NC New Teacher Support Program + NC Charter Schools = Beginning Teacher Success

Leveraging University Partnerships to Promote Teacher Development

OCS Regional Huddle
Misenheimer, NC
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Presenters

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The NC NTSP Mission

The NC NTSP seeks to *improve student achievement* by improving beginning *teacher effectiveness* & *teacher retention* with three core services.

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<th>Institutes</th>
<th>Regional PD</th>
<th>Instructional Coaching</th>
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<tr>
<td>Instructional boot camps</td>
<td>Designed to meet district needs</td>
<td>Intensive, individualized</td>
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<tr>
<td>Early Fall</td>
<td></td>
<td>Designed to meet teacher, school, and district needs</td>
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2019-20 Partnership Delivery Model

University of North Carolina Pembroke

Appalachian State University

UNCW

University of North Carolina Wilmington

The University of North Carolina at Chapel Hill

UNC Charlotte

THE UNIVERSITY of NORTH CAROLINA
at CHAPEL HILL

ECU

The University of North Carolina Greensboro

Fayetteville State University

Western Carolina University

NC State University

NCNTSP.NORTHCAROLINA.EDU
2018-19 Statewide Service Data

- **46,250** Total Coaching Interactions

- Nearly **2 million** minutes of Instructional Feedback

- **42** Coaching Interactions per teacher

- Over **1,800** Minutes of Instructional Support per teacher
UNCC Region

2018-19
15 Districts (8 charters)
350 teachers (60 CS teachers)

2019-20
18 Districts (11 charters)
400 teachers (84 CS teachers)
NC NTSP Coaching Framework

**Contextual Considerations**
- **Community/School**
  - Location
  - Curricular Requirements
  - Organizational Structures
- **Classroom**
  - Materials/Technology
  - Content Area
  - Grade Level
- **Teacher**
  - Lesson Design
  - Instructional Practices
  - Instructional Rigor
- **Students**
  - Assignment
  - Support/Accommodations
  - Engagement/Interactions

**Coaching Activity**
- **Planning**
  - Planning for content understanding
  - Planning for varied student learning needs
  - Knowledge of students
  - Identifying and supporting language demands
  - Planning assessments
- **Instruction**
  - Learning environment
  - Engaging students in learning
  - Deepening student learning
  - Subject-specific pedagogy
  - Analyzing teaching effectiveness
- **Assessment**
  - Analysis of student learning
  - Providing feedback
  - Student use of feedback
  - Assessing students’ language use
  - Using assessment to inform instruction

**Coaching Intensity**
- **Instructive**
  - Offers suggestions
  - Provides examples
  - Coach directs interactions
- **Collaborative**
  - Co-constructs solutions
  - Co-analyzes lessons
  - Coach guides interactions
- **Facilitative**
  - Teacher self-assesses
  - Teacher directs interactions
  - Coach poses questions

**Progress & Next Steps**
- **Reflect and Analyze**
  - Impact on Instructional Practices
  - Impact on Student Learning
  - Follow-up in next visit


What We’ve Accomplished

• Teachers served by the NC NTSP are significantly more likely to return to teach in their school, LEA and state than a matched sample of teachers not supported by NC NTSP.

• Teachers served by the NC NTSP in their second and third year performed significantly higher in all five areas of their NCEES evaluation than teachers not supported by NC NTSP.

• Lateral entry teachers served by the NC NTSP performed significantly higher in four of five areas of their NCEES evaluation than teachers not supported by NC NTSP.

• Teachers served by the NC NTSP in their second and third year significantly outperformed teachers not supported by NC NTSP in student achievement at elementary, middle, and high school levels (EVAAS).

• Middle grades lateral entry teachers served by the NC NTSP significantly outperformed teachers not supported by NC NTSP in student achievement (EVAAS).

• 93% of teachers served by the NC NTSP felt their Instructional Coach helped them with the confidence, knowledge, and skills in teaching, compared to district/school support (84%).
The mission of Lincoln Charter School is to facilitate the development of college ready individuals through emphasis on rigorous academics and our community expectations: honesty, respect, empathy, responsibility, service and preparedness.

- Admin Team Structure
- Beginning Teacher Program/Teacher Support/NAIP
• Lincoln Charter + NC NTSP
  – Initial year (2017) - caseload – 2 teachers
  – Year two (2017-2018) - caseload – 7 teachers
  – Year three (2018-2019) - caseload – 12 teachers
  – Year four (2019-20) – caseload – 12 teachers

• Lessons Learned
NC NTSP Instructional Coach Perspective

• Charter Goals/Vision
• Relationship with Administration
• Relationship with Facilitators/CRTs
• Professional Development
• Coaching
What do the Charter Schools Say?

- 92% found the program to be helpful/very helpful
- 100% would highly recommend or recommend the program

- As compared to school-level support, teachers said
  - “I did not receive coaching from my school”
  - “My mentor check in with me once. However, my NTSP coach came weekly and was actually in my classroom to see what was going on
  - “More personal”

Other comments were:
- “Awesome! Very useful program”
- “Every beginning teacher needs this support!”

Survey conducted end of year 2019 with teachers participating in UNC Charlotte’s program
How to Partner with Us

BT1s-3s

Residency/Lateral Entry

Specific Content Areas

Encore/Special
NC New Teacher Support Program

Questions?
For More Information

Contact the NC New Teacher Support Program

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