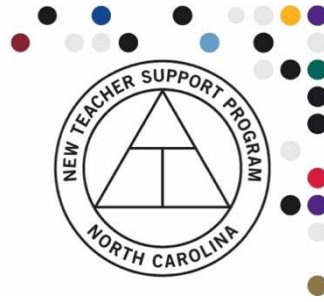


Statewide Meeting Report – June 15, 2020

This report summarizes preliminary findings from the following primary data sources that inform the Friday Institute’s evaluation of the New Teacher Support Program (NTSP): coach survey (fall); teacher and administrator surveys (spring); teacher and coach interviews (spring); and administrative data provided by NTSP and NCDPI for the 2019-20 school year. ***This is not a final report***; it does not include analyses of all data.



Impact on Teacher Quality

Teachers, administrators, and coaches report NTSP has helped improve teacher professional practice and quality. A large majority of teachers indicated that NTSP helped them: improve the quality of their instruction (81%), planning (79%), and assessment of learning (78%). Roughly three-quarters of administrators (76%) reported that NTSP was either very effective or extremely effective in improving teacher quality in their school or district. Coaches reported improvements in skills such as classroom management, social-emotional skills, communication, paperwork, and teaching effectiveness.

NTSP teachers were less likely to receive a rating of “Accomplished” or “Distinguished” on Standards I-IV. NTSP participants’ ratings were lower at a statistically significant level on Standard I (Leadership), Standard II (Respectful Environment), Standard III (Instructional Content), and Standard IV (Student Learning) than non-NTSP teachers with similar characteristics (e.g. experience, gender, etc.) and in comparable contexts (e.g. principal tenure, school suspensions, enrollment, etc.). No significant differences were found on Standard V (Reflection on Practice).

Impact on Teacher Effectiveness

Administrators and teachers attribute NTSP supports to improvements in student social and academic skills. Approximately 60% of administrators believe NTSP has been “Very Effective” or “Extremely Effective in improving academic achievement in their school or district. In interviews and on surveys, teachers also described how NTSP coaches helped them to recognize and support the whole student and develop relationships with each one, which helped them to think differently about their approaches to classroom discipline.

NTSP teachers perform about the same as their peers on EVAAS measures of student growth and achievement. In matched comparison analyses of expected student growth and achievement on statewide assessments, NTSP 2018-19 teachers performed no better or worse than their non-NTSP counterparts, on 3rd-8th End-of-Grade Reading and Math Assessments, 5th and 8th End-of-Grade Science assessments, and High School End-of-Course assessments and final exams.

Illustrative Quotes

Teacher Quality

“As a beginning teacher the one-on-one support was wonderful and provided me with specific feedback. The feedback I received allowed me to implement new practices in my classroom that allowed for maximum student engagement.” – Teacher

“Beginning teachers have been more prepared for instruction and in their ability to build relationships and implement good behavior management techniques.”
– District BT Coordinator

“I had a teacher last year that was on an action plan, and so I really had to sort of thread that needle between administrative and coaching, but through coaching we were able to get that teacher off the monitored plan and they’re doing a fantastic job....I think that’s a great success story for the school and for the principal to see that there is hope.” – NTSP Coach

Teacher Effectiveness

“My students have been impacted by my NC NTSP participation because I was taught how to do more interactive activities rather than worksheets. [My coach] helped me move away from this bad habit.”
– Teacher

“The consistent weekly support of classroom application of management and instructional strategies to engage students. This has resulted in stronger teacher/student relationships and overall increased in student achievement.” – School Principal

“Of course, we look at test scores and data but I think it’s those day to day accomplishments... it’s changing the way teachers are approaching situations and the kids are benefiting from that.” – NTSP Coach

Teacher Retention

“Beginning teachers leave the profession because the high expectations and workload make it impossible to complete one's work during contract hours, especially during the first few years. Often times, teachers also aren't supported well within their school. For example, I wasn't assigned a mentor teacher until 5 months into the school year and written instructions for clerical teacher tasks were never provided.”

— Teacher

“I expect that we could have more impact if we also had an administrative wing of our program. I think a lot of the reasons teachers don't stay are things that aren't something that we can address as instructional coaches.”

– NTSP Coach

Program Feedback

“My coach is great; she always makes herself available to me for the littlest questions I have. She always provides me with new ideas and methodology to further skills that I already possess. It is nice to have someone who teaches me as well as listens to me when I need to run something by her.”

– Teacher

“Targeting specific content areas to provide specific evidence-based intervention strategies. Virtual learning resources... The ability to observe same content teachers, new and seasoned.”

– Teacher

“I am grateful for the coaching that occurred this year. I wish there was more time for debriefing, but it wasn't always possible. I also want to make sure that the advice that is being given to BTs from your program's coach isn't contradicting the advice from the school mentor.”

— School Principal

Impact on Teacher Retention

NTSP teachers are no more or less likely than non-NTSP teachers to remain in NC public schools. While 92% of surveyed administrators believe NTSP is moderately to extremely effective at improving teacher retention, and 65% of teachers cited coaching as an important factor in their decision to stay in teaching, NTSP teachers were no more or less likely than non-NTSP teachers to return to teaching in the same school, district, or in North Carolina. Retention rates for both NTSP teachers and a non-NTSP control group were nearly identical (84% retention in NC, for example), and no statistically significant differences were found between groups.

Both teachers and coaches believe retention is influenced by factors likely beyond the control of NTSP. Teachers continue to cite a general lack of resources and support from their school or district, classroom management, and teacher workload as primary reasons teachers leave the profession. Many coaches believe that whether a teacher decides to stay at a school ultimately is impacted by number of factors both within and beyond the influence of induction support, such as student discipline issues, too many expectations, and school administrator's leadership style.

Program Feedback

Teachers and administrators value both the personal and the professional supports coaches provide. Teachers indicated that sharing resources (84%) and the frequent feedback on both their teaching (81%) and lesson plans (79%) were “very” or “extremely” useful. Teachers also noted specifically strategies for classroom management and student behavior as valuable. Being external to the district inspired privacy and trust in coaches, and feedback was valued for being supportive rather than evaluative.

Teachers desire more time with coaches and colleagues and support specific to content areas and grade levels. In general, teachers were very positive about the support received from coaches. Teacher frequently commented on wanting more time with their coach, with some also suggesting more opportunities to observe seasoned teachers and debrief with other beginning teachers. Similar to last year, teachers also recommended more resources and support specific to the grade level and content area they teach.

Administrators recommended more coordination with schools and supports for classroom management. Administrators were largely positive about the program and many had no recommendation for improvement beyond keeping up the good work or expanding services or access to services such as professional development and the Annual Institute. Some administrators, however, suggested that “improved communication” about coaching activities with school mentors and administrators would enable better alignment of topics addressed and avoid mixed-messages received by teacher. Some principals also recommended additional support for classroom management.