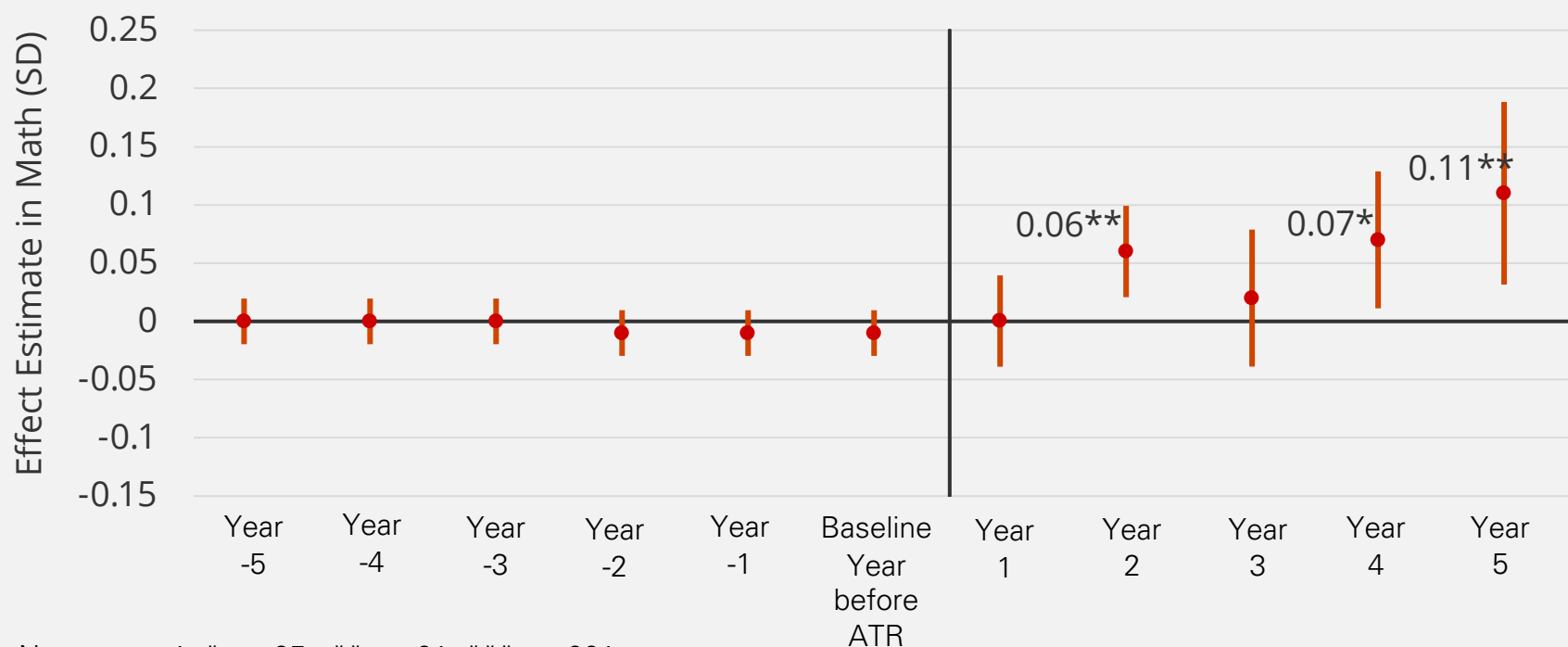- Analyses suggest positive associations between ATR and teacher working conditions.
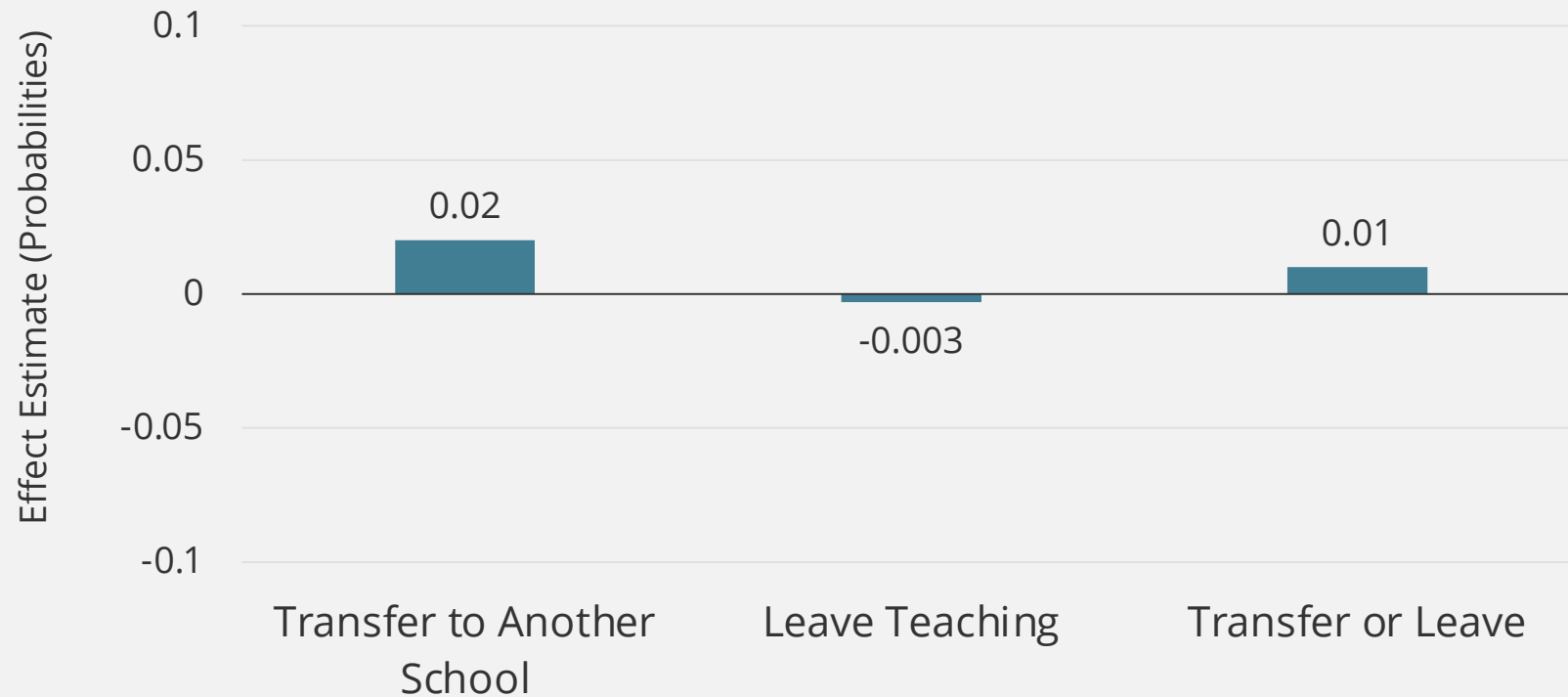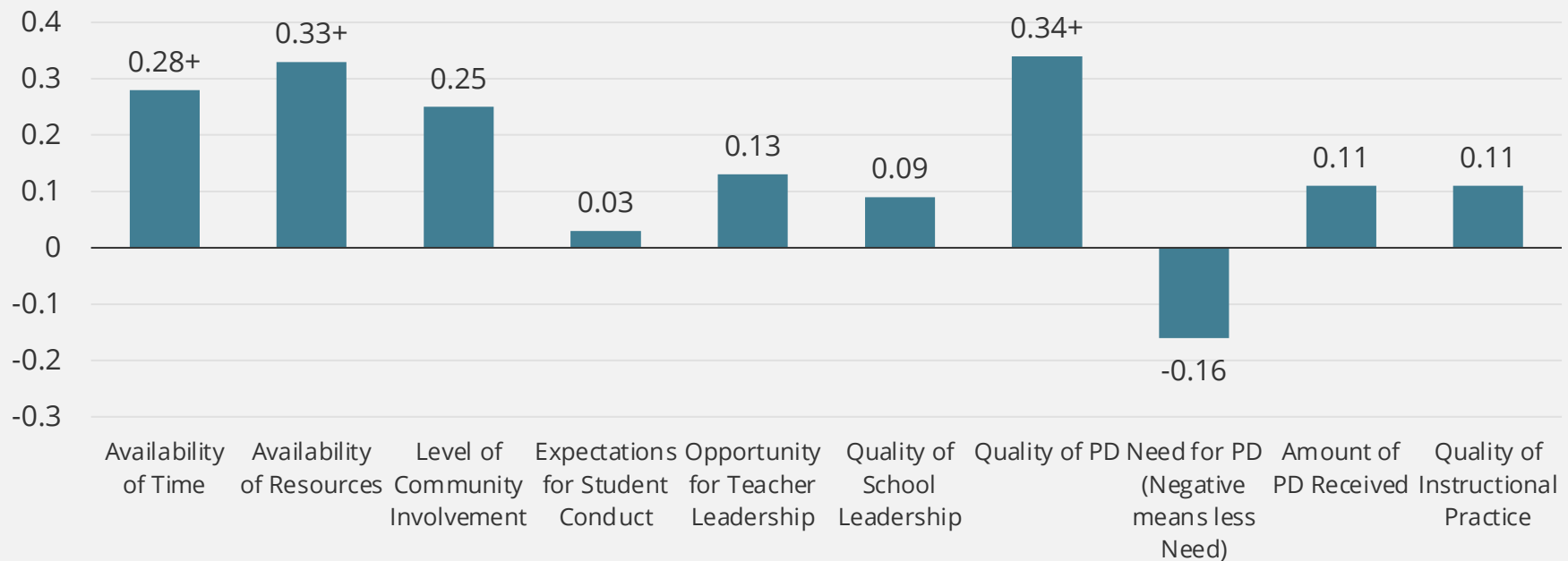
Key Qualitative Findings

- Advanced Teachers report feeling recognized and valued for their expertise.

- Teachers receiving support from Advanced Teachers report growing understandings of what and how to teach effectively.

- Feeling a sense of "togetherness" through academic and social-emotional supports.

- District and school administrators report ATR supports recruitment of new teachers.

- ATR stakeholders at all levels emphasized a culture of continuous improvement.

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4. Recommendations
Programmatic & Evaluation

Improving ATR Programs

- Clearly **define and communicate the roles**, responsibilities, and evaluation methods associated with ATR positions.

- Consider restructuring Advanced Teacher workloads and **eliminating non-essential duties**.

- Foster collaboration and ongoing **professional development**.

- Reevaluate compensation and **funding approaches** to ATR.

- Explore approaches that support **equitable access** to ATR for students and staff.

Improving Future Evaluation

- Systematize and stipulate common data reporting requirements across PSU grantees.

- Conduct in-depth case studies of select ATR schools to further investigate program outcomes.

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