



ADVANCED
TEACHING ROLES

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TeachReadyNC
A Bold New Teacher Apprenticeship Initiative

Advanced Teaching Roles and TeachReadyNC
Presented to the NCGA Joint Legislative Education Oversight Committee
March 2026

Brenda Berg, President & CEO, BEST NC



ADVANCED TEACHING ROLES

Advanced Teaching Roles in North Carolina A Plan for Statewide Expansion

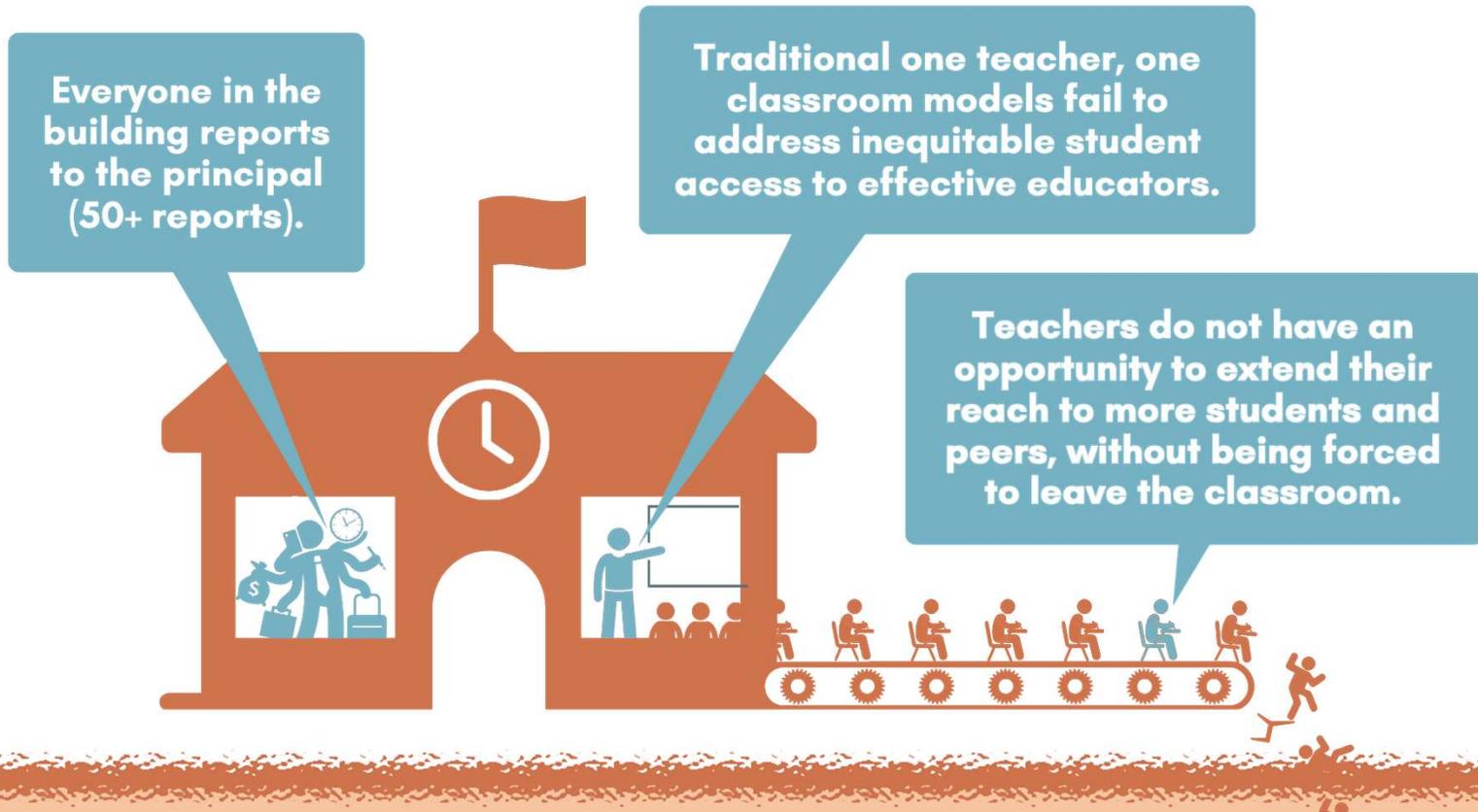
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**The best schools do one thing:
Invest in good people. Period. Full stop.**

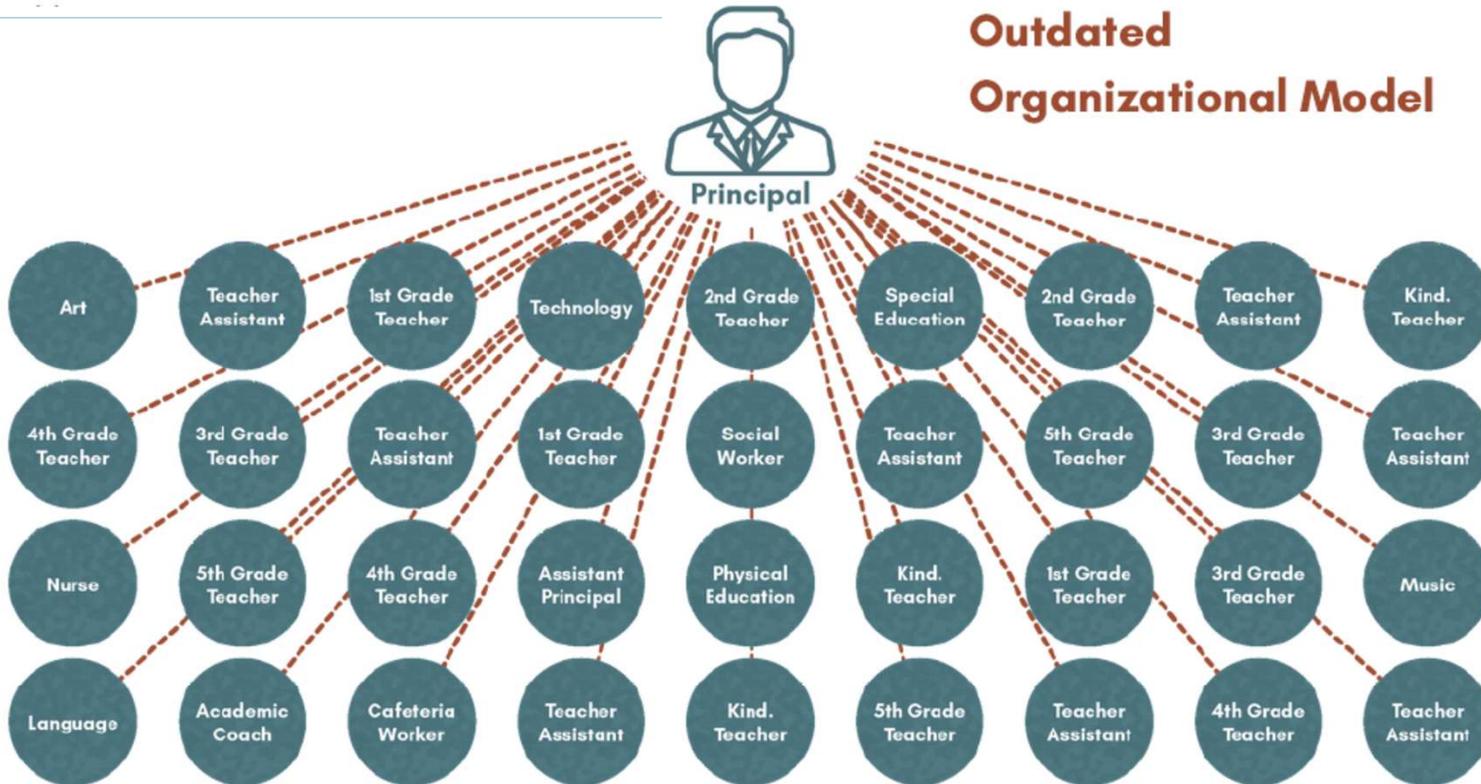
The System is Flawed, by Design

Classrooms were designed around a “factory” approach:



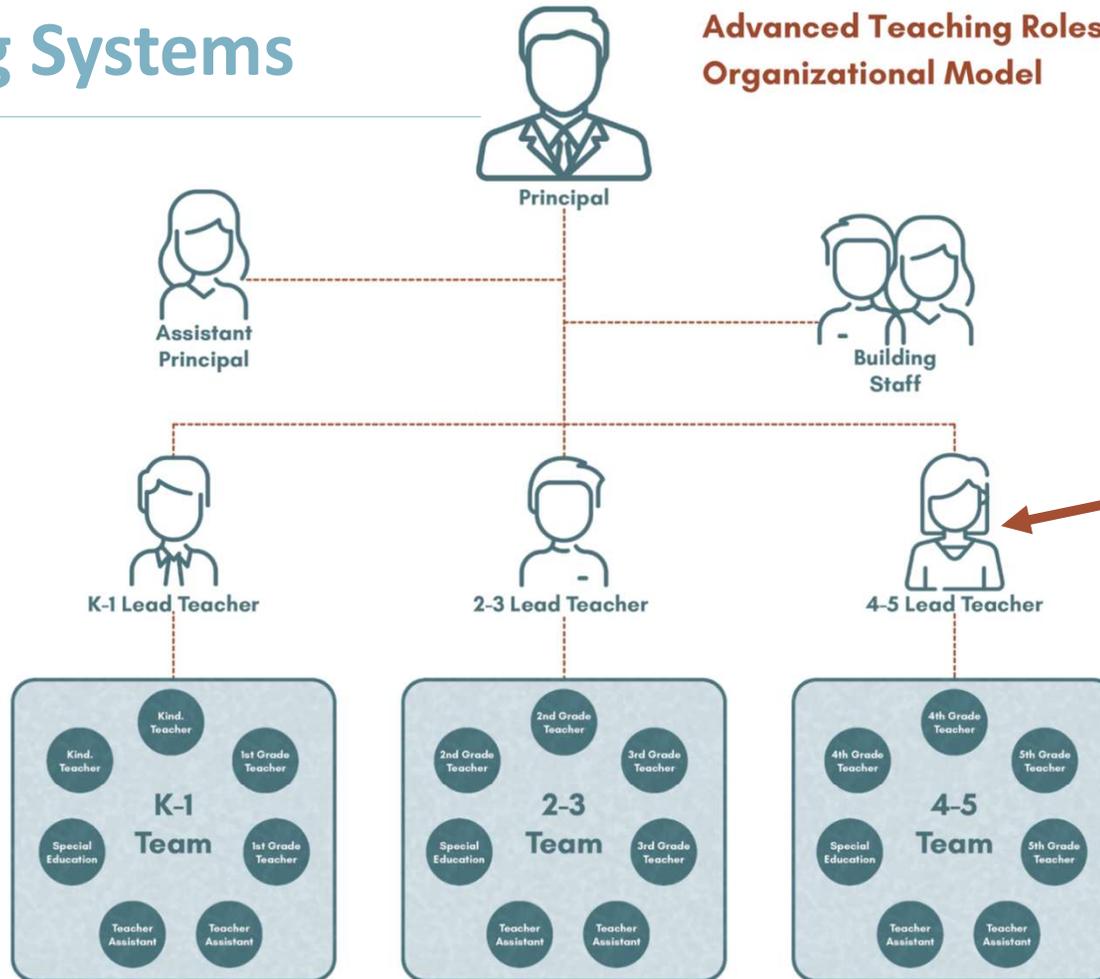
Rethinking Systems

Outdated Organizational Model



Rethinking Systems

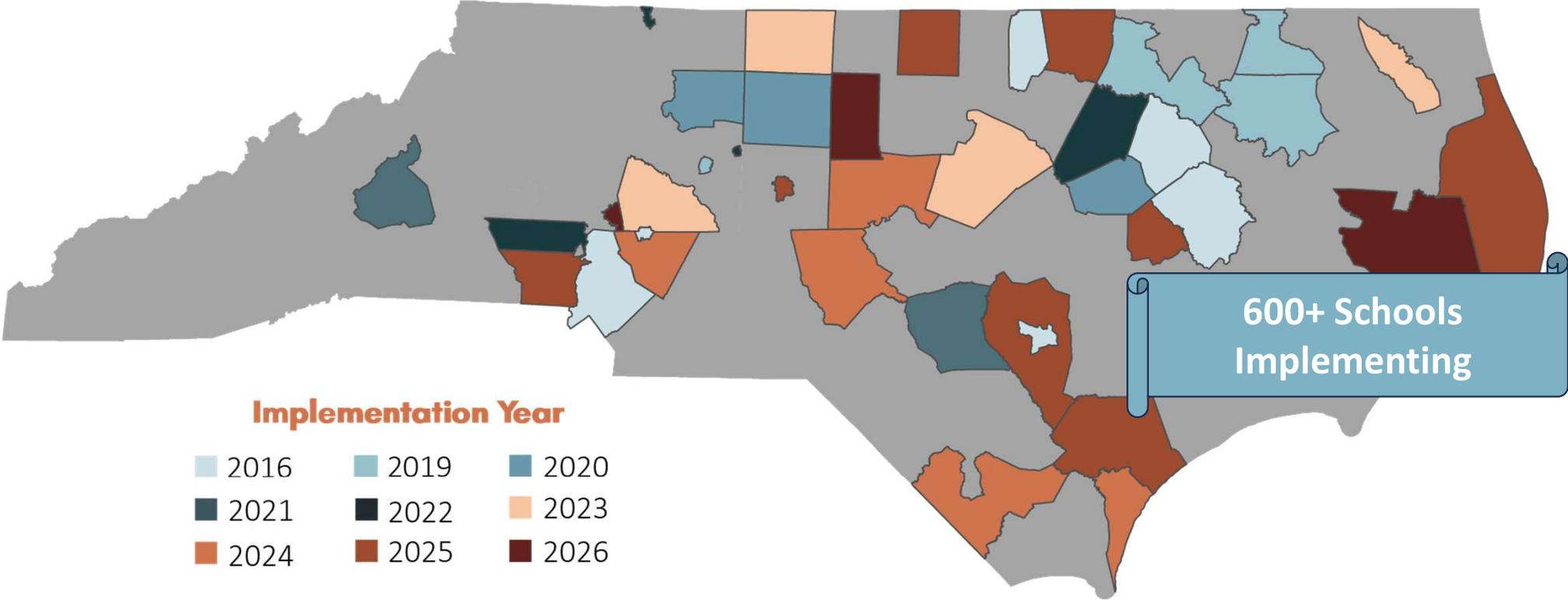
Advanced Teaching Roles Organizational Model



15% of Teachers are Adult Leadership
State Funding: \$10k
Maximum: \$21k

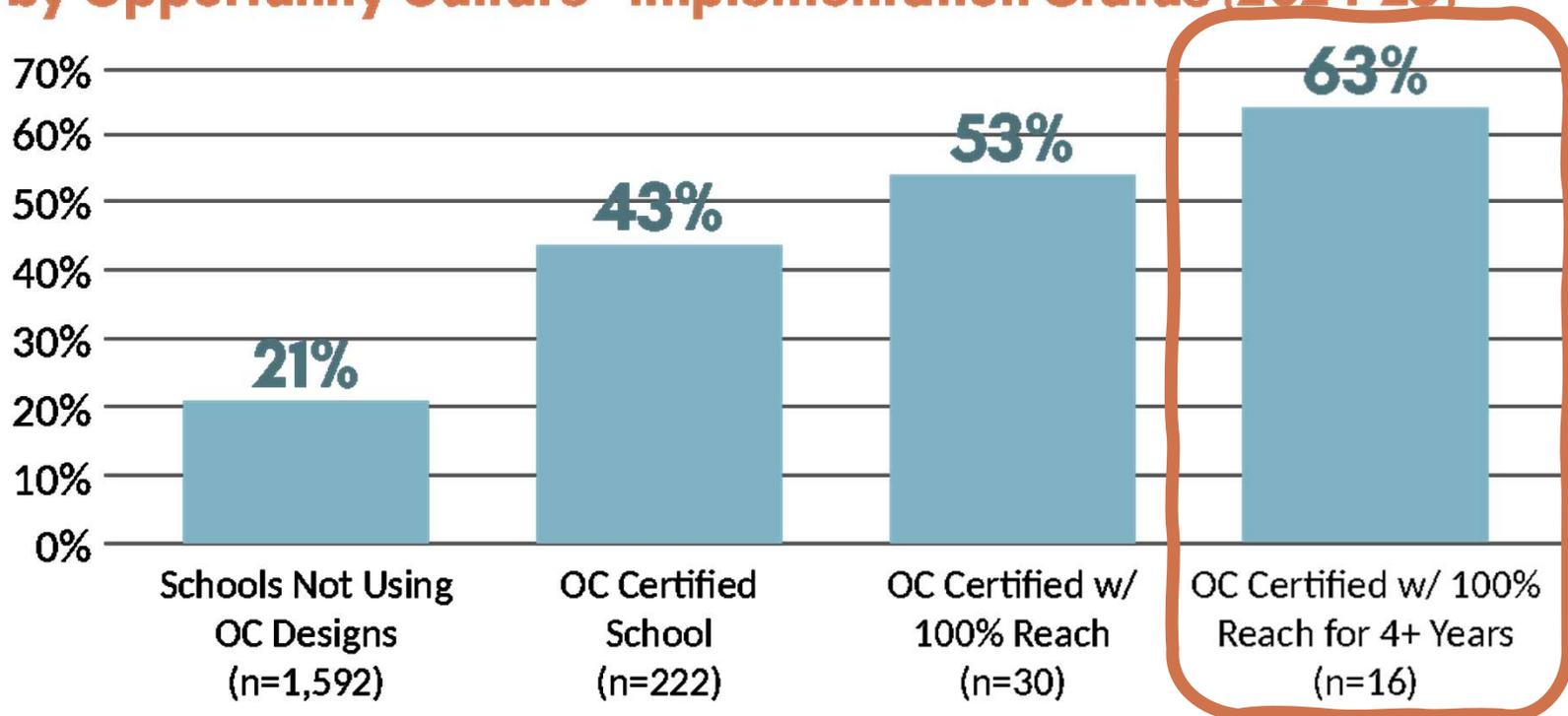
5% of Teachers are Classroom Excellence
State Funding: \$3k
Maximum: \$7k+

Districts with Advanced Teaching Roles™ (2026-27)



Student Impacts of Advanced Teaching Roles

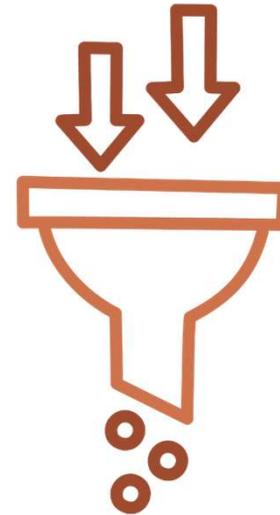
Percentage of NC Title I Schools Exceeding Expected Growth, by Opportunity Culture™ Implementation Status (2024-25)



Funding Challenges via Budgetary Constraints



Without funding, many non-Title I schools could not participate in the ATR initiative.



Schools that did implement could not do so fully, meaning only half the teachers were on a team.

ATR At Scale: A Bold Investment in Teacher Pay

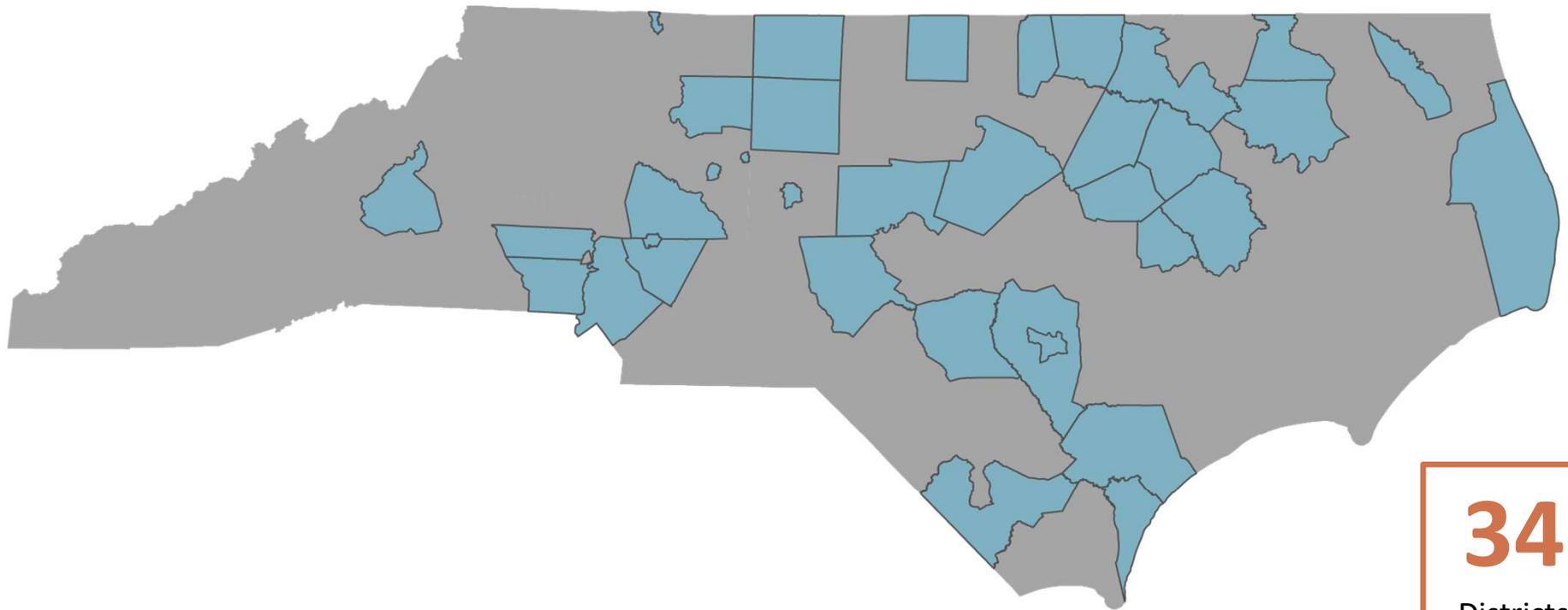


Statewide Scale:

- ✓ All 115 school districts within five years, every school within 8-10 years. (~16 districts per year)
- ✓ Teachers:
 - 20,000 ATR Leadership Positions
 - + 80,000 Teachers Receiving Improved Professional Support
 - = Every Teacher Benefits!
- ✓ \$200M in teacher pay increases, phased in over 8-10 years, supplemented by Title I funds of up to \$100M

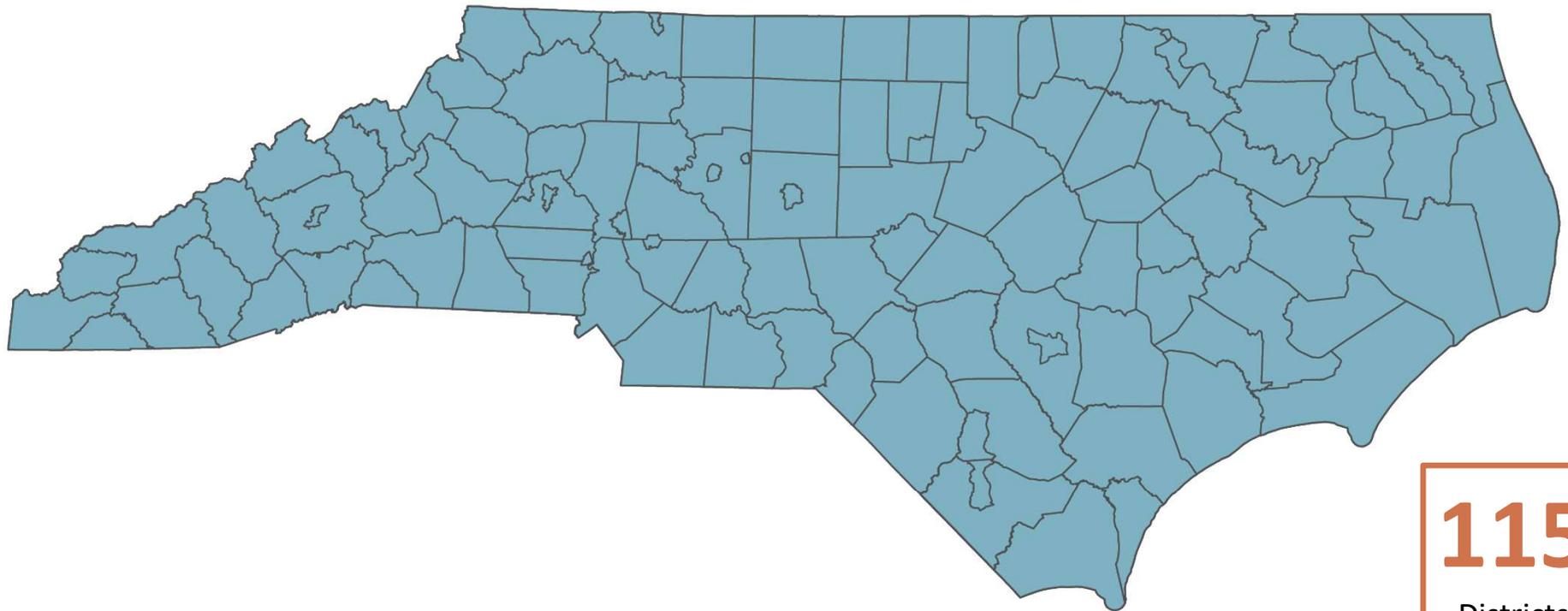
Student Outcomes: Improved Student Learning

ATR At Scale: Expanding ATR Statewide (2025-26)



34
Districts

ATR At Scale: Expanding ATR Statewide (2030-31)

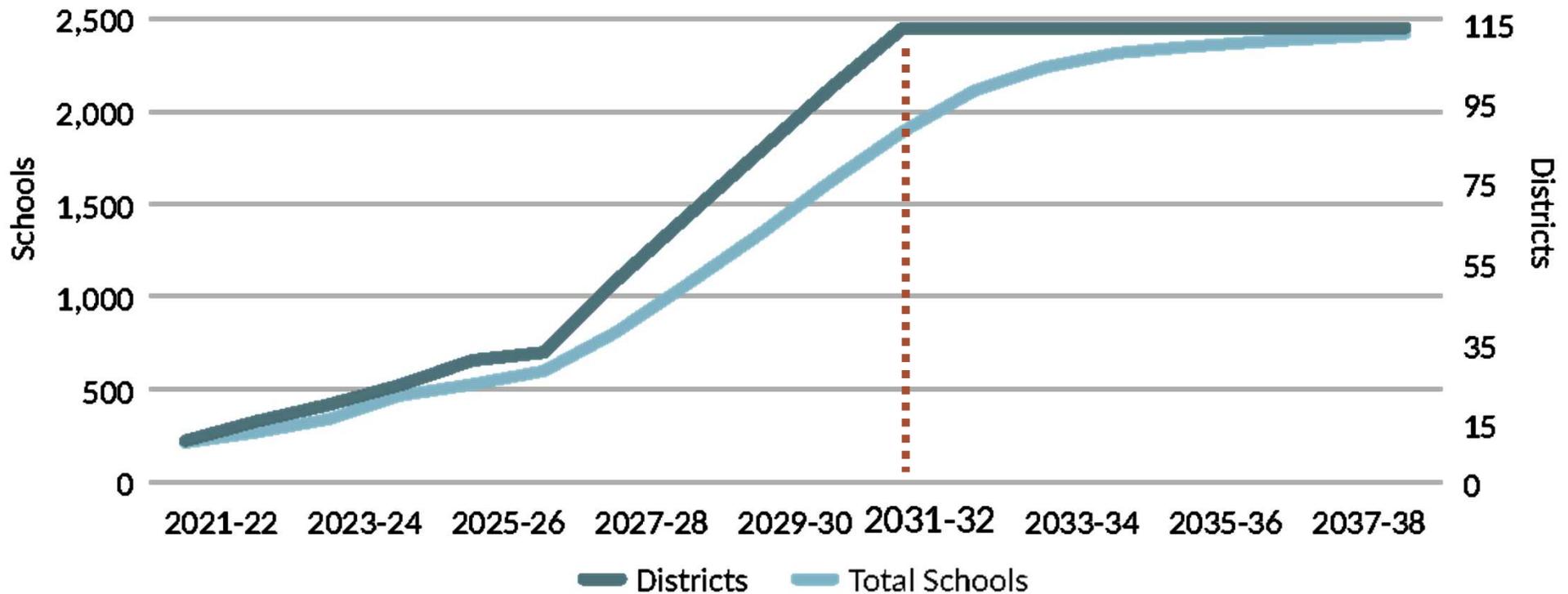


115
Districts

ATR At Scale: Expanding ATR Statewide



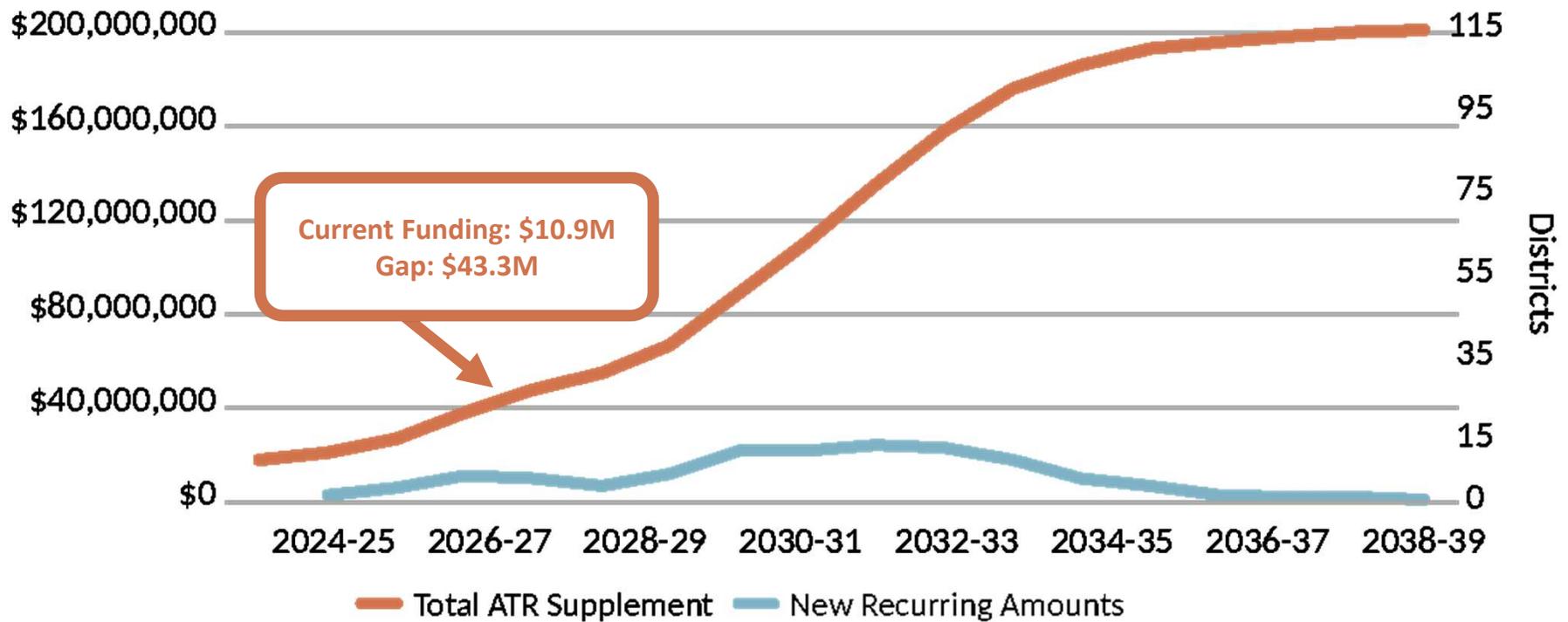
Projected ATR Adoption, by Districts and Schools



ATR At Scale: Expanding ATR Statewide



Projected Phase-In of ATR Supplements, with Benefits



Comparing Teacher Compensation Strategies



	Advanced Teaching Roles		Graduate Degree Pay (Master's Pay)	
Number of Teachers at Statewide Scale	100,000	✓	>37,000	
Student Impact	Significant	✓	Negligible	
Total Cost at Scale	\$200 Million	✓	\$290 Million	
Estimated Cost per Student	\$133/pp	✓	\$193/pp	
Increases Average Teacher Pay	YES	✓	YES	✓
Attracts Candidates to High-Need Schools	YES	✓	NO	
Improves Principal Resources w/ Distributed Leadership	YES	✓	NO	
Provides Teacher Pathways that Allow Them to Stay in Their Classrooms	YES	✓	NO	
Teacher Cost to Qualify	\$0	✓	\$10,000 - \$30,000	

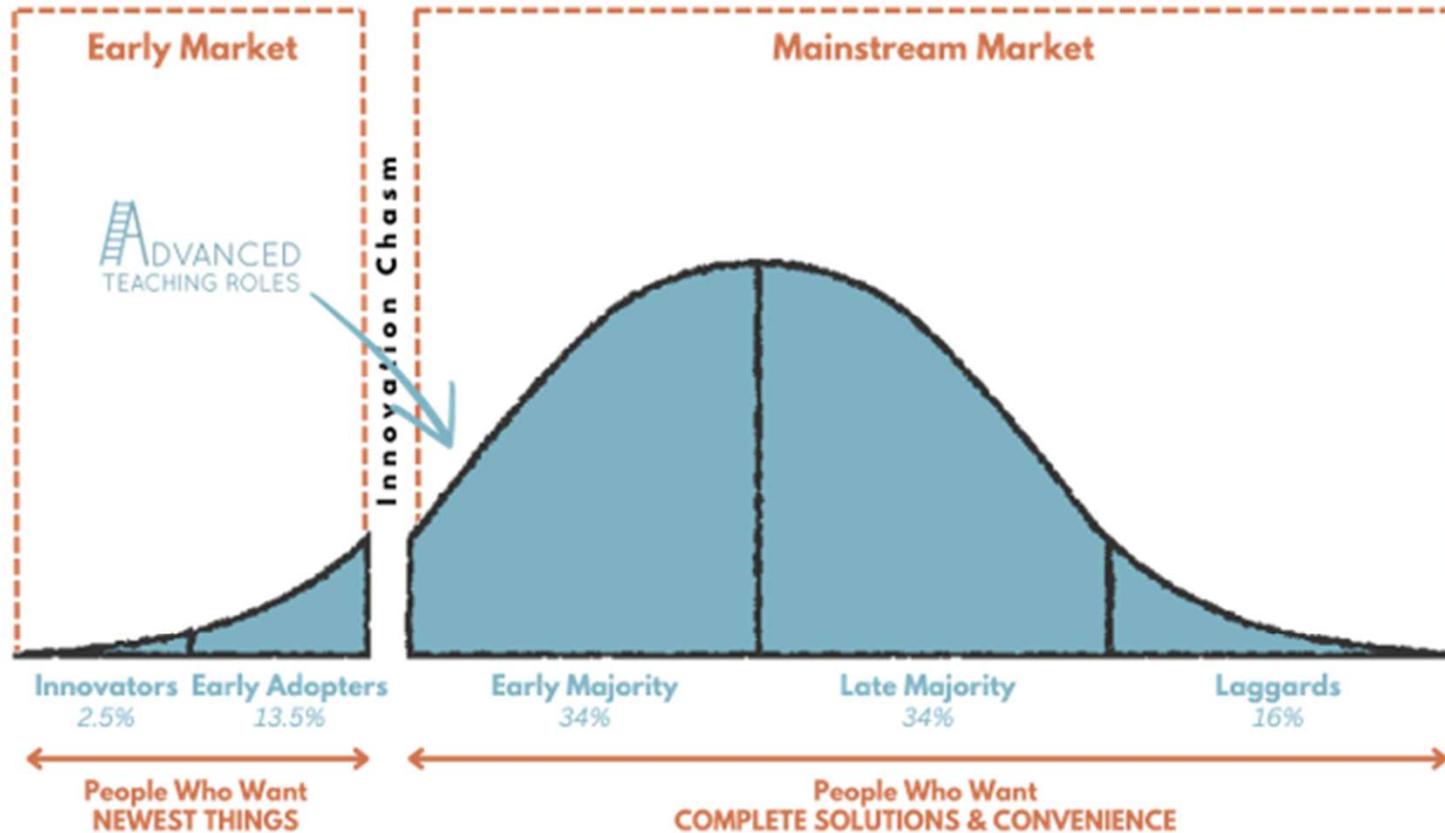
Advanced Teaching Roles Recommendations



- ✓ Fully fund the transition grants (+\$2 million more per year for each new 16 districts, then phase out when fully implemented)
- ✓ Fund salary supplements (+\$43 million, including benefits, will fund 5,000 ATR positions)
 - 15% Adult Leadership Teachers at \$10,000*
 - 5% of Classroom Excellence Teachers at \$3,000*
- ✓ Policy improvements, as needed

**Districts can use Title I and other funds to supplement these amounts. ATR Adult Leaders currently earn up to \$21k.*

Roger's Innovation Adoption Curve





TeachReadyNC Teacher Apprenticeship Pilots: Offering a Better Pathway Into Teaching for College Graduates

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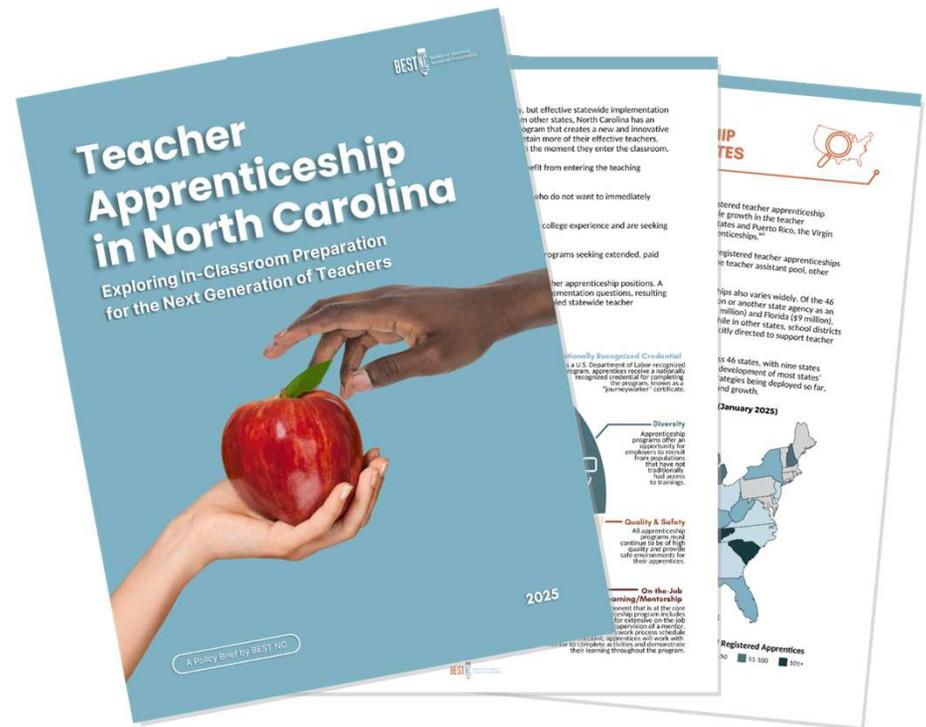
Jonathan Harris, Project Manager, TeachReadyNC

PLANNING PARTNERS:



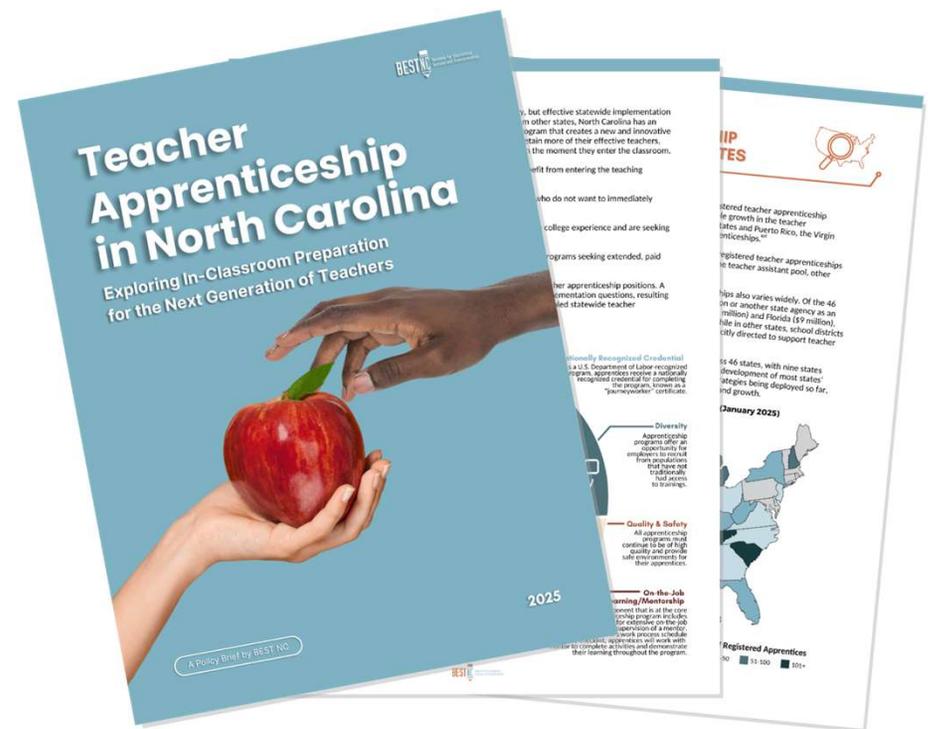
Teacher Apprenticeship Brief

Inspired by NC STRIDE and the Pathways to Excellence work, BEST NC collaborated with DPI and other education stakeholders to prepare a Teacher Apprenticeship brief, which launched in February 2025.



Three Candidate Pools for Apprenticeship

- ✓ High-potential teacher assistants and other classified employees
- ✓ Traditional educator preparation program (EPP) candidates
- ✓ College-educated professionals without formal training or experience, as an alternative to Permit-to-Teach or Emergency License



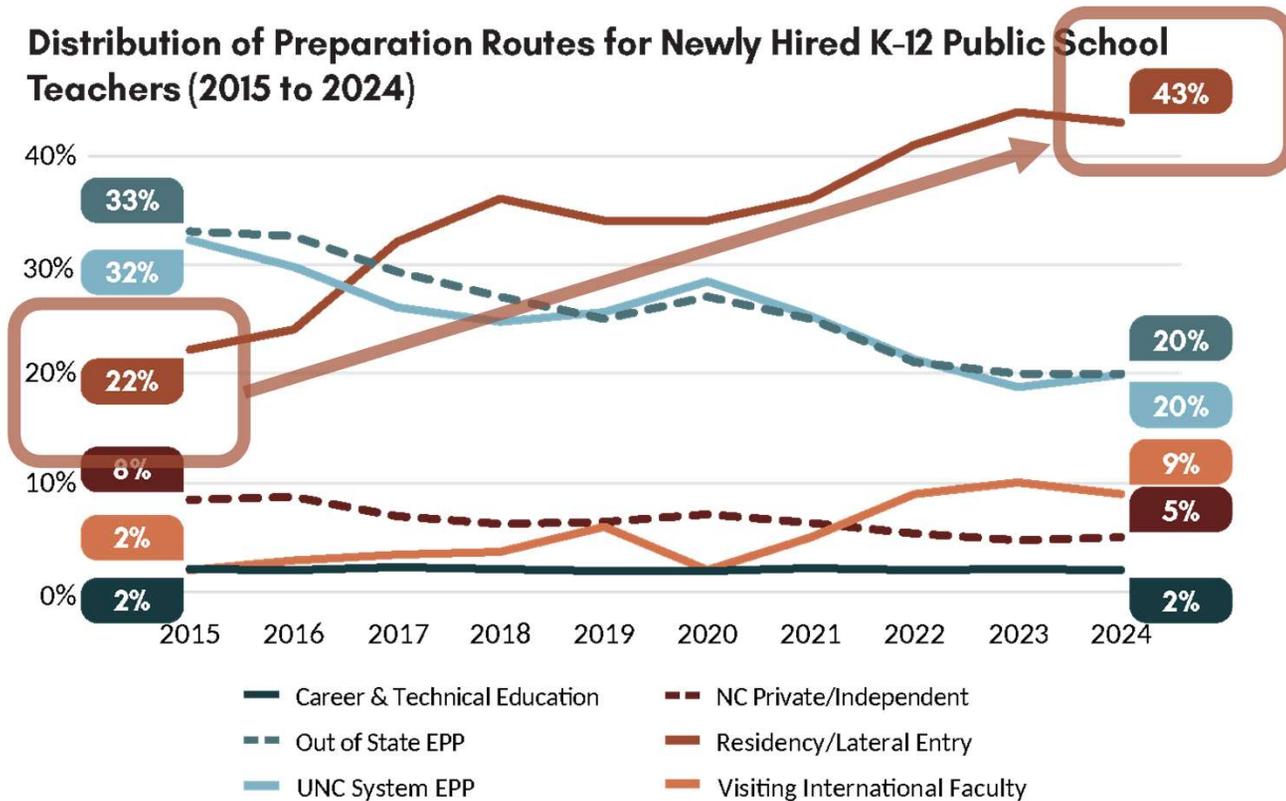
Three Candidate Pools for Apprenticeship

Type	TAs and Other Grow-Your-Own	Current EPP Students	TeachReadyNC*
Size/Year	~500	~2,000	2,000-3,000
Time	2-6 Years	Within Existing Coursework	1 Year
Impact	Uncertain	Modest	Substantial

**TeachReadyNC: Includes Permit-to-Teach, emergency, and residency-licensed teachers.*

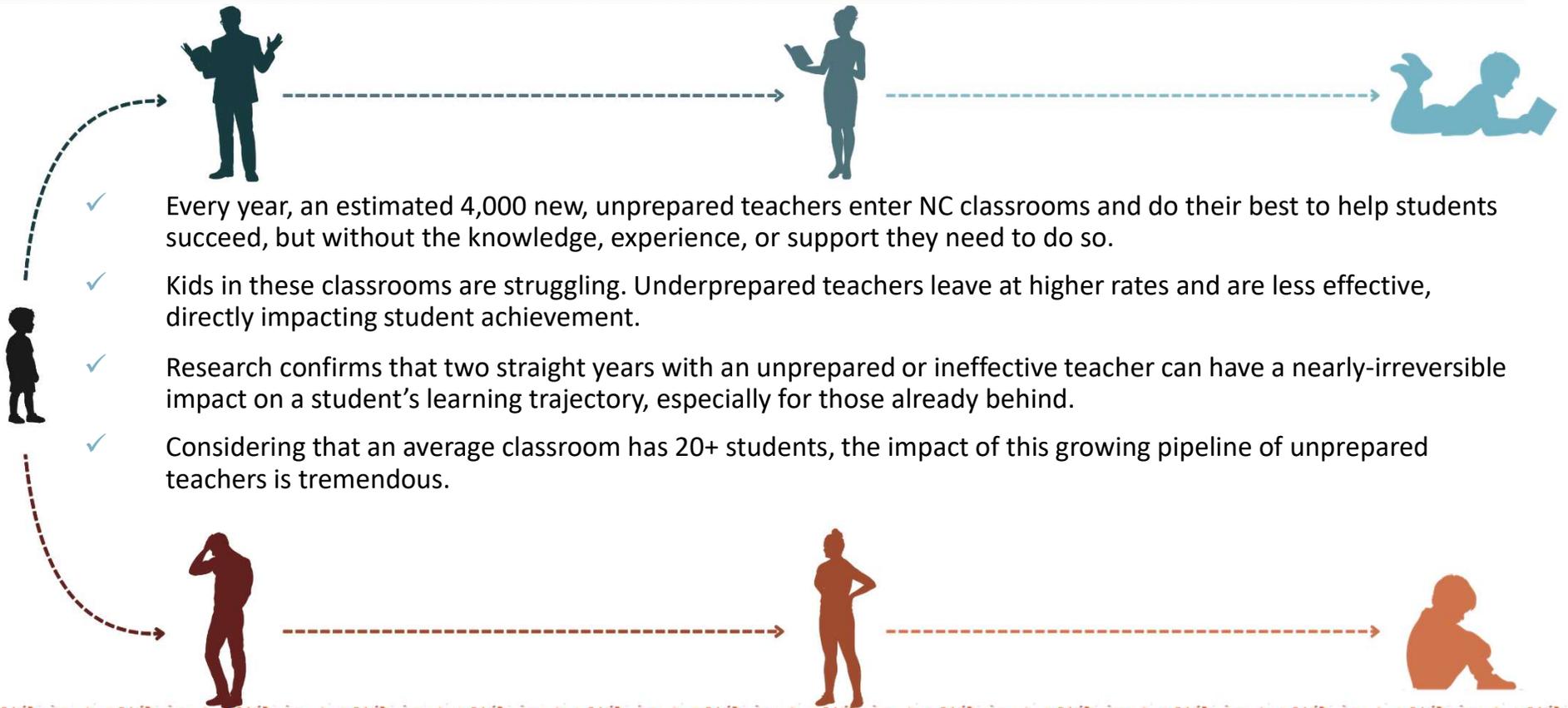
The Current State of the Teacher Pipeline

Distribution of Preparation Routes for Newly Hired K-12 Public School Teachers (2015 to 2024)



- Over the last 8 years the percentage of **new teachers entering the classroom with no formal training or experience has nearly doubled.**
- Unprepared teachers leave at higher rates and are less effective, directly impacting student achievement.
- Higher attrition leads to an increased reliance on Emergency and Permit-to-Teach hires to fill critical vacancies.

Prepared Teachers = Successful Students



Changing the Path for Unprepared Candidates

(3,000 New Teachers Each Year!)



CURRENT PATHWAY – Permit-to-Teach / Emergency License

- ✓ Teacher of Record with no required training or experience
- ✓ No required enrollment in an EPP or other training program

NEW PATHWAY – TeachReadyNC Apprenticeship

- ✓ Not the teacher of record
- ✓ Always working with a qualified mentor teacher
- ✓ Enrollment in an EPP program with a clear path to licensure
- ✓ Supported by an Adult Leadership teacher and Advanced Teaching Roles (ATR) team

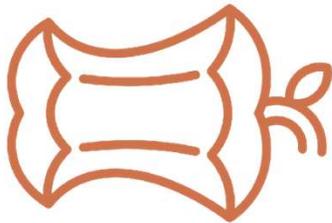
Why Leverage ATR for TeachReadyNC?

- ✓ Organizational and funding structures are already in place for strategic staffing and mentorship – these are essential to ensure that all students have a qualified teacher when candidates are redirected into a TRNC apprenticeship instead of an emergency license.
- ✓ Several districts have already been leveraging TA or apprentice-like positions in their ATR models.
- ✓ Ensures all apprentice teachers have access to a highly effective educator.
- ✓ Scaling up TeachReadyNC is well-aligned with the planned statewide ATR into all districts by 2030.



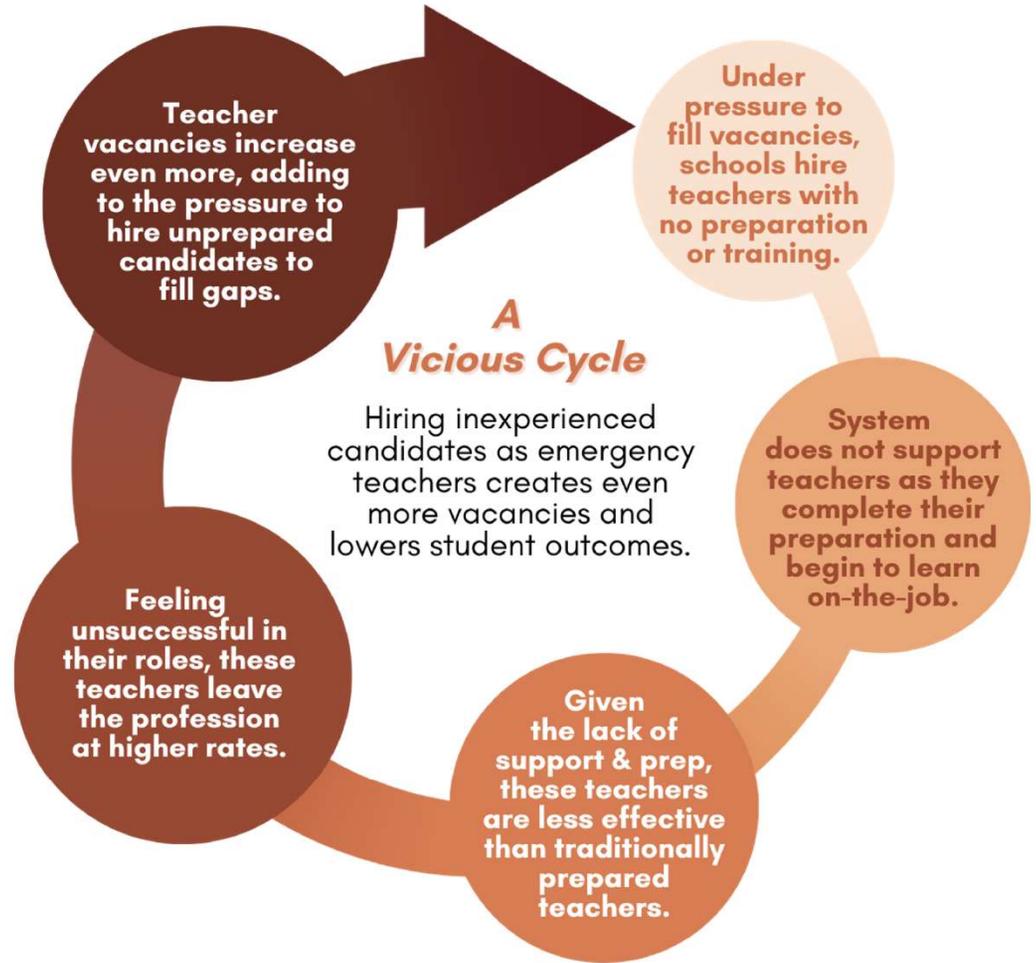
TeachReadyNC

A Bold New Teacher Apprenticeship Initiative



43%

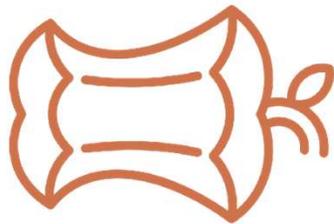
of New North Carolina Teachers Led Classrooms Last Year with No Required Training or Experience





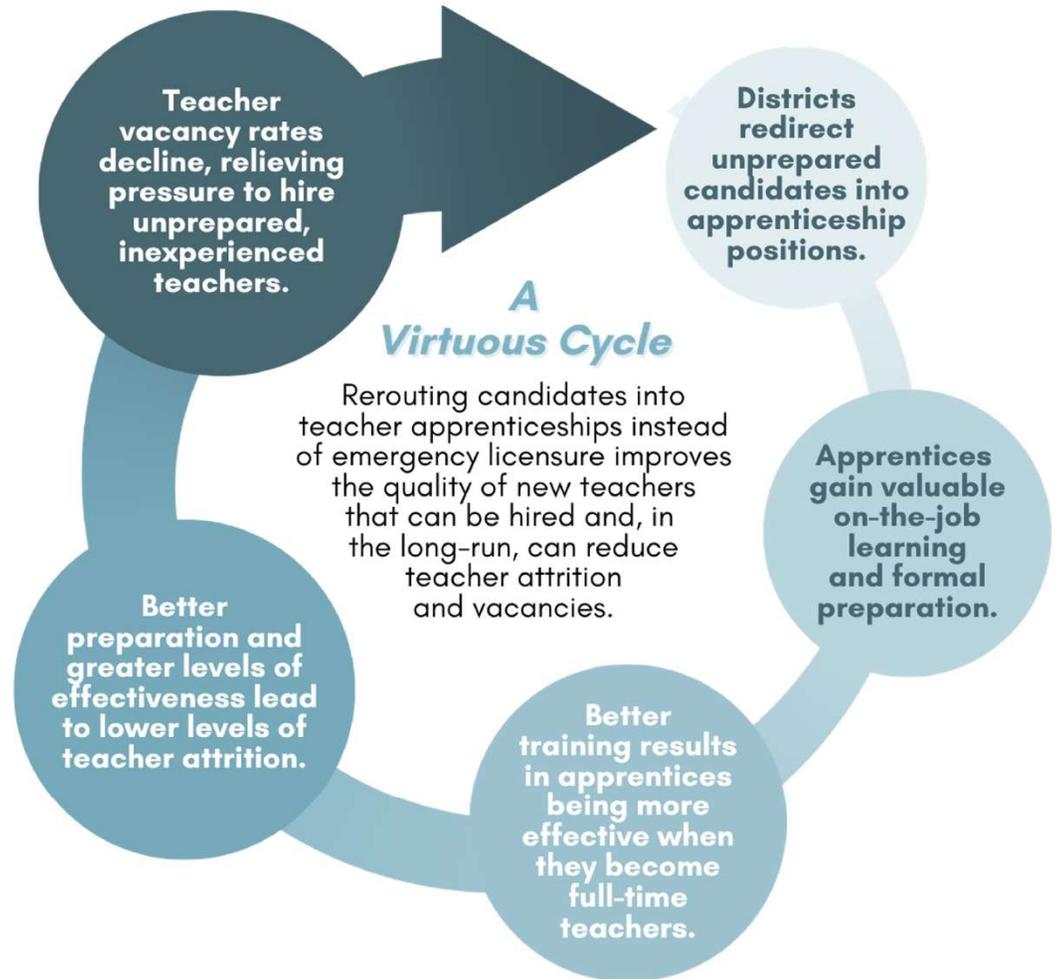
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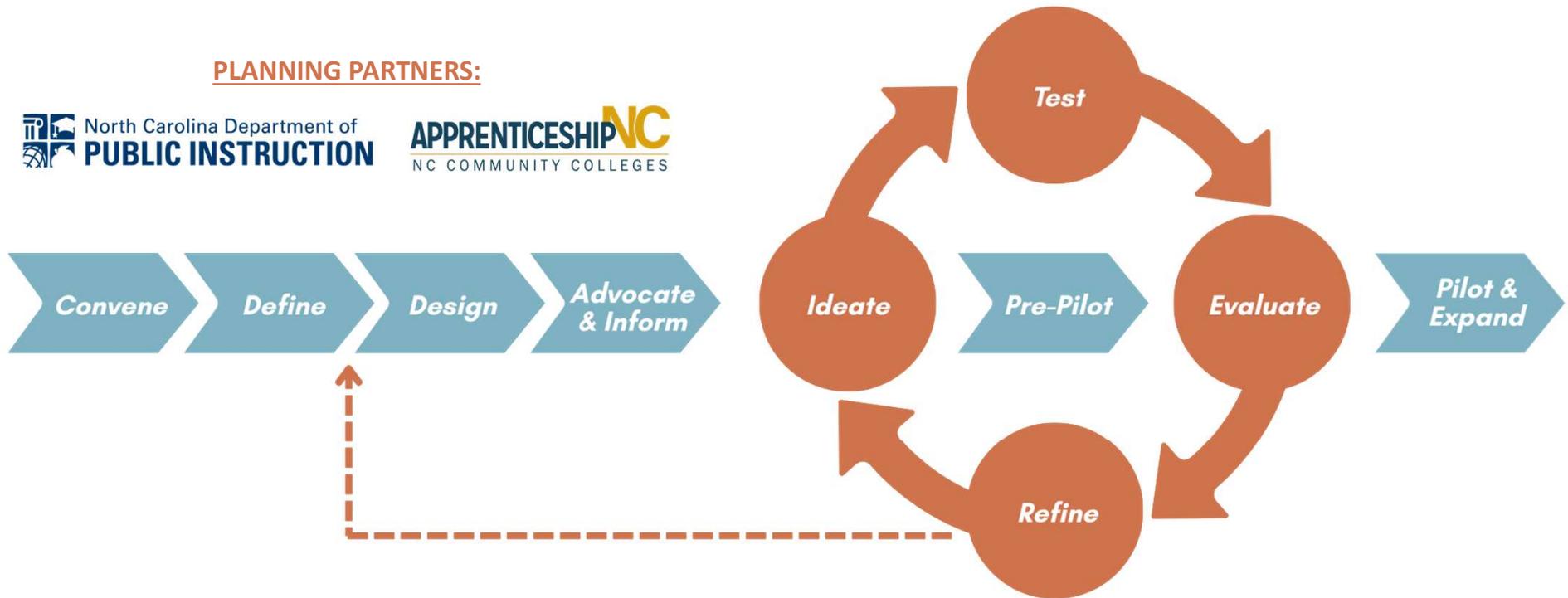
43%

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TeachReadyNC Pilot Innovation Process

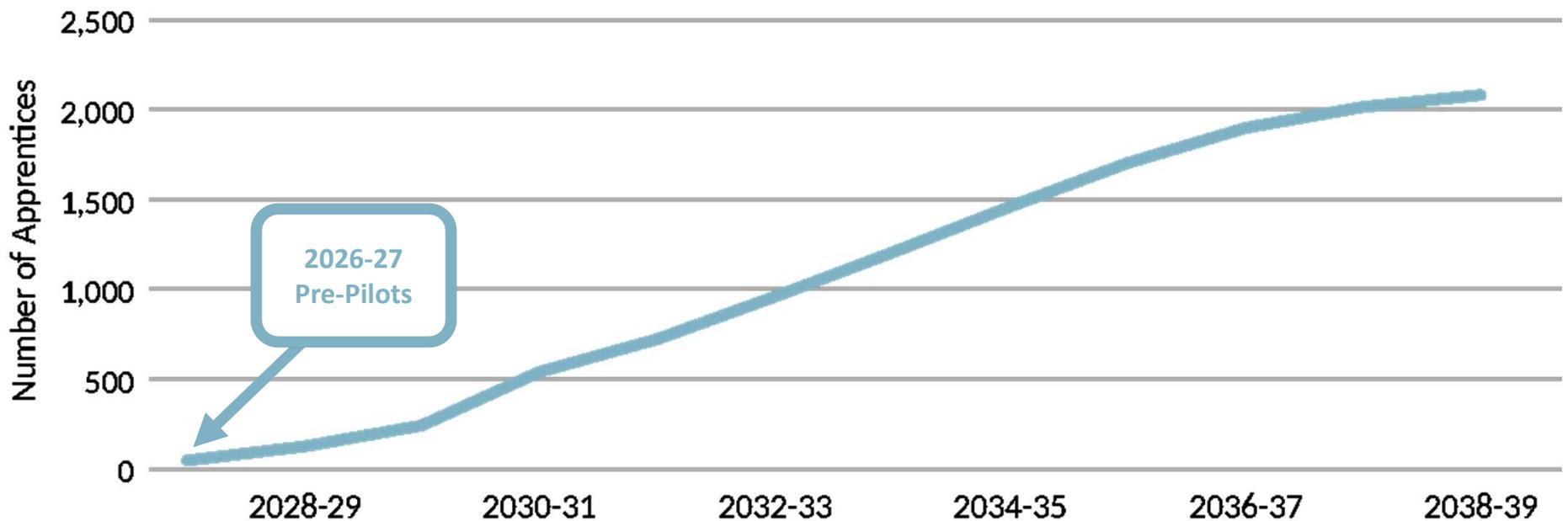
PLANNING PARTNERS:



TeachReadyNC Pre-Pilot Phase → Pilot → Statewide Scale | Inspiration: IDEO and Stanford Design School Way

Expanding Apprenticeship Statewide

Projection of TRNC Apprentice Positions, Statewide Expansion



Project Partners

Core Planning Team:



Consultants & Other Advisors

- ✓ Community College System Advisors
 - ✓ Craft Education
 - ✓ District-Level Advisors (HR, ATR, and other Relevant Staff)
 - ✓ Educator Preparation Programs
 - ✓ Public Impact
 - ✓ RTI International
 - ✓ The Innovation Project (TIP)
-

Essential Legislation for TeachReadyNC

Strong bipartisan support in the North Carolina General Assembly as evidenced by identical policy and funding language in [SB 508 \(Part II\)](#) and identical language in both the [Senate](#) and [House](#) budgets.

- Both the House and Senate budget proposals include \$1M in redirected funding from the Teacher Apprenticeship Grant Program. The House budget includes an additional \$1M.
- Current policy language would enable “emergency position conversion” to unlock funds for program costs.
- Partnership between ApprenticeshipNC and the NC Department of Public Instruction.

(h) Emergency Position Conversion. – Notwithstanding G.S. 115C-105.25(b), an apprenticeship employer may convert one position allocated to the unit for classroom teachers to its dollar equivalent at the salary on the first step of the "A" Teachers Salary Schedule for every one apprentice employed by the unit who is receiving State grant funds if all of the following are met:

- (1) The apprentice receiving State grant funds would have been eligible to fill the vacant position using a residency license, emergency license, or permit to teach but was instead hired into the apprentice position.
- (2) The funds are only used for one or more of the following purposes in accordance with the requirements of the Program:
 - a. Salary supplements for apprentices.
 - b. Salary supplements for mentor teachers.
 - c. Costs of enrollment in an institution of higher education.
 - d. Salary supplements for teachers identified in sub-subdivision b. of subdivision (3) of subsection (f) of this section.



NCDPI

TeachReadyNC Recommendations



- ✓ Pass the legislation authorizing position conversions, which makes the pilots possible while ensure students have a qualified teacher
- ✓ Consider funding the pilots at the proposed \$2 million level.

Advanced Teaching Roles Recommendations

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DISCUSSION

Brenda Berg, President & CEO, BEST NC

Jonathan Harris, Project Manager, TeachReadyNC

