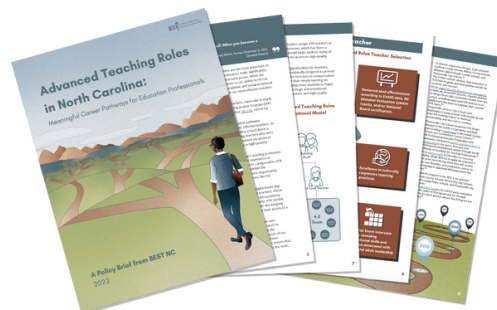


# Advanced Teaching Roles in North Carolina:

## Meaningful Career Pathways for Education Professionals

### Executive Summary for Policymakers

*Across North Carolina, Advanced Teaching Roles are providing new avenues for teacher leadership, modernizing outdated school organizational models, empowering school leaders, and improving student achievement. BEST NC is pleased to share this executive summary of our Advanced Teaching Roles policy brief.*



#### The Challenge: Lack of Career Opportunities and Professional Support

For decades, teachers have recognized that they are not given the same respect and experiences as other high-skill professionals. Most schools operate under a “one teacher, one classroom” structure that was designed more than a century ago and fails to treat educators as skilled professionals.

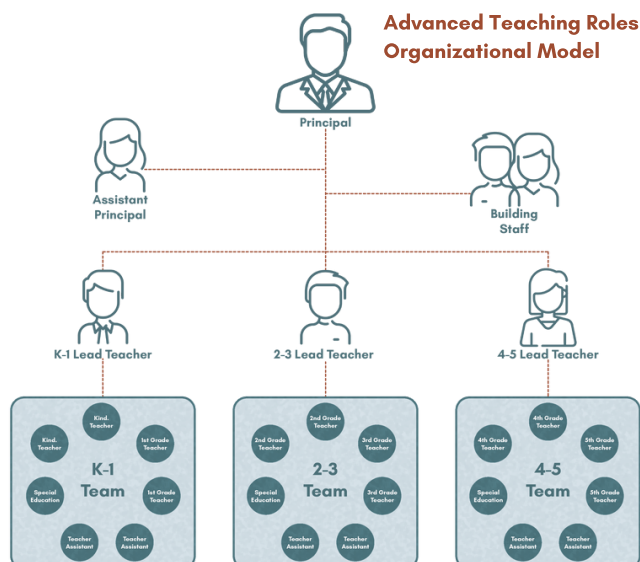


This outdated organizational structure suppresses teachers' career development, limits student access to effective instruction, and creates difficult working conditions throughout the school building. It also creates an unsustainable expectation that the principal should be the sole instructional leader to all teachers in the building, while also being the strategic leader of the school.

#### Modernizing Organizational Structures with Advanced Teaching Roles

Advanced Teaching Roles models create meaningful leadership roles and opportunities for higher pay for effective teachers while providing embedded professional support for novice teachers. These roles distribute leadership across the school, lessening the burden on principals while also positively impacting instructional quality and student performance.

When implemented with fidelity, ATR models improve student achievement by helping to recruit high-quality teacher candidates while also keeping excellent teachers in the classroom longer – ensuring that all students in North Carolina have access to a competent, well-trained teacher.



## Evidence of Success

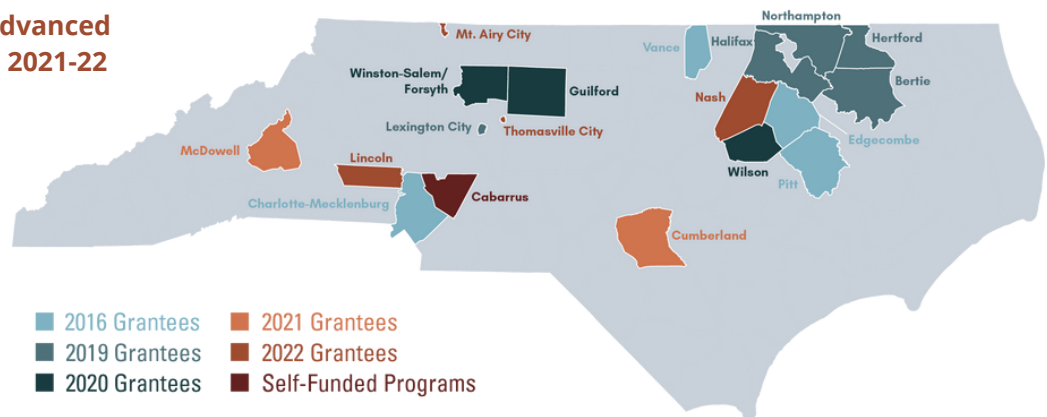
In a 2020 report, the Friday Institute for Educational Innovation at North Carolina State University found that:

- ATR schools **improved student performance** more than a matched cohort of non-ATR schools over the first two years of implementation.
- ATR models **make the teaching profession more attractive** and **support the retention of teachers** seeking additional pay and leadership opportunities.
- **Teachers selected for advanced roles are highly qualified** and have a track record of positive student growth scores.

## The Reach of Advanced Teaching Roles

Currently there are 15 districts across North Carolina implementing ATR models and four districts are in the planning phase with awards granted in 2022. During the 2021-22 school year, 236 schools across North Carolina have ATR models (9.3% of traditional K-12 public schools in the state). The majority are Title I schools, in part because those schools have more funding flexibility.

### Districts with Advanced Teaching Roles, 2021-22



## Recommendations: Moving Advanced Teaching Roles Forward Statewide

Rigorous design and careful implementation of ATR models by school leaders and teachers have succeeded, in part, due to the support of state policymakers, who have recognized the potential of ATR to increase the capacity of educators and improve student performance. For ATR models to reach their potential, it will be essential for policymakers to continue that support in several ways:

- Maintain the District Opt-in Approach
- Establish Process for ATR Approval
- Invest in Shared Continuous Improvement
- Commit to Measurement and Evaluation
- Provide Limited Class Size Flexibility
- Allow Targeted Budget Flexibility
- Accelerate ATR Expansion Statewide
- Expand ATR into More Schools & Classrooms
- Link the ATR Program to Licensure & Professional Development Strategies
- Consider Funding for ATR

## Learn more:

Scan the QR code to the right to download the full policy brief and access videos and content about Advanced Teaching Roles!

