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Initial Results from the Race to the Top Evaluation of the North Carolina New Teacher Support Program

A Policy Brief

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INITIAL RESULTS FROM THE RACE TO THE TOP EVALUATION OF THE NORTH CAROLINA NEW TEACHER SUPPORT PROGRAM: A POLICY BRIEF

Executive Summary

To address the challenges faced by novice teachers in low-performing schools, North Carolina created the North Carolina New Teacher Support Program (NC NTSP) as part of its Race to the Top proposal. This brief presents results from the first full-year of NC NTSP implementation (2012-13).

Overall, analyses show that:

1. Students taught by NC NTSP teachers in the state's lowest-performing schools made significantly larger achievement gains in elementary and middle grades mathematics and reading than students taught by other novice teachers working in low-performing schools;
2. NC NTSP teachers in the state's lowest-performing schools were significantly more likely to return to the state's public schools overall, to the same Local Education Agency (LEA), and to the same school in the following year (2013-14) than other novice teachers working in low-performing schools; and
3. NC NTSP teachers in the state's lowest-performing schools rated the program's instructional coaching and professional development as more beneficial than their school-provided mentoring and professional development and also as more beneficial than other novice teachers rated their school provided-mentoring and professional development.

Limitations

The analyses presented in this brief reflect only the first full year of implementation for the NC NTSP and may not fully isolate the effect of the NC NTSP from other programs being implemented in low-performing schools. Specifically, one comparison analyzes NC NTSP teachers receiving multiple RttT services versus novice teachers in low-performing schools without any RttT supports. Any differences in outcomes between these groups may be attributable to the effects of other RttT programs. A second comparison analyzes NC NTSP teachers versus novice teachers in RttT schools that declined participation in the NC NTSP. Any differences in outcomes between these groups may be attributable to other factors related to these schools' non-participation.

Conclusion

While these results are only from one year of the program and cannot be exclusively linked to the effects of the NC NTSP, they suggest that the NC NTSP provides novice teachers in low-performing schools with the skills and tools they need to better promote student achievement and to persist in the teaching profession. Continued research, including a larger sample of teachers and additional years of data, is necessary to support this preliminary evidence of program effectiveness.

Introduction

Twenty-five years ago, teachers with 15 years of experience were the largest group of teachers in the United States teacher workforce. Today, first-year teachers are the largest group, and one-quarter of the teacher workforce—both nationally and in North Carolina—has less than five years of experience. This change in the teacher workforce raises concerns for three reasons. First, on average, students taught by novice teachers make significantly smaller achievement gains than do students taught by more experienced teachers. Second, novice teachers are significantly more likely to exit the profession, with one-third leaving teaching during their first three years. This turnover costs LEAs approximately \$12,000 per departing teacher in replacement costs and often results in the hiring of novice teachers to fill open positions. Finally, since novice teachers are more likely to work in high-poverty, high-minority, and low-performing schools, the adverse effects of novice teachers are experienced disproportionately by the students most in need of high-quality teachers.

Therefore, to improve the performance and retention of novice teachers who work in the state's lowest-performing schools, North Carolina created the North Carolina New Teacher Support Program (NC NTSP) as part of the state's Race to the Top (RttT) proposal. The NC NTSP is implemented by the University of North Carolina General Administration (UNC-GA), in partnership with the North Carolina Department of Public Instruction (NCDPI), and is administered through a central NC NTSP office and four regional anchor sites located at UNC system institutions. To support novice teachers, the NC NTSP provides institutes (multi-day training sessions held prior to and early in the school year), intensive face-to-face and virtual instructional coaching, and six professional development sessions held throughout the academic year. The program started with a limited implementation in the 2011-12 academic year and then scaled up to provide induction supports to more than 500 novice teachers in 2012-13 and 1,000 novice teachers in 2013-14.

The Consortium for Educational Research and Evaluation—North Carolina (CERE NC) was contracted to provide an independent evaluation of North Carolina's \$400 million RttT grant activities. The roles of the Evaluation Team are to (1) document the activities of the RttT initiatives; (2) provide timely formative data, analyses, and recommendations to help the initiative teams improve their ongoing work; and (3) provide summative evaluation results in the final RttT-funded year of the project to determine whether the RttT initiatives met their goals and to inform future policy and program decisions to sustain, modify, or discontinue initiatives after the grant-funded period.

The purpose of this brief is to report findings for three primary evaluation questions for the 2012-13 cohort¹ of NC NTSP teachers:

1. What is the impact of the NC NTSP on teacher value-added and evaluation ratings?
2. To what extent does participation in the NC NTSP impact persistence in teaching?
3. What are teachers' perceptions of the quality and benefits of the NC NTSP?

¹ Please note that 2013-14 evaluation data is currently being analyzed for inclusion in the final summative report (scheduled for release in May 2015).

Evaluating the NC NTSP

The Evaluation Team implemented a comparison group design to contrast the outcomes of NC NTSP teachers with those of other novice teachers working in low-performing schools. To do so, the Evaluation Team defined the treatment sample for the 2012-13 academic year as all first- and second-year teachers who began receiving NC NTSP services by December 2012 and who worked in schools that were eligible for and agreed to participate in the NC NTSP. Eligible schools are those that were in the lowest five percent of all schools in terms of student achievement, as well as those schools with graduation rates below 60 percent in the year before RttT began (hereafter referred to as “RttT schools”). In total, this group consisted of 342 novice teachers working in 59 RttT schools across 16 LEAs in the 2012-13 academic year.^{2,3} Isolating the impact of the NC NTSP on these participating teachers is particularly challenging because several other RttT interventions also were concentrated in these RttT schools over the same time period. The most notable was the District and School Transformation (DST) initiative, which provided regular professional development and coaching designed to improve the effectiveness and retention of teachers in RttT schools.

To address these challenges, the Evaluation Team created two different comparison groups to better isolate the impact of the NC NTSP. For the first group, the Evaluation Team identified schools in the bottom decile of performance in the 2011-12 academic year that were not eligible for and did not receive NC NTSP services in 2012-13 (non-RttT schools) and created a comparison group of all the first- and second-year teachers who began working in these schools by December 2012. In total, this group, labeled *Non-RttT Comparison*, consisted of 1,011 teachers working in 147 schools across 48 LEAs. For the second group, the Evaluation Team identified RttT schools that were eligible for but did not participate in the NC NTSP in 2012-13 and created a comparison group of all the first- and second-year teachers who began working in these schools by December 2012. In total, this group, labeled *NC NTSP Eligible Comparison*, consisted of 194 teachers working in 32 schools across 18 LEAs.⁴

Like the NC NTSP sample, both of these comparison groups consist of novice teachers working in low-performing schools. The *Non-RttT Comparison* group provides a larger sample for analyses; however, since it is comprised of schools that did not receive RttT services, comparisons to this group do not allow for isolation of the impact of the NC NTSP from other RttT programs. The *NC NTSP Eligible Comparison* group addresses this concern by comparing NC NTSP teachers to novice teachers who received other RttT supports (primarily through DST). Because this group is much smaller, however, it provides less statistical power for detecting differences in outcomes. In addition, these schools declined to participate in the NC

² 245 of these teachers were in their first year of teaching and 97 were in their second year of teaching. Of the 97 second-year teachers, 11 received NC NTSP services in 2011-12 (initial program year); the remaining 86 were new to the program in 2012-13.

³ All together—across RttT schools participating in the NC NTSP, non-RttT schools participating in the NC NTSP, and schools/teachers who entered the NC NTSP after December 2012—the NC NTSP provided comprehensive induction services to 544 teachers working in 78 schools and 20 LEAs throughout the 2012-13 school year.

⁴ The Evaluation Team excluded Teach For America (TFA) corps members from the NC NTSP sample, the *Non-RttT Comparison* sample, and the *NC NTSP Eligible Comparison* sample because TFA corps members: (1) are significantly more likely to exit teaching after their two-year service commitment; (2) are significantly more effective, on average, than other novice teachers; and (3) already receive induction services from TFA, and thus, did not fully participate in the NC NTSP.

NTSP for reasons that are unknown; therefore, the analyses may not take into account other factors related to their non-participation.

Table 1 presents school characteristics for the NC NTSP sample and for each of the comparison groups. Overall, teachers in the evaluation sample worked in low-performing schools (performance composites of approximately 20 percent, compared to composites of approximately 44 percent for all other North Carolina public schools). NC NTSP teachers taught in schools with higher percentages of free and reduced-price lunch students and African-American students and with higher short-term suspension rates than did the teachers in either group of comparison schools. The sections that follow address each research question and provide additional details regarding the sample and methods.

Table 1: 2012-13 School Characteristics for the NC NTSP and Comparison Groups

Characteristic	NC NTSP Sample	Non-RttT Comparison Group	NC NTSP Eligible Comparison Group
Demographics			
Free and Reduced-Price Lunch Percentage	93.58	85.92**	87.15⁺
Percentage African-American	71.79	48.55**	54.13**
Percentage Hispanic	14.20	21.04**	21.28*
Short-term Suspension Rate (Per 100 Students)	48.86	33.52**	27.56**
Violent Acts Rate (Per 1000 Students)	12.24	10.96	4.82**
Total Per-Pupil Expenditures	\$11001.01	\$10052.76⁺	\$11136.66
Performance Composite	20.04	23.25**	22.55
Novice Teacher Percentage	32.98	27.19**	26.59**
School Level			
Elementary/Elementary-Middle Combination	35 (59.32%)	89 (60.54%)	23 (71.88%)
Middle School	10 (16.95%)	24 (16.33%)	2 (6.25%)
High School	14 (23.73%)	33 (22.45%)	7 (21.88%)
K-12 School	0 (0.00%)	1 (0.68%)	0 (0.00%)
Distribution			
Total Number of LEAs	16	48	18
Total Number of Schools	59	147	32
Total Number of Teachers	342	1011	194
Percentage First-Year Teachers	71.64%	59.64%	59.79%
Percentage Second-Year Teachers	28.36%	40.36%	40.21%

Note: This table displays school-level descriptive data for the schools in the NC NTSP sample and the comparison groups. The Evaluation Team tested for significant differences between the NC NTSP sample and comparison samples (*Non-RttT* and *NC NTSP Eligible*) for the school demographic characteristics presented in the top panel of Table 1. +, *, and ** indicate statistically significant differences at the 0.10, 0.05, and 0.01 levels, respectively.

Impact of the NC NTSP

Impact on Novice Teacher Value-Added and Evaluation Ratings

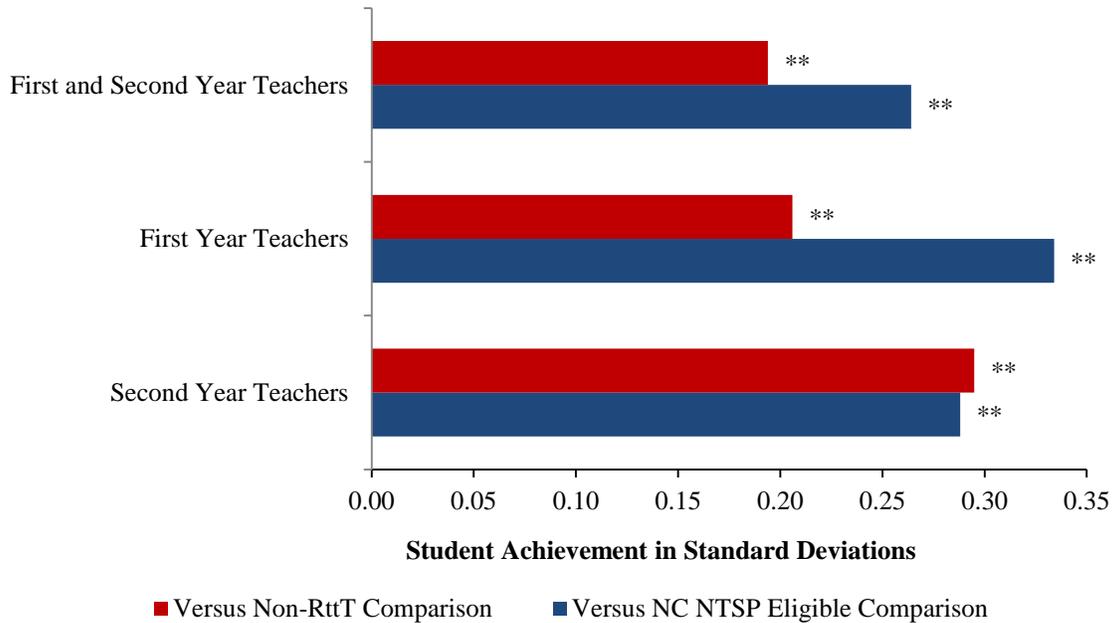
To assess the performance of NC NTSP teachers, the Evaluation Team began by estimating the value teachers added to student achievement. For these models, the Evaluation Team did not use the official value-added estimates (EVAAS) the state uses for assessing teacher effectiveness for Standard 6 of the North Carolina Professional Teaching Standards (NCPTS). Instead, the Evaluation Team specified models with students' standardized test scores as the outcome variable and an extensive set of student, classroom, teacher, and school characteristics to help isolate the impact of the NC NTSP on student achievement.⁵ Given the small sample of teachers from the NC NTSP group and the comparison groups who taught a tested-grade/subject, the Evaluation Team combined data from elementary and middle grades (4-8) and ran separate value-added models in mathematics and reading.⁶ In addition, the Evaluation Team estimated three models: one for first- and second-year teachers combined, to assess the overall impact of the NC NTSP on the value teachers added to student achievement; and two for first- and second-year teachers separately, to assess whether the value teachers added to student achievement differed by experience level.

Figure 1a (following page) shows that, for both the combined sample and the separate first- and second-year teacher samples, students taught by NC NTSP teachers made significantly larger achievement gains than students taught by *Non-RttT* and *NC NTSP Eligible Comparison* sample teachers in mathematics. Likewise, Figure 1b (following page) indicates that, for both the combined sample and for the separate first- and second-year teacher samples, students taught by NC NTSP teachers made significantly larger achievement gains than students taught by *Non-RttT* and *NC NTSP Eligible Comparison* sample teachers in reading. The sizes of these effects are large—approximately 20 to 30 percent of a standard deviation in mathematics student achievement and 10 to 20 percent of a standard deviation in reading student achievement—and suggest that the induction components of the NC NTSP benefit the performance of novice teachers in low-performing schools. To put these results into perspective, when the same value-added models include *all* first- and second-year teachers in North Carolina, the average difference in achievement gains for students taught by first-year versus second-year teachers is approximately five percent of a standard deviation in mathematics and three percent of a standard deviation in reading. Thus, these findings reflect an effect four to five times greater than the expected improvement due to teacher experience alone.

⁵ The Evaluation Team estimated ordinary least squares (OLS) regression models where the dependent variable was an individual student's test score in mathematics or reading (standardized within subject, grade, and year) and clustered standard errors at the school level to account for dependence in the data. These models only included data for students taught by NC NTSP or comparison sample teachers. In these models, the adjusted-average achievement gains of students taught by NC NTSP teachers (reference group) were compared with the adjusted-average achievement gains of students taught by *Non-RttT* and *NC NTSP Eligible Comparison* sample teachers. To estimate these value-added models, the Evaluation Team used student test score and demographics data, classroom rosters, personnel files, and school characteristics files provided by NCDPI.

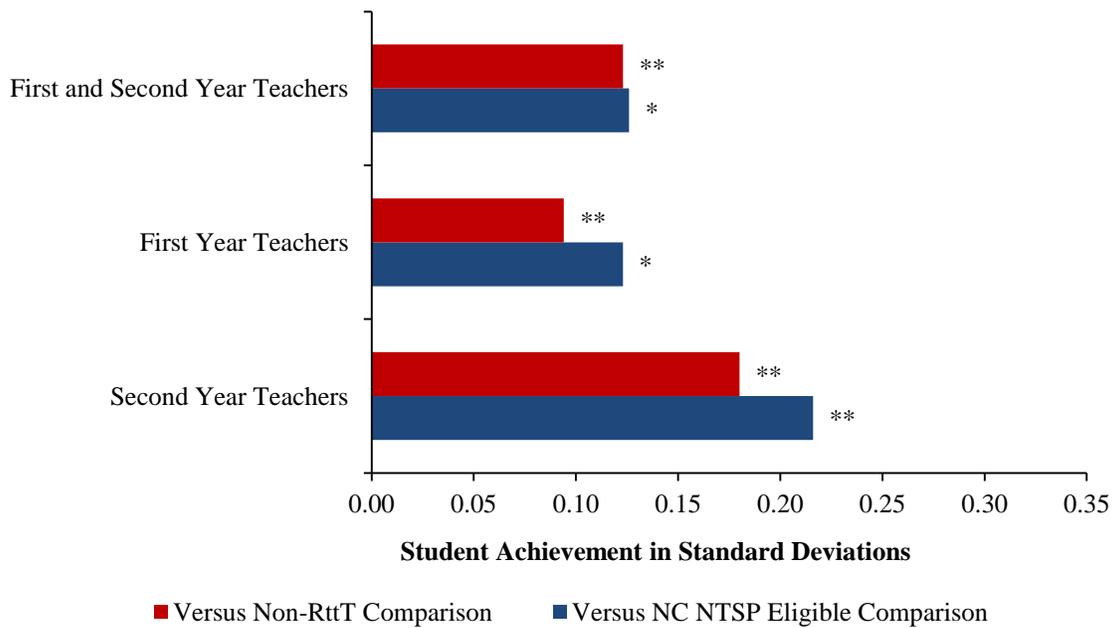
⁶ There are 60 NC NTSP teachers, 204 *Non-RttT* comparison sample teachers, and 49 *NC NTSP Eligible Comparison* sample teachers included in these value-added analyses.

Figure 1a: The Difference in Teacher Value-Added in Mathematics for NC NTSP Teachers vs. Comparison Sample Teachers



Note: +, *, and ** indicate statistically significant differences between NC NTSP teachers and the comparison groups at the 0.10, 0.05, and 0.01 levels, respectively.

Figure 1b: The Difference in Teacher Value-Added in Reading for NC NTSP Teachers vs. Comparison Sample Teachers



Note: +, *, and ** indicate statistically significant differences between NC NTSP teachers and the comparison groups at the 0.10, 0.05, and 0.01 levels, respectively.

Since only a minority of teachers teach in a tested-grade/subject and many important aspects of teaching will not be fully captured by teachers' value added to student achievement, the Evaluation Team also analyzed teachers' observation-based evaluation ratings on the NCPTS. There are five Standards directly assessed by principals—Demonstrating Leadership, Establishing a Respectful Classroom Environment, Content Knowledge, Facilitating Student Learning, and Reflecting on Practice—and for each Standard school principals rate teachers at one of five levels—Not Demonstrated, Developing, Proficient, Accomplished, and Distinguished. In these models, teachers' evaluation ratings were the outcome variable, and the models controlled for teacher experience and school characteristics to help isolate the impact of the NC NTSP on teachers' ratings.⁷ As with the models estimating teachers' value added to student achievement, the Evaluation Team estimated a combined model for first- and second-year teachers and separate models for each experience level. While the direction of results from these models suggested that NC NTSP teachers often had higher evaluation ratings, on average, than their *Non-RttT* and *NC NTSP Eligible Comparison* sample peers, only one result—comparing first-year NC NTSP teachers with first-year *NC NTSP Eligible Comparison* sample teachers on Standard Five, Reflecting on Practice—was positive and statistically significant.

Impact on Persistence in Teaching

To determine whether NC NTSP teachers were more likely to remain in teaching than their *Non-RttT* and *NC NTSP Eligible Comparison* sample peers, the Evaluation Team estimated the probability that an NC NTSP teacher and a teacher from each of the comparison samples would return to teaching.⁸ Specifically, the Evaluation Team estimated models for three types of retention: (1) returning to any North Carolina public school in 2013-14; (2) returning to the same LEA in 2013-14; and (3) returning to the same *school* in 2013-14.

These analyses do not present unadjusted teacher retention percentages; instead, to predict the impact of the NC NTSP on teacher retention, they control for teacher and school characteristics that may influence teacher persistence. As with the previous impact analyses, the Evaluation Team estimated models for first- and second-year teachers combined, to assess the overall impact of the NC NTSP on teacher retention, as well as the impact for first- and second-year teachers separately, to assess whether retention effects differed by experience level.

⁷ The Evaluation Team estimated ordered logistic regression models where the outcome variable was a teacher's evaluation rating on a 1-5 scale (where 1 was Not Demonstrated and 5 was Distinguished). These models only included evaluation ratings for NC NTSP and comparison sample teachers and clustered standard errors at the school level to account for dependence in the data. In these models, the adjusted-average evaluation ratings of NC NTSP teachers (reference group) were compared with the adjusted-average evaluation ratings of *Non-RttT* and *NC NTSP Eligible Comparison* sample teachers. To estimate these evaluation rating models, the Evaluation Team used teacher evaluation rating data, personnel files, and school characteristics files provided by NCDPI.

⁸ The Evaluation Team estimated logistic regression models where the outcome variable was a '1' if the teacher returned to North Carolina public schools, the same LEA, or the same school in the 2013-14 year, and a '0' if she or he did not. The sample for these analyses only included NC NTSP and comparison sample teachers. These models controlled for teacher experience and school characteristics, to help isolate the impact of the NC NTSP on teacher retention, and they clustered standard errors at the school level to account for dependence in the data. In these models, the adjusted-average retention outcomes of NC NTSP teachers (reference group) were compared with the adjusted-average retention outcomes of *Non-RttT* and *NC NTSP Eligible Comparison* sample teachers. Post-estimation, the Evaluation Team converted the odds ratios to predicted probabilities (at the mean values for control variables) to facilitate easier interpretation of the results. To estimate these retention models, the Evaluation Team used certified salary data, personnel files, and school characteristics files provided by NCDPI.

Table 2 presents predicted probabilities for three types of teacher retention. Overall, NC NTSP teachers were predicted to be significantly more likely to return to North Carolina public schools than *Non-RttT Comparison* sample teachers in both the combined and first-year teacher models (87.70 and 87.94 percent predicted probabilities of retention for NC NTSP teachers, compared to predicted probabilities of 82.37 and 78.29 percent for *Non-RttT Comparison* sample teachers). Regarding LEA and school retention, NC NTSP teachers were predicted to be significantly more likely to return than *Non-RttT* and *NC NTSP Eligible Comparison* sample teachers in both the combined and first-year teacher models. Taken together, these results suggest that the NC NTSP increased the persistence of first-year teachers, overall, and particularly increased the persistence of first-year teachers in their low-performing schools.

Table 2: Predicted Probabilities for Returning in the 2013-14 School Year

	Returns to NC Public Schools			Returns to the Same LEA			Returns to the Same School		
	<i>1st and 2nd Year Teachers</i>	<i>1st Year Teachers</i>	<i>2nd Year Teachers</i>	<i>1st and 2nd Year Teachers</i>	<i>1st Year Teachers</i>	<i>2nd Year Teachers</i>	<i>1st and 2nd Year Teachers</i>	<i>1st Year Teachers</i>	<i>2nd Year Teachers</i>
NC NTSP	87.70[*]	87.94^{**}	84.16	79.71⁺	80.74[*]	75.75	74.81[*]	78.40^{**}	65.24
Non-RttT Comparison	82.37	78.29	88.27	72.77	69.29	77.95	65.33	63.20	68.63
NC NTSP	87.70	87.94	84.16	79.71⁺	80.74[*]	75.75	74.81[*]	78.40^{**}	65.24
NC NTSP Eligible Comparison	84.67	82.17	90.22	70.73	67.24	78.84	64.04	59.17	75.08

Note: This table displays predicted probabilities (at the mean values for all school control variables) for returning to NC public schools, the same LEA, and the same school in the 2013-14 academic year. +, *, and ** indicate statistically significant differences between the NC NTSP sample and the comparison samples at the 0.10, 0.05, and 0.01 levels, respectively.

Teachers' Perceptions of the Quality and Benefits of the NC NTSP

To assess NC NTSP teachers' perceptions of program quality and the perceptions of both NC NTSP and comparison sample (*Non-RttT*) teachers regarding school-provided novice teacher supports, school context, teaching practices, job satisfaction, and self-efficacy, the Evaluation Team partnered with North Carolina State University's College of Education to administer the *Perceptions of Success Inventory—Beginning Teachers* (PSI-BT) survey in the spring of 2013. Overall, 52 percent of NC NTSP teachers and 44 percent of *Non-RttT* comparison sample teachers responded.⁹ Subsequent analyses show that NC NTSP teachers who responded to the survey were more likely to attend a NC NTSP institute, received more NC NTSP instructional coaching visits, and attended more NC NTSP professional development sessions than their NC NTSP peers who did not respond to the survey. Therefore, extrapolating survey results to the full sample of NC NTSP and comparison sample teachers risks ignoring differences associated with non-response and should be done with caution.

This brief focuses on teachers' responses to the following survey questions (NC NTSP teachers answered all of the items listed below, while comparison sample teachers answered only the (b) items):

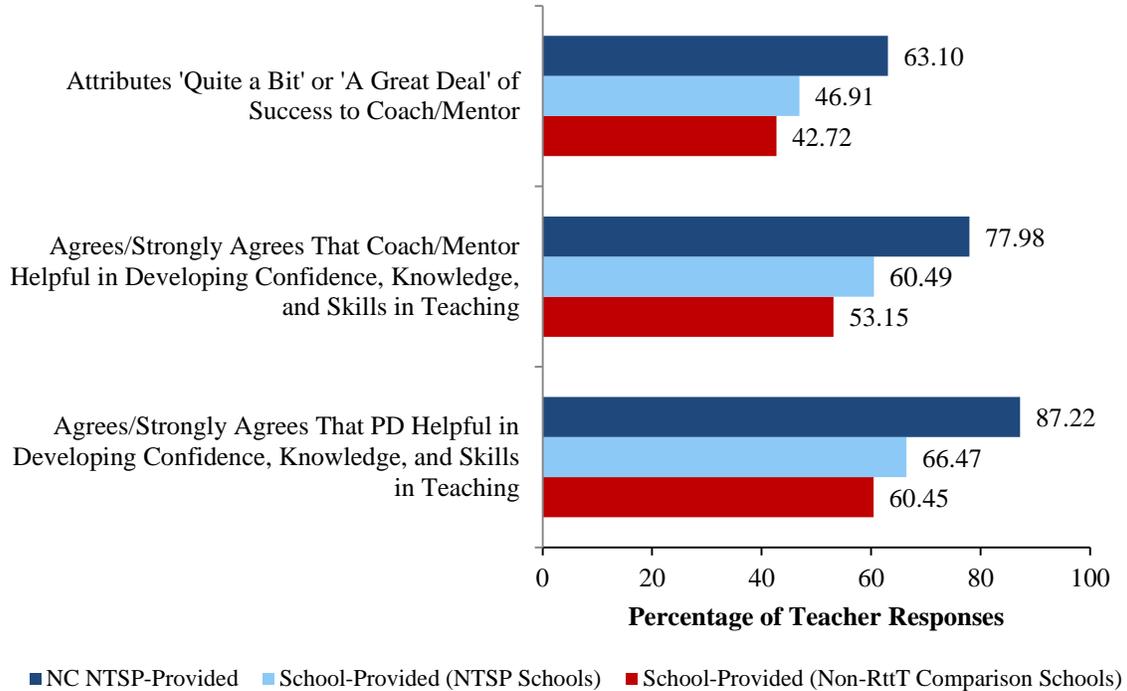
1. *Of the success you have had as a beginning teacher, what amount would you attribute to help from your (a) NC NTSP instructional coach and/or (b) school assigned mentor;*
2. *Overall my (a) NC NTSP instructional coach and/or (b) school assigned mentor has been helpful in developing my confidence, knowledge, and skills in teaching; and*
3. *Overall the professional development provided by (a) the NC NTSP and/or (b) my school has been helpful in developing my confidence, knowledge, and skills in teaching.*

As shown in Figure 2 (following page), NC NTSP teachers who responded to the survey viewed the program's instructional coaching and professional development as more beneficial than the mentoring and professional development provided by their schools and as more beneficial than the *Non-RttT* comparison sample rated their school-provided mentoring and professional development. Regarding instructional coaching, 63 percent of NC NTSP respondents attributed 'quite a bit' or a 'great deal' of their teaching success to assistance from their NC NTSP instructional coaches; only 47 percent of NC NTSP teachers and 43 percent of comparison sample teachers responded similarly for their school-provided mentors. Likewise, 78 percent of NC NTSP respondents agreed or strongly agreed with the statement that their NC NTSP instructional coaches were helpful in developing their confidence, knowledge, and skills in teaching; only 60 percent of NC NTSP teachers and 53 percent of comparison sample teachers responded similarly for their school-provided mentors. Finally, regarding professional development, 87 percent of NC NTSP respondents agreed or strongly agreed with the statement that their NC NTSP professional development was helpful in developing their confidence, knowledge, and skills in teaching; only 66 percent of NC NTSP teachers and 60 percent of comparison sample teachers responded similarly regarding their school-provided professional

⁹ In total, 170 NC NTSP teachers and 314 *Non-RttT Comparison* sample teachers responded to the survey.

development. Each of these differences—within the NC NTSP sample and between NC NTSP teachers and comparison sample teachers—was statistically significant.

Figure 2: Teacher Perceptions of NC NTSP Quality Relative to School-Provided Support



Note: Results for 'NC NTSP-Provided' refers to NC NTSP teachers' perceptions of NC NTSP induction services. Results for 'School-Provided (NTSP Schools)' refers to NC NTSP teachers' perceptions of their school-provided mentoring and professional development. Results for 'School-Provided (Non-RttT Comparison)' refers to *Non-RttT Comparison* sample teachers' perceptions of their school provided mentoring and professional development.

Conclusions

This brief examined NC NTSP teachers' effectiveness in the classroom (as measured by student achievement and evaluation ratings), retention in North Carolina public schools, and perceptions of program quality.

Limitations

There are three important considerations to note when interpreting the results. First, the analyses presented in this brief may not fully isolate the effect of the NC NTSP from other programs being implemented in low-performing schools. Comparisons between the NC NTSP and the *Non-RttT Comparison* group analyze teachers receiving multiple RttT services versus teachers without any RttT supports. While comparisons between the NC NTSP and the *NC NTSP Eligible Comparison* group assess outcomes for teachers receiving RttT supports, it is unknown why the *NC NTSP Eligible Comparison* group schools declined participation in the NC NTSP and the extent to which the factors related to non-participation may have affected their performance. Second, these results reflect only the first full-year of implementation for the NC NTSP; more years of evidence from a larger number of teachers and schools will allow for assessments of the program at scale and for assessments of whether program effects persist over time. Finally, it is possible that the difference between teacher value-added and evaluation results is due to the lack of variation in evaluation ratings;¹⁰ further research is needed to better understand this discrepancy.

Summary of Findings and Next Steps

With those limitations in mind, overall, the analyses show that: (1) students taught by NC NTSP teachers made significantly larger achievement gains in elementary and middle grades mathematics and reading than students taught by teachers from both comparison groups; (2) NC NTSP teachers were significantly more likely than their comparison sample peers to return to the state's public schools—overall, to the same Local Education Agency (LEA), and to the same school—in the following year (2013-14); and (3) NC NTSP teachers who responded to the PSI-BT survey rated the program's instructional coaching and professional development as more beneficial than their school-provided mentoring and professional development and also as more beneficial than the *Non-RttT Comparison* group rated their school-provided mentoring and professional development.

Taken together, results from the first full year of NC NTSP implementation suggest that the program provides novice teachers in the lowest-performing schools designated for RttT services with skills and tools to better promote student achievement and to persist in the teaching profession. Continued research, including a larger sample of teachers and additional years of data, is necessary to support this preliminary evidence of program effectiveness. Future research also should examine outcomes for the full sample of schools and teachers that received NC NTSP services.

¹⁰ In the evaluation sample, a large majority of teachers are rated as Proficient by their school principal. For example, across the five principal-assessed North Carolina Professional Teaching Standards, 75.32, 71.17, 76.51, 73.26, and 76.37 percent of teachers were rated as Proficient. Less than 1 percent of evaluation sample teachers were rated as Distinguished; less than 1 percent of evaluation sample teachers were rated as Not Demonstrated.

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