

Improving Teacher Quality at Scale: Preparing More, Higher Quality Teachers & School Leaders for NC Public Schools

University of North Carolina

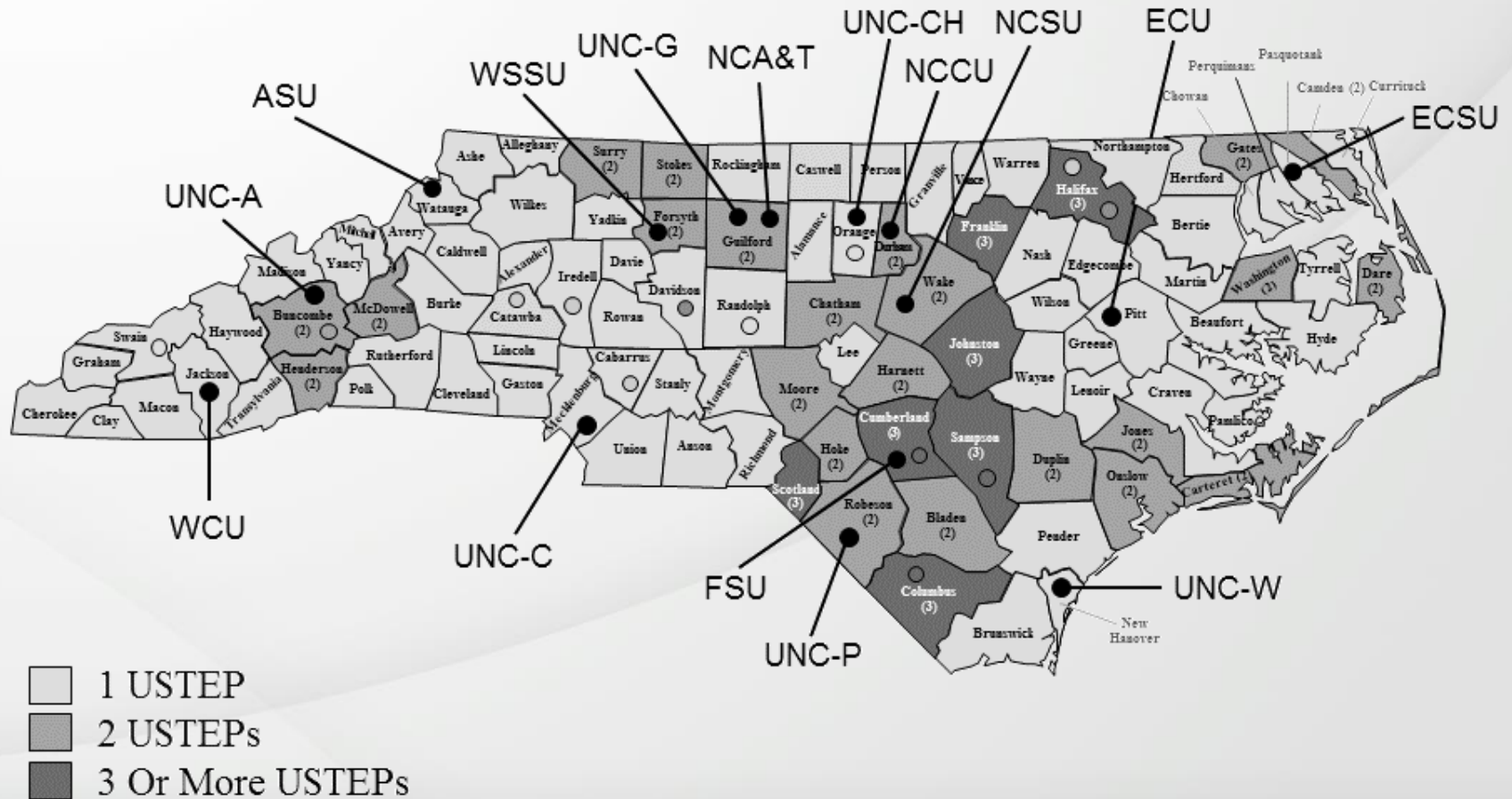
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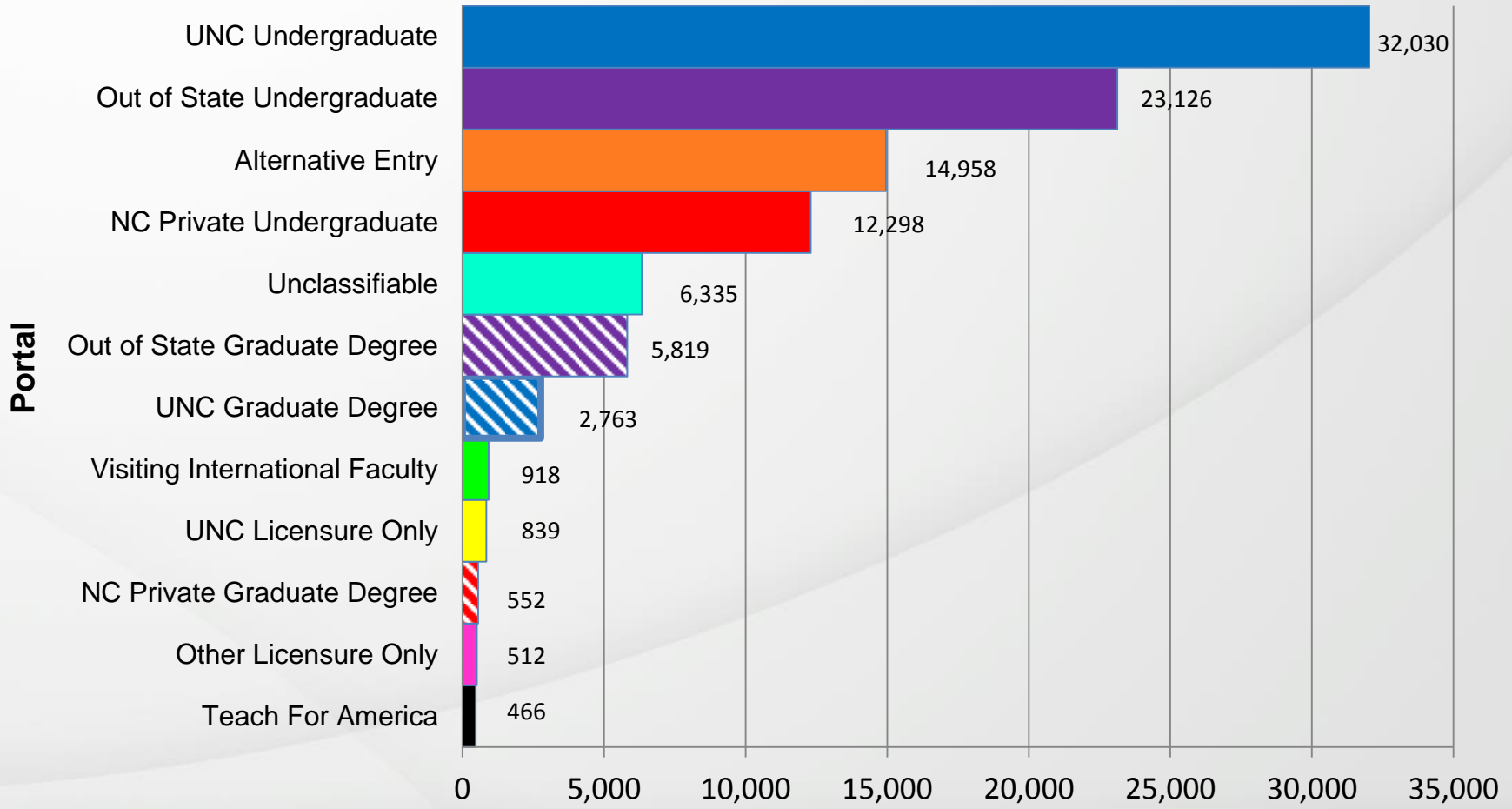
A Strategic Priority of the University

- UNC overall priority: Preparing More & Better Teachers & School Leaders for NC Public School
- Key strategies to address the goal:
 - Recruitment
 - Preparation
 - New Teacher & School Leader Support
- University-School Teacher Education Partnerships
- Productivity of initially licensed teachers
- Research approach to address quality preparation:
 - Entry Model, Persistence Model, & Impact Model(s)
 - Used to drive program improvements

University-School Teacher Education Partnerships



**In 2009-10 there were 100,616 individuals paid as teachers
in North Carolina public schools**



Teacher Portals Analysis Highlights

- **UNC Undergraduates - Largest source of teachers in NC - 32% of workforce**
 - Stay for 3 – Approximately 80% stay for 3 years
 - Stay for 5 - Most likely to stay for 5 years (over 70% persist for at least 5 years)
 - Quality - Performance is better than average
- **Out of State Undergraduates - 2nd largest source of teachers in NC - 23% of workforce**
 - Stay for 3 – Approximately 65% stay for 3 years
 - Stay for 5 - Much less likely to stay for 5 years (50% persist for at least 5 years)
 - Quality – Least effective source of teachers in NC. Perform worse where they are most highly concentrated – in elementary reading & mathematics
- **Alternative Entry Teachers - 3rd largest source of teachers in NC - 15% of workforce**
 - Stay for 3 – Approximately 55% stay for 3 years
 - Stay for 5 - Much less likely to stay for 5 years (40% persist for at least 5 years)
 - Quality – Performance is poor in HS overall, where most highly concentrated

NC New Teacher Support Program

- Essential Components of the Program
 - For beginning teachers with no prior teaching experience
 - Provides support in first 3 years of service
 - Institute (based on TFA model & 5 days in length)
 - Instructional Coaching (classroom-based)
 - Customized Professional Development
 - Use of CLASS observational instrument
 - Offered to 5% lowest performing schools (NC RttT grant)
- Yr 1 served 35; Yr 2 served 550; Yr 3 project 1,200

NC New Teacher Support Program

Institute

- Institute Addresses:
 - Success in the School & Community
 - Effective Instruction, Planning, & Assessment
 - Classroom Culture & Community
- Yr. 2 Summer Institute & Winter Institute (late hires)
- Yr. 1 served 33; Yr. 2 served 88 (Summer Institute) & 144 (Winter Institute)
- Yr. 3 Regional Institutes & Statewide Institute

NC New Teacher Support Program

Instructional Coaching

Coaches assist beginning teachers by providing high quality feedback targeted at improving their teaching & growth as individuals & professionals

- **Instructional Visit Focus:**
 - Curriculum Planning (*Common Core/NCSCS, plans, resources*)
 - Curriculum Implementation (*Co-teaching, lesson modeling, observation*)
 - Curriculum Culture (*Management, design, student interaction*)
 - Classroom Assessment (*Formative, summative, formal grade processes*)
 - Teacher Reflection (*Conversations on duties related to teaching*)
 - Community Reflection (*Interactions with school, district, parents, community, University, & other partners*)

NC New Teacher Support Program

CLASS Observation Instrument

- Use of Teachstone CLASS Observation Tool
 - Non-Evaluative
 - Reflects the Dimensions of good teaching
 - Allows teachers & coaches to focus on school goals & initiatives
 - Research-based & valid
 - Aligns with NC Professional Teaching Standards
- After CLASS observations, coaches & teachers review dimensions & set shared goals. Goals are reviewed quarterly
- Dimensions are infused in coaching & professional development discussions

NC New Teacher Support Program *Professional Development*

- PD opportunities are targeted to meet the needs identified by teachers, coaches, & school leaders
- Designed around the research-based curriculum of the NC NTSP & the Common Core / NCSCOS
- Each region offers at least six PD days with information gathered on curriculum, attendance, & participant evaluation on each session.