



Incorporating Additional Constituent Institutions as Administrators of the New Teacher Support Program

Report to the Joint Legislative Education Oversight Committee

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University of North Carolina System
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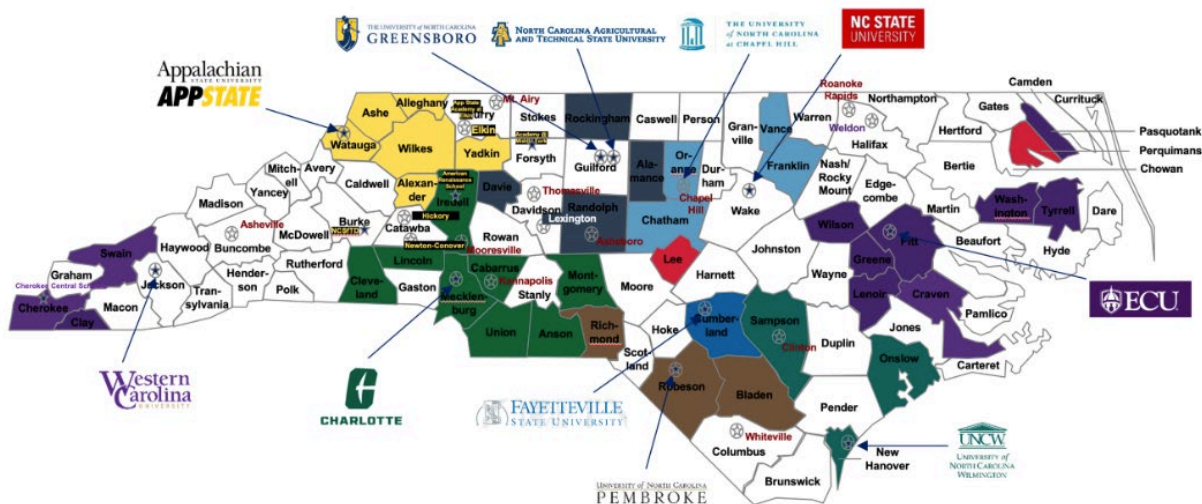
Pursuant to Section 8.10 of SL 2023-134, the University of North Carolina Board of Governors and the University of North Carolina System Office seek to inform the Joint Legislative Education Oversight Committee on the advisability and feasibility of incorporating additional constituent institutions, including Elizabeth City State University, as administrators of the New Teacher Support Program (NTSP).

ADMINISTRATION OF THE NEW TEACHER SUPPORT PROGRAM

The North Carolina New Teacher Support Program was established with the purpose of providing induction supports to beginning teachers via university-based teams. The academic year 2010-11 was dedicated to program development, planning, staffing, and recruitment. The first full year of scaled implementation occurred in 2011-12. Since that time, NTSP has served over 5,700 new teachers.

Currently, the New Teacher Support Program is housed at East Carolina University who oversees fiscal and administrative coordination. Five faculty and staff members of the ECU College of Education are charged with managing NTSP efforts. Additionally, there are nine NTSP partner teams at constituent institutions across the UNC System: Appalachian State University, Fayetteville State University, NC Agricultural and Technical State University, NC State University, UNC Chapel Hill, UNC Charlotte, UNC Greensboro, UNC Pembroke, UNC Wilmington, and Western Carolina University (Figure 1).

Figure 1: NTSP Institutional Partners



OUTCOME DATA

NTSP has maintained a promising history of facilitating an instructional coaching model as well as professional development and training sessions anchored to partnerships with school districts, though most of the recent research has primarily reported on effectiveness through qualitative measures. These include a breadth of surveys to collect data on teacher attitudes towards their practice (as evidenced by anecdotal teacher quotes) as well as beliefs of instructional coaches in defining their impact on NTSP participants. Nevertheless, an earlier study examining the impacts of the first two full years of program implementation noted that NTSP evaluation sample teachers had significantly higher EVAAS estimates

than comparison sample teachers in fifth and eighth grade science. Further, when assessing results by cohort, positive and significant EVAAS results were concentrated within NC NTSP Cohort 1 teachers, while NC NTSP Cohort 2 teachers were generally no more or less effective. NTSP teachers were significantly more likely to return to teaching in North Carolina public schools, to the same LEA, and to the same low-performing school. NC NTSP teachers from both cohorts were significantly more likely than comparison sample teachers to return to the same low-performing school. A follow-up study on the 2015-16 cohort found NTSP teachers performed comparably to the matched sample across all subjects and in middle grades. In elementary grades—for early-grades reading exams and for EOG exams in mathematics, reading, and science—NTSP teachers are significantly more effective. A more recent study examining teacher retention between 2014-15 and 2021-22 found that full participants in NTSP had a 2.2 percentage point increase in teacher retention at the school-level when compared to non-participating teachers. Similar results were found for LEA-level retention (1.9 percentage points) and within-NC retention (1.5 percentage points).

RECOMMENDATIONS FOR THE FUTURE

There are several items to consider when contemplating a change in the organizational structure of the New Teacher Support Program at this time. Namely, as charged by the UNC Board of Governors, educator preparation programs within the UNC System should continue to prioritize enhancements to literacy efforts in compliance with Session Law 2021-8 (the “Excellent Public Schools Act of 2021”). Simultaneously, the New Teacher Support Program is undergoing a leadership transition as it searches for its next Director of Teacher Induction and Development following the recent retirement of the previous director. For these reasons and others, it is our recommendation to delay significant expansion and shifts in NTSP infrastructure until no sooner than academic year 2025-26 when greater progress and more stability within these factors are likely. Pending such progress, stability, and appropriate funding, we would welcome the opportunity to reassess the NTSP administrator and partner institutions.