

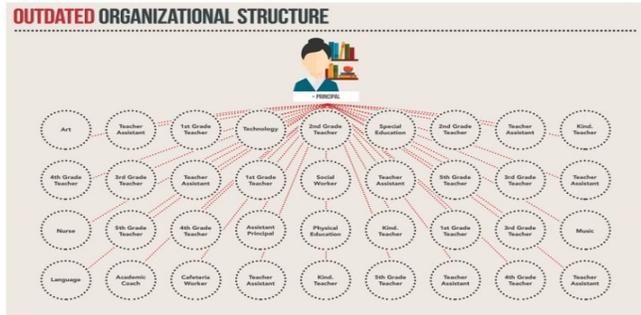
North Carolina's Advanced Teaching Roles Initiative

An Overview

The Challenge: Lack of Career Opportunities and Professional Support for Teachers

When asked why they leave the profession, one of the top reasons cited by teachers is a lack of opportunity to grow and advance in their work without leaving the classroom.

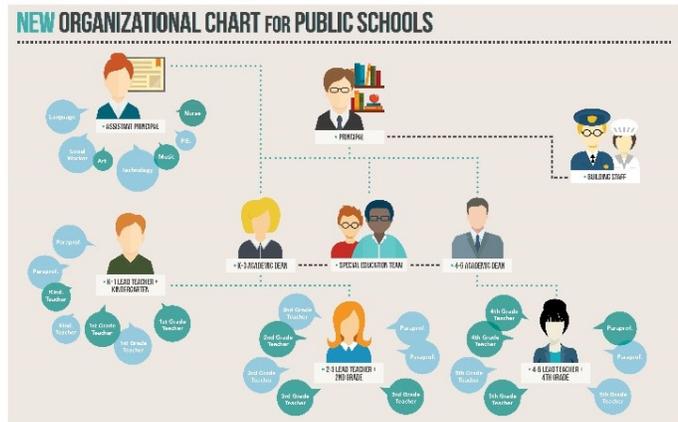
In most schools, a flat organizational structure has all teachers reporting directly to the principal – an average of 50 direct reports, which defies all best practices for high-functioning organizations. As a result, beginning and developing teachers often do not have adequate professional support, effective teachers lack opportunities to take on instructional leadership roles, and principals are burdened with untenable responsibilities and an ineffective management structure.



While other occupations allow their best professionals opportunities to lead teams and mentor new employees, Teaching, in contrast, pulls its leaders out of direct service to students. Those who wish to teach cannot lead, and those who wish to lead cannot teach, in most cases. (More information and videos at www.BEST-NC.org/AdvancedRoles)

The Solution: Embedded Support through Advanced Teaching Roles

Advanced Teaching Roles enables highly-effective teachers to advance their careers, extend their positive impact on student achievement, and increase their compensation (up to \$20,000 extra, on top of the base pay schedule). **The best part: effective teachers get to stay in the classroom!**



In successful models, developing teachers also benefit by having access to real-time professional development, relieving some of the pressures of principals who are traditionally the primary source of instructional leadership in the school.

Unlike traditional performance bonuses that are funded through a separate line item in the budget, pay supplements for advanced roles are meant to be sustained with regular per-pupil funds, leveraging a one-time state investment for systemic transition.

North Carolina's Advanced Teaching Roles Pilot Program

Inspired by several conferences and strategic plans on how to improve the teaching profession (Institute for Emerging Issues 2014, Excellence Innovation Lab, etc.), the 2016 Appropriations Act created the Advanced Teaching Roles Pilot Program, which is overseen by the State Board of Education and the Department of Public Instruction.

This competitive grant program allocates funds to opt-in districts that want to use this strategy to recruit and retain more great teachers. While each district has the flexibility to develop their own approach, most advanced teaching roles models elevate effective teachers into higher-paid positions in exchange for extending their professional reach to more students and/or teams of teachers.



North Carolina's Advanced Roles Districts

The first districts to be recognized as Advanced Roles Pilots were named in the fall of 2016, with implementation beginning in the 2017-18 school year. During this initial round of grant applications, only one district (Washington) applied for five available small district slots.

The second round of advanced teaching roles grants were announced in January of 2019, with implementation beginning in the 2019-20 academic year.

This time, 13 school districts applied for the remaining four small district slots, indicating a dramatic increase in interest in the advanced roles strategy (small districts are defined as those with 4,000 students or less).

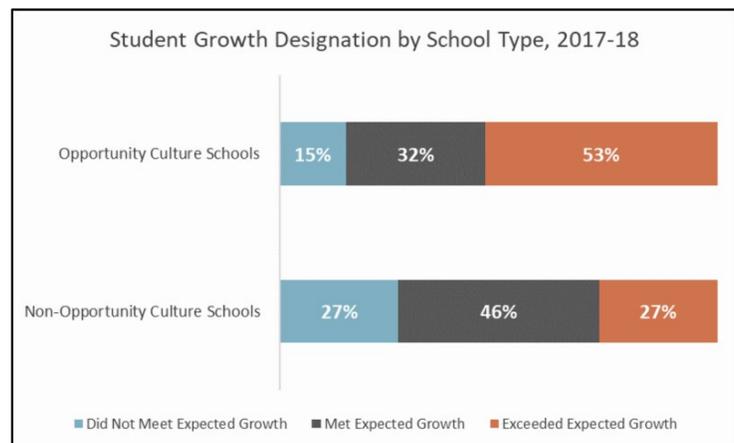
In addition to the advanced roles pilot districts (labeled in blue on the map) Cabarrus County Schools and Guilford County Schools are implementing financially sustainable advanced teaching roles models utilizing local funding to cover transition costs.



Advanced Teaching Roles and Student Results

Several of the Advanced Roles Pilot districts have implemented the Opportunity Culture™ model, which creates teacher-leadership opportunities and empowers teachers to work in teams. The results are impressive. **Participating schools are almost twice as likely to exceed student growth expectations than other North Carolina schools.** In 2017-18, 53% of Opportunity Culture™ schools exceeded student growth expectations, as compared to only 27% of non-Opportunity Culture™ schools.

In 2017-18, Opportunity Culture™ was being implemented in over 80 schools across five North Carolina school districts. In 2019-20, Opportunity Culture™ will expand into three additional school districts (Halifax County, Hertford County, and Lexington City) via the General Assembly's Advanced Teaching Roles Pilot Program.



Components of Best-in-Class Advanced Teaching Roles Models

High-quality advanced teaching roles models are:

- ✓ Implemented in districts that opt-in to the model;
- ✓ Explicitly designed to increase student achievement;
- ✓ Developed locally with significant educator and community input;
- ✓ Empowering principals to align teaching skills with student needs;
- ✓ Recognizing that educators have varying professional aspirations at different phases in their careers (lattices, not ladders);
- ✓ Financially sustainable within current budgets (separate budget line items tend to get cut); and
- ✓ Offering substantial salary increases to advanced roles teachers for leading instructional teams and/or extending their reach to more students.