



Goal

The goal of the North Carolina New Teacher Support Program (NC NTSP) is to improve student achievement by improving beginning teacher effectiveness and teacher retention.

Program Description

The NC NTSP is a comprehensive, university-based induction program offering a research-based curriculum and multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. The NC NTSP provides each teacher: (1) conference-style professional Institute; (2) intensive, individualized classroom coaching; & (3) aligned professional development sessions.

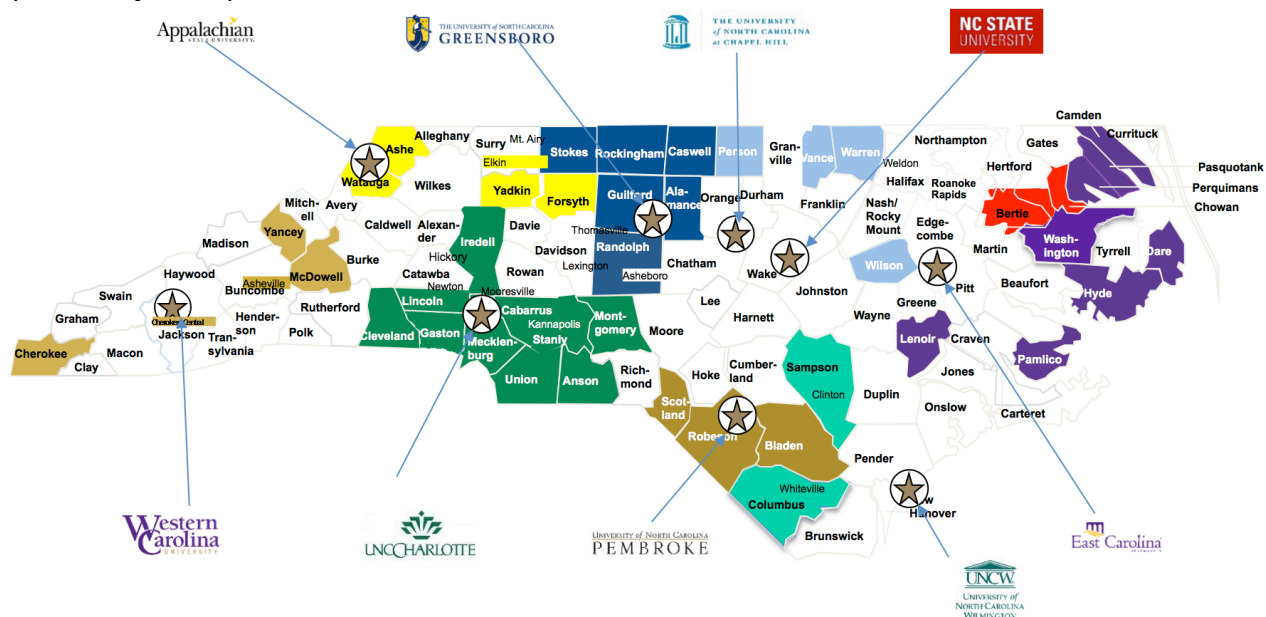
Impact

Independent assessment of the NC NTSP, finds that the NC NTSP has demonstrated strong impact on teachers served.

- Lateral entry 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 in Elementary, middle, and high school (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%).

Service

The NC NTSP serves over 1,000 beginning teachers in more than 40 school districts throughout North Carolina, represented by the map below.



North Carolina New Teacher Support Program



NC NEW TEACHER SUPPORT PROGRAM

2018-19 Professional Development Framework

Strands (Based on NC Professional Teaching Standards)	Critical Teaching Dimensions*		
	Planning	Instruction	Assessment
Demonstrate Leadership (Standard I)	√	√	√
Establish a Respectful Environment (Standard II)	√	√	
Share Content Knowledge with Your Students (Standard III)	√	√	
Facilitate Learning for Your Students (Standard IV)	√	√	√
Reflect on Your Practice (Standard V)	√		√
Contribute to the Academic Success of Your Students (Standard VI)		√	√

➔

Recommended timing for sessions based on beginning teacher support research.								
September	October	November	December	January	February	March	April	May
<i>Self as Teacher</i>		<i>Curriculum</i>				<i>Student Success</i>		
<i>Anticipation</i>		<i>Survival</i>	<i>Disillusionment</i>		<i>Rejuvenation</i>		<i>Reflection</i>	

*Adapted from edTPA, Stanford Center for Assessment, Learning, & Equity (2016).

Professional Development Themes/Topics (Select 3 Topics)

Themes	Know your Students	Providing Feedback	Knowing When your Students Know	Justifying Planning Decisions
Professional Development Presentation Topics*	Match Your Teaching to Your Learners Positive Interactions and Student Engagement Planning to Meet Students' Needs	Effective Classroom Management Feedback and Assessment – Know the Basics Providing Feedback for Learning	Ending on a High Note – Summarization, Rejuvenation, and Reflection Analyzing Student Learning	A Survival Guide to Successful Lesson Planning Effective Time Management Design Engaging Instruction 5 Key Elements of Effective Instruction Planning for Content Understanding

*Additional regional professional development topics may be selected based on needs identified by participating teachers, school & district leaders, & NC NTSP instructional coaches. Session timing will be discussed with school & district leaders to meet the needs of beginning teachers.

HOW YOU CAN JOIN IN 2018-19



NC New Teacher Support Program Commitments

During their first three years of teaching, NC NTSP teachers receive:

- Three days of practical instructional skills and networking with NC NTSP Instructional Coaches and first-year teachers at the NC NTSP Institute “boot camp”
- In-person and virtual coaching visits with their Instructional Coach, on average one time per week
- Professional development aligned with their needs and school and district goals
- Access to the expertise of a regional public university
- Impact data from a rigorous external evaluation

Partner Commitments

- Ensure teachers fully understand and participate in the core elements of the program
- Provide estimates and final counts of participants (*may adjust participation throughout the year*)
- Provide financial support of \$2,200 per participating teacher
- Complete Memorandum of Understanding to confirm participation

QUALITY

EQUITY

COMMUNITY

“The NC NTSP has had one of the most profound & positive impacts on my career. It has helped me fill in the gaps of the day-to-day life of teaching you just do not get to experience as a student teacher or as an education student. This program has helped me get organized, communicate with parents effectively, manage my time properly, incorporate new teaching strategies into the classroom, & take charge of classroom management. The NC NTSP has made me a more effective & better prepared educator.” —*First-Year Teacher, ECU Region*



The NC New Teacher Support Program is seeking Instructional Coaches to manage and develop new teachers to envision and achieve results that ensure the short and long term success of their students. NC New Teacher Support Program Instructional Coaches will manage a cohort of teachers to establish ambitious and inspiring vision and goals, plan purposefully, and engage in data-based problem solving to increase student achievement. Instructional Coaches will gain valuable management and instructional leadership experience.

Instructional Coaches will also play an integral role in developing the broader support program, working closely with NC NTSP staff, school and district leadership, UNC system Schools of Education, and others to ensure that the web of support is effective for new teachers.

Candidate Profile:

Demonstrated Experience:

- Bachelor's degree and current NC teaching license required
- Minimum of two years teaching experience leading diverse groups of students to achieve ambitious, outcomes
- A strong record of measurable results in as a classroom teacher in a low-performing school
- A strong record of leading adult professional development (e.g. as a workshop facilitator, mentor teacher, etc.)
- A passion for teaching and for education and a belief that this program, the new teachers, and students will be highly successful

Knowledge, Skills, and Dispositions:

The candidate must be able to:

- collaborate in a professional environment
- collect and analyze data as well as implement related strategies
- model research-based best practices,
- identify practical, research-based resources (electronic, paper-based, human) to assist teachers in meeting their goals
- have crucial conversations with teachers about maintaining high expectations for students
- question in a way that promotes reflective practice,
- understand and work with diverse populations

Must have:

- strong oral and written communication, organization, time management, and advanced technology skills
- knowledge of NCSCOS, Common Core and Essential Standards
- knowledge of new North Carolina Induction Program and Mentor Standards
- knowledge of pedagogy and adult learning theory
- evidence of strong technology use
- effective communication skills to interact with a variety of stakeholders

Must be:

- approachable, personable and empathetic
- influencing and motivating to others
- a good listener
- a reflective practitioner
- outcomes-oriented
- willing to travel weekly and to work some weekends and evenings

Essential Duties & Responsibilities:

- Observe classroom practice and gather data; quickly assess strengths/weaknesses and use observation/data gathering to tailor support to teachers
- Assist new teachers in gathering and analyzing data (quantitative and qualitative) to reflect on students' performance and their practice
- Design and facilitate large and small group professional development sessions (face to face and online)
- Provide a variety of solutions to help teachers improve their practice and therefore student achievement (modeling, co-teaching, providing human/other resources, etc.)
- Serve as a thought-partner to new teachers on addressing school-based challenges; possibly connecting with mentor/administration
- Build positive culture within network of teachers in their region
- Develop knowledge of regional and LEA resources along with the University School Partnerships (USTEP)
- Implement structures to facilitate networking among new teachers
- Collaborate with LEA personnel
- Connect with other coaches; participate in professional development for coaches to improve practice