



# ATR Stakeholder Convening:

## *Connecting Research and Practice*

## Highlights and Key Takeaways

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Friday Institute for Educational Innovation

## Acknowledgments

Key takeaways for the Advanced Teaching Roles (ATR) Convening is an extension of: *The Selection and Evaluation of Advanced Teachers: A Mixed-Methods Measurement Study of North Carolina's Advanced Teaching Roles Program (ATR Study)*.

This study was conducted on behalf of the North Carolina Department of Public Instruction and is a joint effort between the Friday Institute for Educational Innovation, NC State College of Education and Basis Policy Research. BESTNC and The Innovation Project (TIP) were also key collaborators in facilitating the Convening.

This work would not be possible without the leadership of Dr. Shaun Kellogg during his tenure at the Friday Institute. Dr. Sarah Bausell is the primary point of contact for the ATR Study and Dr. Callie Edwards is the primary point of contact for the external evaluation of the ATR program.

We would also like to acknowledge the public school (PSU) district partners that made this event possible. Your reflections, input, and guidance has been invaluable to this work.

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## Convening Agenda

### Goal of the Convening

To share initial research findings from *The Selection and Evaluation of Advanced Teachers: A Mixed-Methods Measurement Study of North Carolina's Advanced Teaching Roles Program (ATR Study)*; explore the practical and ethical implications of using identified processes, measures, and teacher characteristics in hiring and evaluation decisions; and foster collaboration amongst ATR stakeholders.

### Convening Partners

The Friday Institute for Educational  
Innovation

Basis Policy Research

NC State College of Education

North Carolina Department of Public  
Instruction

Best NC, Business for Educational  
Success and Transformation

The Innovation Project (TIP)

## Convening Presenters and Panelists

**Krista Glazewski, PhD**, Executive Director, Friday Institute of Educational Innovation  
Associate Dean for Translational Research, NC State College of Education

**Maria Pitre-Martin, PhD**, Deputy Superintendent, North Carolina Department of Public Instruction

**Thomas Tomberlin, PhD**, Senior Director of Office of Educator Preparation and Licensure, North Carolina Department of Public Instruction, Project Sponsor

**Sarah Bausell, PhD**, Research Scholar, Friday Institute for Educational Innovation, Co-PI

**Kari Colley, PhD**, Senior Researcher, Basis Policy Research, Co-PI

**Emily Thrasher, PhD**, Research Scholar, Friday Institute for Educational Innovation, Senior Project Personnel

**Blake Wiggs, Ed.D.**, Director of Strategic Initiatives, The Innovation Project

**Duncan Culbreth, PhD**, Research Associate, Friday Institute for Educational Innovation

**Robin Anderson, PhD**, Assistant Professor, NC State College of Education

**Paola Sztajin, PhD**, Dean, NC State College of Education

**Shaun Kellogg, PhD**, Senior Director of Office of Research and Promising Practices, North Carolina Department of Public Instruction, PI

**Leah Sutton**, ATR Program Lead, North Carolina Department of Public Instruction

**Lam Pham, PhD**, Assistant Professor, NC State College of Education, Co-PI

**Matthew Springer, PhD**, Managing Partner, Basis Policy Research, Co-PI

**James Birkett**, Research Associate, Friday Institute for Educational Innovation

**Michael Babb**, Software Engineer, Friday Institute

**Brayan Diaz, PhD**, Research Associate, Friday Institute for Educational Innovation

**David Stuit, PhD**, Managing Partner, Basis Policy Research

**Callie Edwards, PhD**, Director of Program Evaluation and Educational Research | Director of Strategic Initiatives, Friday Institute for Educational Innovation, Convening Evaluation Lead

**Bishay Faris, PhD**, Director of Talent Acquisition, Charlotte-Mecklenburg Schools

**Caitlin Kearney, PhD**, Consultant Basis Policy Research

**Sean McWherter, Ed.D.**, Director Restart Programming, Guilford County Schools

**Kristen Boyd**, Principal, EO Young Elementary, Vance County Schools

**Jusmar Maness**, Chief Academic Officer, Guilford County Schools

**John O. Stover III, Ed.D** Superintendent, Rockingham County Schools

**Alicia Bailey, Ed.D.**, Executive Principal of Leadership Development, Winston-Salem/Forsyth County Schools

**Jennifer Lewis**, Executive Director of Elementary Education, Wilson County Schools

**Maureen Stover**, Vice President of Policy & Engagement, Best NC

**Kelly Cowell**, Director of Talent Development, Elizabeth City-Pasquotank Public Schools

**Michael Myrick, Ed.D.**, Deputy Superintendent/CAO, Edgecombe County Schools

## Thursday, February 27th, 2025

- 11:00 AM      **Registration and Networking Lunch**
- 12:00 PM      **Welcome & Opening Remarks**  
Dr. Krista Glazewski, Executive Director, Friday Institute, NC State University  
Dr. Paola Sztajn, Dean, College of Education, NC State University  
Dr. Maria Pitre-Martin, Deputy Superintendent,  
NC Department of Public Instruction
- 12:30 PM      **Program and Convening Overview**  
Dr. Tom Tomberlin, Sr. Director, NC Department of Public Instruction  
Dr. Shaun Kellogg, Friday Institute, NC State University
- 12:45 PM      **District Leader Discussion Panel**  
*Successful Strategies and Persistent Challenges for Advanced Teacher Selection*  
Moderator: Maureen Stover, Vice President of Policy, BEST NC  
Closing Reflection: Leah Sutton, Advanced Teaching Roles Lead, NC DPI
- 2:15 PM      **Breakout Sessions**  
*Advanced Teacher Selection: Competencies, Identification, and Hiring*
- 3:30 PM      **Breakout Sessions and Role-Alike Group Discussions**
- 4:30 PM      **PSU Teams | Reflection and Synthesis**
- 5:00 PM      **Closing Remarks**  
Dr. Sarah Bausell, Friday Institute, NC State University
- 5:15 PM      **Researcher and Practitioner Networking**  
Refreshments and Conversations

## Friday, February 28th, 2025

- 8:00 AM      **Registration and Networking Breakfast**
- 8:45 AM      **Welcome Back**  
Callie Edwards, Director of Program Evaluation and Educational Research (PEER), Friday Institute, NC State University
- 9:00 AM      **District Leader Discussion Panel**  
*Advanced Teacher Evaluation (TIP's Opportunity Culture Consortium)*  
Moderator: Dr. Shawn Stover, Superintendent, Rockingham County Schools  
Closing Reflection: Leah Sutton, NC DPI
- 10:15 AM     **Researcher Presentation**  
*Development and Validation of an Advanced Teacher Evaluation Rubric*  
Dr. Lam Pham, College of Education, NC State University  
Dr. Matthew G. Springer, Basis Policy Research
- 11:30 AM     **Breakout Sessions**  
*Evaluation of Advanced Teachers: Preliminary Findings from the Research Team*
- 12:30 PM     **Lunch**
- 1:45 PM      **PSU Teams | Reflection and Planning**
- 2:45 PM      **Closing Remarks**  
Dr. Tom Tomberlin, NC DPI  
Dr. Shaun Kellogg, NC State University
- 3:00 PM      **Safe Travels**



## Executive Summary

The Advanced Teaching Roles (ATR) Convening was held on February 27 and 28, 2025, at the Friday Institute for Educational Innovation. It was part of a large-scale mixed-methods study on Advanced Teacher selection and evaluation conducted by the Friday Institute and Basis Policy Research. This event was hosted by several convening partners including: The Friday Institute for Educational Innovation, Basis Policy Research, the NC State College of Education, North Carolina Department of Public Instruction, BEST NC, and The Innovation Project (TIP).

The Convening brought together North Carolina ATR stakeholders to discuss best practices in selecting and evaluating Advanced Teachers, share research findings, and gather feedback on a draft evaluation instrument in development for Advanced Teachers. Participants included leaders from 19 ATR-implementing districts across North Carolina, educators in Advanced Teaching Roles, and several supporting organizations including the NC Department of Public Instruction. This brief presents discussion summaries, program strengths shared as key takeaways, identified challenges, and promising practices for the selection and evaluation of Advanced Teachers.

Day 1 of the Convening focused on the selection of Advanced Teachers, with discussions on eligibility criteria, competencies demonstrated by a successful Advanced Teacher, identification of quality candidates, and hiring practices. A panel of district leaders shared lessons learned and key considerations in selecting educators for advanced roles. Breakout sessions explored strategies for identifying educators well-suited for Advanced Teaching Roles and supporting them as they transition into a new role.

Program strengths, as identified in participant reflections and feedback, included high standards for selection and hiring, with multiple, rigorous teacher quality and performance metrics employed by districts. Aligning selection criteria with the values and priorities of the districts was a prioritized need. Teacher experience and leadership emerged as critical selection criteria, in addition to professional dispositions being viewed as an important consideration for ATR candidates. Resource allocation, limited pathways for teachers in non-tested subject areas, and inconsistency in the selection process, were noted challenges for Advanced Teacher Selection.

Participants also elaborated on their approaches which were used to select and develop candidates. Selection activities, identified as promising practices, were designed to assess candidates' competencies. These included panel Behavioral Event Interviews (BEIs), leadership reflections, data narratives, Advanced Teacher Academies, and coaching plans. Predictive analytics was also identified as a potential practice to improve systematic selection of Advanced Teachers. These are types of models that can be used to predict teacher retention and inform selection decisions.

Day 2 of the Convening focused on the evaluation of Advanced Teachers. The session opened with a panel of district leaders that discussed the value of multi-dimensional evaluation including incorporating student outcomes, peer feedback, and professional growth metrics. This was followed by a whole group session, where feedback was provided by attendees on a draft version of an evaluation instrument for adult leadership. A recurring theme throughout sessions was the need to tailor the evaluation process for Advanced Teachers to account the range of job duties and to include feedback from supported teachers. Panelists highlighted the importance of aligning professional development with emerging evaluation standards, both to better support Advanced Teachers in their roles and to clarify career pathways for prospective candidates. Finally, stakeholders emphasized the importance of aligning informal and formative observation tools with summative evaluation tools to ensure greater coherence and consistency and to support recertification processes.

Strengths in Advanced Teacher evaluation focused on developing teacher capacity through coaching and support, as well as fostering leadership skills. District and school leaders used evaluation processes to support the growth of adult leadership teachers. However, concerns were also raised, including the need for better alignment between evaluation tools and the actual responsibilities of Advanced Teachers, lack of role clarity, and on-going challenges with accessing and using student achievement data. Promising practices for Advanced Teacher evaluation including weekly feedback cycles with school principals, self reflection tools, coaching documentation, and systematic implementation of flexible walk-through observation protocols.

There were various types of attendee feedback collected during the Convening including mentimeter responses, rubric input on the adult leadership role, and an end of Convening survey. Participants found the Convening valuable for collaboration, sharing experiences, and gaining insights, particularly from panel discussions. The Convening provided opportunities to focus on ATR role implementation and the evaluation process. Requests were made for more time to interact amongst attending districts, provide feedback on the evaluation instrument for adult leadership, and

expanded content in future events. Survey results indicated that the Convening objectives were met, with participants finding the event useful, relevant, and productive.

The Convening fostered data-driven conversations about the selection and evaluation of Advanced Teachers. It strengthened partnerships among ATR stakeholders and identified pathways for continuous improvement. Moving forward, the Friday Institute will integrate feedback from the Convening into ongoing research and recommendations for improving ATR implementation. In June 2025, a summative report of research findings will be shared with the North Carolina Department of Education to be followed by a practitioner report and policy brief.

## Advanced Teacher Selection: Key Takeaways

Stakeholders identified numerous strengths in their current selection practices. Key takeaways from existing practices are:

- › **Emphasis on High Standards:** The use of performance metrics like EVAAS scores and NCEES evaluations ensure a baseline of Advanced Teacher quality.
- › **Valuing Experience and Leadership:** Substantial experience of ATR teachers, particularly their background within the same school district, was identified as an important factor in predicting teacher retention and success.
- › **Future Measures for Advanced Teacher Selection:** Predictive analytics, which leverage historical and current data to make predictions about future outcomes, may provide insight into new measures to improve AT selection, particularly as it relates to Supported Teacher retention.
- › **Structured and Comprehensive Process:** The implementation of multi-layered selection processes ensures that prospective Advanced teachers are well-suited for leadership roles.
- › **Focus on Teacher Dispositions:** Essential qualities like adaptability, effective communication and leadership were identified as the critical dispositions for potential candidates.

Stakeholders identified numerous challenges in their current selection practices:

- › **Resource Allocation:** Expanding resources on the district level for Advanced Teaching Roles in non-tested subjects is a concern.

- › **Limited Pathways for Non-Tested Subjects:** A perceived barrier is a lack of clear pathways for teachers in subjects not directly measured by standardized tests. Participants noted that these educators, including those working with Exceptional Children, often lack access to necessary student achievement performance metrics and clearly defined leadership tracks, which may limit their opportunities for advancement.
- › **Maintaining a Robust Talent Pool:** Participants reflected on the challenge of developing and sustaining robust talent pools for Advanced Teaching roles. Resource limitations and ongoing workforce shortages were cited as barriers.

## Advanced Teacher Evaluation: Key Takeaways

Stakeholders identified numerous strengths in their advanced teacher evaluation practices and noted that district and school leaders utilized informal evaluation to foster the development of the adult leadership teacher. Key takeaways are:

- › **Rationale for Observation Tool Development:** Participants shared that the current teacher evaluation instrument does not align well with the Advanced Teacher Role. As a result several districts have developed their own evaluation instruments.
- › **Leadership Development:** School and district leaders use regular, informal evaluations to support the development of the adult leadership teacher.
- › **Use of Data for Evaluation:** Data-driven approaches shared by school and district leadership focus on a variety of formal and informal tools to assess the effectiveness of ATR.

Stakeholders also shared evaluation challenges related to alignment, clarity, and resource limitations. These include:

- › **Evaluation Tool Misalignment:** Current evaluation tools are not adequately aligned with the specific requirements of Advanced Teaching Roles.
- › **Subjectivity and Standardization:** Participants found it challenging to quantify the subjective elements of an Advanced Teachers' work using the existing evaluation tool (i.e. competencies and dispositions).
- › **Lack of Role Clarity:** There is ambiguity in defining the roles and responsibilities of advanced teachers which complicates the evaluation process.
- › **Data Access and Usage:** Persistent challenges exist regarding data access and reporting delays.

## Promising Practices: Advanced Teacher Selection

Stakeholders shared emerging promising practices for the selection of advanced teachers.

- › Panel **Behavioral Event Interviews (BEIs)**, **leadership reflections**, **data narratives**, and **coaching plans** were shared as tools aimed to assess a candidate's expertise, leadership potential and ability to support peers.
- › **Predictive analytics** can be used to improve systemic selection of Advanced Teachers. These models, presented by the research partners in the Day 1 breakout session, offer a data-informed approach that can potentially guide selection and development decisions for Advanced Teaching Roles (ATRs).

## Promising Practices: Advanced Teacher Evaluation

Several promising practices were shared by district and school level members to evaluate Advanced Teachers. These include:

- › **Weekly feedback cycles** with school principals, **self-reflection tools**, **coaching documentation**, and systematic implementation of **flexible walk-through observation protocols** (e.g., the Effective Learning Environments Observation tool, *eleot*).
- › Providing a rationale and process for developing **supplemental or customized observation tools** for Advanced Teachers.
- › Clearly identifying the expected activities associated with adult learning **facilitation** so that evaluation evolves to capture the full complexity of the **Advanced Teacher role** and align with **ATR theory of action** at the state and district level.

## Introduction

On February 27 and February 28, 2025, the Friday Institute for Education, the NC State College of Education, and Basis Policy and Research hosted a 1.5 day Convening for North Carolina Advanced Teaching Roles (ATR) stakeholders. The Convening was an opportunity for North Carolina ATR stakeholders to:

- › Share emerging best practices related to the selection and evaluation of Adult Leadership teachers within their respective ATR programs.
- › Reflect on initial research findings from the study: *The Selection and Evaluation of Advanced Teachers: A Mixed-Methods Measurement Study of North Carolina's Advanced Teaching Roles Program (ATR Study)*.
- › Provide feedback on an early draft of an Adult Leadership evaluation instrument developed by the research team.

Convening attendees represented 19 ATR implementing North Carolina districts, including district-level leaders, educators serving in Advanced Teaching Roles and organizations that support their work. These districts reflected a range of implementation years, from early adopters to more recent participants. See **Appendix A** for a list of attendees.

Welcome remarks were given by NC State College of Education Dean Paola Sztajn, Friday Institute Executive Director Dr. Krista Glazewski and Dr. Maria Pitre-Martin, deputy superintendent of the NC Department of Public Instruction. Following, Dr. Tomberlin and Dr. Kellogg shared a presentation on impact and implementation findings from past external evaluations of [North Carolina's ATR program](#). The remainder of the Convening included district leader discussion panels, breakout sessions during which researchers shared findings, and time for PSU teams to confer and reflect.

The purpose of this report is to summarize key discussions from the Convening and identify program strengths and challenges generated during breakout and whole-group sessions. Promising practices were shared to frame potential strategies for participating districts. The contents of this report emerge from several Convening data sources, including mentimeters, surveys, panel recordings, and field notes.





*Dr. Lam Pham works closely with convening members to answer a question about the ATR rubric.*

## **Discussion Summary: Selection of Advanced Teachers**

Day 1 of the Convening centered on **the selection of Advanced Teachers**. A panel of district leaders—hosted by BEST NC and facilitated by Maureen Stover—kicked off the day, highlighting lessons learned and key considerations in selecting educators for advanced roles. The panelists included Dr. Alicia Bailey, executive principal of leadership development in Winston-Salem/Forsyth County Schools; Bishay Faris, director of talent acquisition from Charlotte Mecklenburg Schools; Jennifer Lewis, executive director of elementary education in Wilson County Schools; and Dr. Sean McWherter, director of restart programming from Guilford County Schools.

Concurrent breakout sessions, led by researchers from Friday Institute and Basis Policy and Research, explored competencies, identification, and hiring practices, with an option for attendees to join role-alike discussion groups. Drawing on input from researchers and current Advanced Teachers, district and school leaders discussed promising strategies for identifying and supporting educators well suited for these roles.

### **ATR Program Strengths: Advanced Teacher Selection**

Across breakout sessions, discussions regularly returned to the need for clear, research-based criteria that balance instructional effectiveness with leadership capacity. Panelists underscored the importance of a transparent, stakeholder-informed

selection and recertification process that evolves through continuous improvement. The program strengths that were noted highlight a comprehensive approach that prioritized teacher quality, leadership, disposition(s), and talent development. Key takeaways for Advanced Teachers selection are discussed below.

- › **Emphasis on High Standards:** There is an indication of a strong baseline of teacher quality such as higher EVAAS scores and ratings on the NCEES Evaluation Tool (NC Professional Teaching Standards). It was clear that performance metrics were at the forefront of Advanced Teacher Selection sessions, suggesting that they are effective in improving student outcomes in math and ELA.
- › **Valuing Experience and Leadership:** ATR teachers generally have substantial experience and often come from within the same district, which contributes to school stability and familiarity with the school culture. This was identified as a top predictor by participants for teacher retention and their success during Advanced Teacher Selection sessions.
- › **Leveraging Predictive Analytics:** These types of models use data mining and machine learning algorithms to identify patterns in historical data which in turn allow for the prediction of future outcomes and improved decision making. As shared in a Day 1 breakout session led by researchers from the Friday Institute, these models can help with decision making processes in selecting ATR candidates as well as supporting teacher development, given the right conditions.
- › **Structured and Comprehensive Process:** The selection process involves multiple layers that ensure that prospective teachers are well-suited for leadership roles. Some of the selection processes highlighted during sessions included: leadership reflection components, video interviews, and teacher portfolios. Selection processes included input from various stakeholders such as principals, peer teachers, and instructional coaches. This was viewed as strength for this process since it fostered a sense of community and buy-in for ATR. These efforts to strengthen and build the talent pipeline were paramount to districts in nurturing future ATR candidates.
- › **Focus on Teacher Dispositions:** Teacher candidate disposition (i.e., adaptability, effective communication, leadership) was recognized as a critical aspect of Advanced Teacher Selection and success of the ATR initiative.



*Their [multi-classroom leader] main objective is to build teacher capacity right? We want them to help teachers to improve in every facet of their job. Whether that be classroom management, classroom culture..., instructional leadership, (or) lesson planning. The whole gambit, right? So keep that in the background as you think through what characteristics and dispositions of [a potential candidate] can actually help other teachers to improve in those areas.*

*-Panel Participant, Advanced Teacher Selection*

### Identified Challenges: Advanced Teacher Selection

Throughout sessions, participants reflected on challenges they face when selecting candidates for Advanced Teaching Roles. Some of the specific barriers identified for Advanced Teacher Selection focused on resource allocation and sustaining robust talent pools for advanced teaching candidates. Key takeaways are highlighted below.

- › **Resource Allocation:** There are concerns about expanding resources at the district level for Advanced Teaching Roles in non-tested subjects. There are practical and perceived resource allocation challenges noted by school leadership who would like to further scale ATR.
- › **Limited Pathways for Non-Tested Subject Teachers:** There are perceived barriers that limit teachers' access to Advanced Teaching Roles. This was shared as a significant challenge for districts when they develop a pool of candidates for ATR. As illustrated by this Mentimeter response as to the importance of the selection criteria and opening pathways for candidates, "We can look at selection criteria for educators without EVAAS, like [instructional coach] or reading specialist, and consider ways to demonstrate opportunities to do the roles of an [adult leadership role]."
- › **Inconsistent Selection Processes:** There were noted variations as to the selection processes for Advanced Teaching Roles noted by participants across the state. This perspective was viewed as leading to inequities as to how candidates are evaluated. Communication about the requirements and expectations aligned with these roles were discussed as practices to help evolve and develop the competencies for Advanced Teacher Roles.



*District ATR teams review and provide feedback on the Advanced Teacher Evaluation Rubric.*

## **Discussion Summary: Evaluation of Advanced Teachers**

Day 2 of the Convening focused on **the evaluation of Advanced Teachers**. A panel of district leaders, hosted by TIP and facilitated by Dr. John Stover III, Superintendent of Rockingham County Schools, opened the day, leading into a whole group feedback session featuring an early draft of an evaluation tool for Adult Leadership teachers. Invited panelists included Kristen Boyd, principal of E.O. Young Elementary School in Vance County Schools; Kelly Cowell, director of talent development, Elizabeth City-Pasquotank Public Schools; Jusmar Maness, chief academic officer, Guilford County Schools; and Dr. Michael Myrick, deputy superintendent and chief academic officer, Edgecombe County Public Schools.

During the whole-group session, Lam Pham invited attendees to provide feedback on an early draft of an evaluation tool for adult leadership teachers. As part of the feedback process, participants were invited to annotate physical copies of the rubric. They posed probing and clarifying questions, related to the intent of instrument domains and structure of the tool. From there, the group shifted to identifying what might be missing, pointing out any gaps or overlooked elements that could strengthen the instrument. Participants were also invited to highlight any components they found

particularly effective or valuable. Finally, participants were asked to include additional resources and recommendations to further refine and enhance the instrument's design and impact.

In concurrent breakout sessions, researchers from the Friday Institute and Basis Policy Research highlighted the value of multi-dimensional evaluation, incorporating student outcomes, peer feedback, and professional growth metrics. Participants discussed how districts can apply these insights to strengthen existing evaluation systems, ensuring that Advanced Teachers receive meaningful, actionable feedback that supports their development and enhances student achievement.

### ATR Program Strengths: Advanced Teacher Evaluation

Strengths in the evaluation of advanced teachers include developing teacher capacity through coaching and support, as well as fostering leadership skills. Participants noted how district and school leadership used evaluation to support the development of the adult leadership teacher. Key takeaways for program strengths are shared below.

- › **Rationale for the Development of Observation Tools:** Participants shared that the current teacher evaluation instrument doesn't align with the Advanced Teacher Role. This has clearly created the rationale for districts to develop and or seek out their own evaluation instruments. As reiterated by a member on the Day 2 panel, "We started using Schoolmate Grow this year to track our walkthroughs, and even the administrative team is using this as well".
- › **Leadership Development:** School and district leaders use evaluation to support the development of the adult leadership teacher. The dual focus on instructional impact and leadership effectiveness helps to retain strong teachers by providing them with opportunities for professional growth and leadership within their school and district setting.
- › **Use of Data for Evaluation:** Attendees shared data-driven approaches, which ensured that school and district leadership used a variety of formal and informal tools to incorporate data when assessing the effectiveness of Advanced Teachers. This includes student performance metrics, coaching opportunities, and revisiting standards on the NCEES Evaluation Tool. A major takeaway as to the integration of tools addressed the fidelity and coherence as to how they are "being utilized."

*I would say the greatest contribution for us is just seeing the contribution across the district being able to have those teachers that are so strong in their individual buildings but being able to affect how all of our district works because of the strong content knowledge that they have in one building. They can still work with each other and then spread it out to other buildings, maybe filling some of those gaps where someone else might not be as strong as someone else. But so that's what we really love and really strive [for] in our district.*

*-Panel Participant, Advanced Teacher Evaluation*

### Identified Challenges: Advanced Teacher Evaluation

Challenges in Advanced Teacher evaluation are complex. It was evident that improved alignment, clarity within the scope of role(s), and additional resources are needed to enhance the effectiveness of evaluation practices. Below are key takeaways for Advanced Teacher evaluation.

- › **Evaluation Tool Alignment:** Participants noted a need for greater alignment between evaluation tools Advanced Teachers actual responsibilities. For instance, formal evaluations were viewed as missing critical aspects of facilitating adult learning, analyzing data, coaching, and ensuring team effectiveness.
- › **Subjectivity and Standardization:** Participants highlighted challenges in evaluating advanced teachers due to the subjective nature of teaching, which is difficult to capture with NCEES. They also expressed concerns about the lack of standardization and the tool's failure to reflect key competencies and dispositions that extend beyond traditional evaluation metrics.
- › **Data Access and Usage:** There are persistent challenges that exist about data-access and use as it relates to evaluating Advanced Teachers. Reporting delays and accessing specific student data are described as having potential impacts on formal evaluations. Advanced Teachers report confusion about how student outcome data factors into annual evaluations and school performance metrics on the district level. Presently, Advanced Teachers maintain multiple job performance artifacts and are unsure of their ultimate value in job performance evaluation.





*District ATR teams provide feedback on the Advanced Teacher Evaluation Rubric.*

## Convening Participant Feedback

Attendee feedback was collected throughout the Convening to capture insights, reflections, and suggestions that will inform future planning and continuous improvement efforts. A post-survey was given at the ATR Convening to gauge the overall satisfaction and experience with this event. Open ended survey feedback and Mentimeter responses also provided further insights about their experience with Advanced Teaching Roles. The data collected indicates that attendees found the event to be valuable to their learning and relevant to their work. There were positive aspects and areas for improvement denoted in participant feedback.

### ATR Attendee Open Ended Feedback

The most valuable aspect of the Convening, according to participants, was the opportunity to collaborate with peers, share experiences, and gain insights from various districts. Many emphasized the importance of hearing from others, particularly through panel discussions, which sparked new ideas and affirmed the effectiveness of the ATR model. As one attendee shared, "Hearing from other districts to spark new ideas" was a key takeaway. Another highlighted the value of "collaborating with districts who have successful implementation models as well as those in its infancy stage," noting that this exchange helped refine their own approaches. Additionally, the Convening provided a chance to focus on the implementation of ATR roles and the evaluation process. As one participant put it, "It allows for me to receive strategies and

suggestions for effectively implementing and sustaining ATR roles." Overall, the event facilitated important networking opportunities and fostered learning through deep discussions about challenges, successes, and best practices. There's a clear interest in future similar events and more opportunities for learning and networking.

*I thought the event was absolutely fabulous! I learned so much from my peers in other districts and from the presenters and researchers. What a fantastic learning experience! I hope more will be scheduled.*

#### *-ATR Participant, Mentimeter Response*

While the Convening was generally well-received, there were requests for more time, targeted discussions, and expanded future content to enhance the experience further. Several attendees felt that more time to review and discuss the draft instrument would have been beneficial, noting that "districts and researchers would have benefitted from more time to examine the draft instrument and provide feedback." One participant also recommended providing more opportunities for like-districts to collaborate, saying, "I feel very inadequate talking to large districts that do things I could never achieve," highlighting a need for smaller, more tailored discussions.

### **ATR Attendee Survey Feedback**

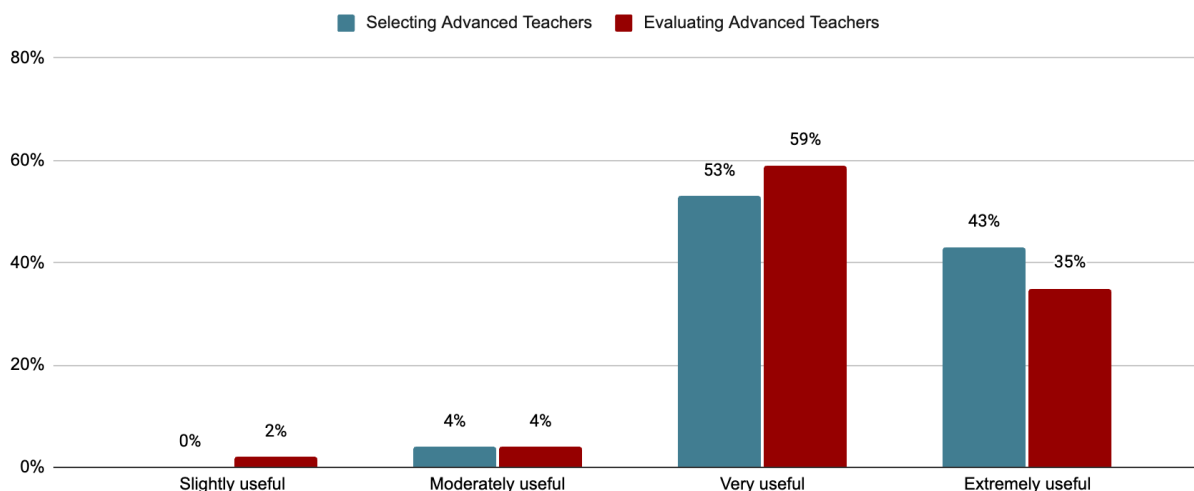
A post survey was given at the ATR Convening to generate a brief description of attendees and determine their overall satisfaction and experiences with this event. There were 52 responses from the survey. Sixty five percent (65.4%) noted that they were in a "district role", while 19% (19.4%) shared that they were in a "school level" role. Fifteen percent (15.4 %) identified their role as "other."

Of the ATR participants that responded to the survey, 53% percent (52.9%) indicated that they had over 21 years of experience working in the field of education. Including this academic year, survey responses showed that 24% were involved in the ATR program for a full year (i.e., new to the ATR implementation). Twelve percent had at least three years of involvement and six percent had shared that they had 10 years of involvement with this program. Participants also communicated their experiences with the overall usefulness of the Convening in improving their understanding of selecting and evaluating Advanced Teachers. Ninety-six percent of participants found the

Convening to be useful, with 43% rating it as “extremely useful” and 53% as “very useful” (Figure 1).

**Figure 1**

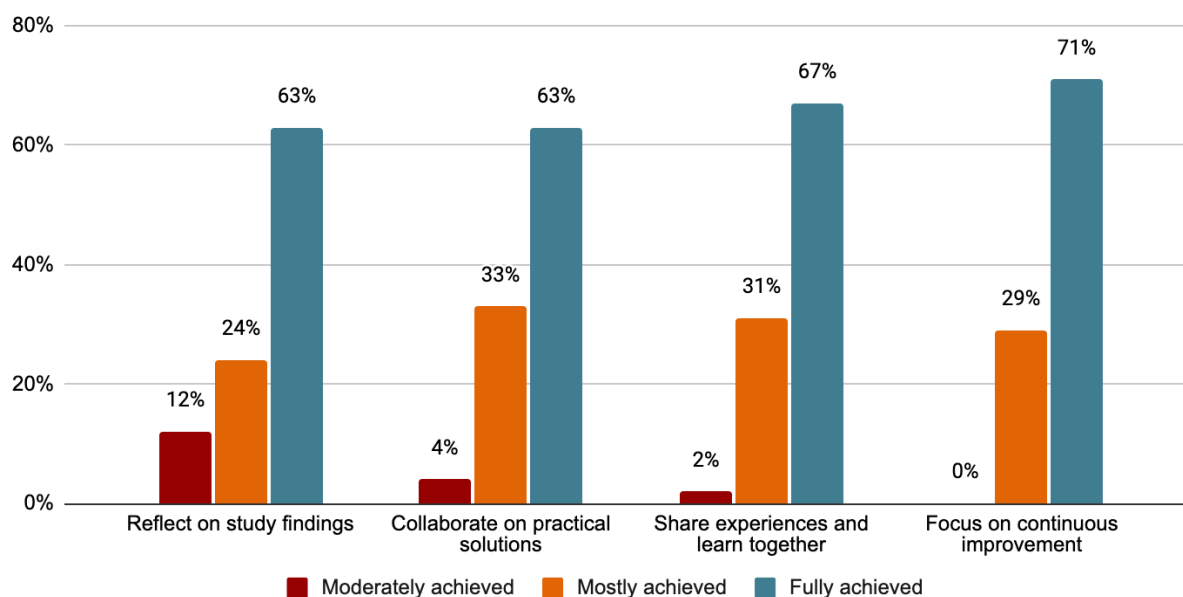
*Summary of Question 6: How useful was the Convening for improving your understanding of Advanced Teacher Selection and Evaluation?*



The survey responses overwhelmingly showed that the objectives for the ATR Convening were met, with just over sixty three percent (63.0%) of respondents in each category reporting that the event , “fully achieved” its goals by creating opportunities to: reflect on study findings (63.3%), collaborate on practical solutions (63.3%), share experiences to learn together (67.3%), and focus on continuous improvement (71.4%) (Figure 2).

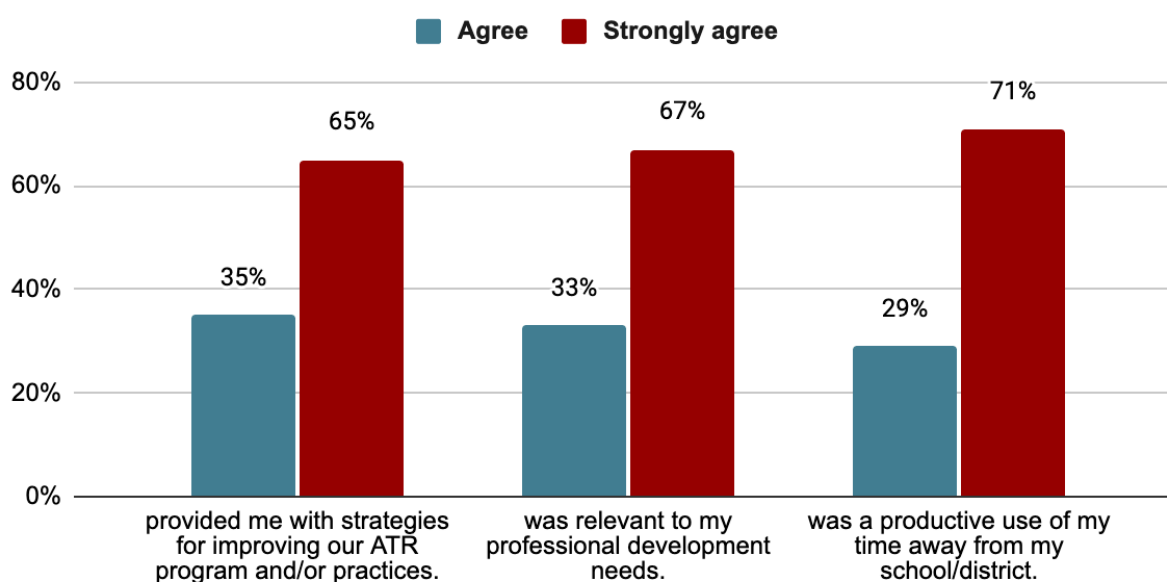
**Figure 2**

*Summary of Question 7: To what extent do you think the convening effectively achieved its four objectives?*



Additionally, the ATR Convening was viewed as a productive use of time according to the survey results where 71% (70.8%) “strongly agreed”. Participants also noted that the Convening was not only relevant but also provided them strategies (64.5%) to improve program and/or practices for their ATR program (Figure 3).

**Figure 3**  
*Summary of Question 8: This Convening...*



## Promising Practices: Advanced Teacher Selection and Evaluation

Improving the quality of teaching and learning is a shared connection and goal that exists between North Carolina Department of Public Instruction's [Promising Practices](#) and the Advanced Teaching Roles Program. Over the course of the Convening, several promising practices related to Advanced Teacher selection and evaluation emerged.

The selection of Advanced Teachers typically involves a multi-layered, structured process designed to identify individuals best suited for leadership. Participants discussed a range of promising practices used to select candidates, including panel



Behavioral Event Interviews (BEIs), leadership reflections, data narratives, and coaching plans developed in response to recorded teaching scenarios. These tools aim to assess a candidate's instructional expertise, leadership potential, and ability to support peers. Additionally, some district leaders reflected on their formal professional development opportunities, often referred to as **Advanced Teacher Academies**, to prepare aspiring candidates for Advanced Teaching Roles. These academies serve as both a training ground and a mechanism for cultivating internal leadership capacity.

The use of **predictive analytics** was also discussed as an emerging and promising strategy to improve systematic selection of Advanced Teachers. Research presented by the Friday Institute and Basis Policy Research demonstrated the potential of predictive modeling to support candidate selection, particularly in forecasting supported teacher retention. Under the right conditions, these models can offer a data-informed approach to guide selection and development decisions for Advanced Teaching Roles.

Several promising practices surfaced as attendees shared their district and school level approaches to evaluate Advanced Teachers. These included **weekly feedback cycles with school principals, self reflection tools, coaching documentation**, and systematic implementation of **flexible walk-through observation protocols** (e.g., the Effective Learning Environments Observation tool, *e/eot*). These approaches aim to help leaders assess adult learning facilitation, impact on student learning, and quality of collaboration with the broader school leadership team.

Many district leaders also described their rationale and process for developing **supplemental or customized observation tools for Advanced Teachers**. In the ensuing dialogue between stakeholders newer to implementation and those with more established systems, a key theme emerged: the importance of clearly identifying the expected activities associated with adult learning facilitation. These insights reflect a growing recognition that evaluation tools must evolve to capture the full complexity of the Advanced Teacher role and align with ATR theory of action at the state and district level.

*Districts are doing outstanding work across the state. We are aligned with what's going well, which is reaffirming.*

*-ATR Participant, Mentimeter Response*



*Advanced Teacher evaluation was a focus for the Friday whole group input session at the ATR Convening.*

## Conclusion

The Advanced Teaching Roles (ATR) Convening fostered data driven conversations about the selection and evaluation of Advanced Teachers across participating North Carolina school districts. It was an opportunity to strengthen partnerships with various ATR stakeholders and identify pathways that enhance continuous ATR improvement. A collective commitment to improving these processes is crucial for enhancing educational outcomes and ensuring that the right individuals are placed in adult leadership roles.

As districts continue to refine their approaches, the emphasis on collaboration, transparency, and continuous improvement will be vital in achieving the overarching goal of elevating teaching quality and leadership.

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## Appendix A: ATR Convening Participants

### **Cabarrus County Schools**

Christie Caputo, Teacher Leadership Specialist  
Courtlyn Reeves, Assistant  
Superintendent-Human Resources  
  
Erin Milam, Principal  
  
Lisa Ober, Principal  
  
Tim Taylor, Principal

### **Charlotte Mecklenburg Schools**

Dr. Bishay Faris, Director, Talent Acquisition  
  
Jennifer Holm, Budget Analyst  
  
Sydney Harris-Mboob, Program Manager,  
Teacher Leadership Pathways  
  
Erin Shoemaker, Executive Director,  
Recruitment, Retention and Talent  
Development

### **Chatham County Schools**

Bradyn Robinson, Principal  
  
Dr. Kelly Batten, Assistant Superintendent for  
Human Resources

Mary Margaret Dark, Principal

### **Craven County Schools**

Dr. LaKesia Y. Boone, Assistant Superintendent  
of Human Resource  
  
Dr. Neshawn Dawson, Director of Human  
Resources  
  
Lakecia Brown, District Beginning Teacher  
Mentor  
  
Amy Pearce, Director of Federal Programs

### **Edgecombe County Public Schools**

Dr. Donisha Barnes, Coordinator of Talent  
Recruitment and Development

Dr. Lutashia Dove, Director of Elementary Programs

Dr. Michael A. Myrick, Deputy Superintendent/CAO

### **Elizabeth City-Pasquotank Public Schools**

Rachael Haines, Associate Superintendent of Human Resources

Kelly Cowell, Executive Director of Talent Development

### **Guilford County Schools**

Dr. Sean McWherter, Director of Restart Schools

Nikki Buxton, Opportunity Culture Program Manager

Heather Bowden, Opportunity Culture Program Manager

### **Lexington City Schools**

Beth Felts, Director of Accountability & School Improvement

Dr. Bruce Carroll, Executive Director of Human Resources

Kristina Sheets, Extended Impact Teacher

LaKeshia Wilson, Assistant Principal

### **McDowell**

Alyssa Kanipe, ATR Director/ Teacher Support Coordinator

Leesa Robinson, Lead Teacher

Candice Hyatt, Lead Teacher

### **Mount Airy City Schools**

Brooke Ledford, Master Teacher Leader

Elaine C. Reales, DLI/ML/WL Coordinator

	Dr. Penny Ballin, Executive Director of Innovation
<b>Nash County Public Schools</b>	Melissa Dancy-Smith, Assistant Superintendent of Academics Services and Accountability Monique Hargrove-Jones, Executive Director of Elementary Education Nicole Hayes, Advanced Teaching Roles Specialist
<b>New Hanover County Schools</b>	Andrea Raines, BT Program and Staff Development Specialist Jennifer Booher, ATR Coordinator Jennifer Geller, Assistant Superintendent of Human Resources Scott Hall, Director of Information Systems
<b>Person County Schools</b>	Joseph Warren, Executive Director of Elementary Education, School Improvement, Federal Programs
<b>Pitt County Schools</b>	Tara Holmes, Chief Academic Officer Elizabeth Simmons, Career Pathway Specialist Janet Drueschler, Multi-Classroom Teacher Lauren Bowers, Professional Learning Coordinator Leslie Hayes, Principal Dr. Seth Brown, Director of Educator Support and Leadership Development
<b>Rockingham County Schools</b>	Lowell Rogers, Executive Director of Human Resources Moriah Dollarhite, Teacher Support Coordinator
<b>Vance County Schools</b>	Jennifer Wilker Smith, Director of Testing and

## Accountability

Kedecia Stewart Faines, Beginning Teacher,  
Recruitment and Retention Coordinator

### **Wake County Public School System**

Mary Bohor, Senior Director, Office of  
Professional Learning

Dr. Loyd Gardner, Interim Chief of Schools

Wendy Clark, Director, Office of Professional  
Learning

### **Wilson County Schools**

Amy Thornton, Executive Director of Federal  
Programs

Cindy DeFoot, Office of Grants

Jennifer Lewis, Executive Director for  
Elementary Education

Jenny Hayes, Principal

Sharon Huneycutt, Principal

### **Winston Salem/ Forsyth County Schools**

Latasha Barknight, Director of School  
Transformation and Restart Support

Dr. Alicia Bailey, Executive Principal of  
Leadership Development and School  
Transformation

Ashley Richardson, Multi-Classroom Leader



College of Education  
Friday Institute for Educational Innovation

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