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North Carolina New Teacher Support Program

First Annual Race to the Top Evaluation Report

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NORTH CAROLINA NEW TEACHER SUPPORT PROGRAM: FIRST ANNUAL RACE TO THE TOP EVALUATION REPORT

Executive Summary

Based on research showing that beginning teachers represent more than 6% of North Carolina's public school teachers, have the greatest potential for rapid improvement in terms of raising student achievement, and exit teaching at significantly higher rates than more experienced peers, providing comprehensive induction supports to increase the effectiveness and retention of beginning teachers was identified as a high-priority reform initiative in the North Carolina Race to the Top (RttT) proposal. To meet this need, the University of North Carolina General Administration (UNC-GA), in partnership with the North Carolina Department of Public Instruction (NCDPI), has developed and implemented the North Carolina New Teacher Support Program (NC NTSP) for novice teachers in the lowest-achieving schools in the state.

Overview of RttT NC NTSP Activities

NC NTSP provides a three-phase induction program, modeled in part after the Teach For America support program used for teachers in similar school settings. The program begins before teachers enter the classroom and continues for three years, at the conclusion of which successful teachers will qualify for their full (continuing) license.

NC NTSP has three main components:

1. An intensive one-week Summer Institute before teachers begin their first school year;
2. Six full-day follow-up professional development sessions, three each during the fall and spring semesters of Years 1 and 2;
3. Classroom observations and mentoring by instructional coaches, at least once per month continuing for three years.

The program goal is to improve the effectiveness of novice teachers through intensive and relevant induction support, aligned to each teacher's individual teaching assignments and school contexts and designed to help them (a) understand and apply the Common Core State Standards and North Carolina Essential Standards at the grade level and in the content area they will be teaching; (b) engage in instructional planning focused on effective teaching practices, effective use of data, and classroom lessons aligned with the curriculum goals; and (c) address the specific challenges of working with diverse groups of students, many of whom have a history of low achievement in challenging schools.

Overview of RttT NC NTSP Evaluation Activities

North Carolina's RttT proposal included a commitment to independent evaluations for each initiative. Over the next two years, the RttT Evaluation Team will document NC NTSP activities and collect data about program implementation, participation, and short- and long-term outcomes for teacher effectiveness, retention, and ultimately student achievement. Data will be collected via surveys, direct classroom observation, and analysis of administrative data on students,

teachers, and schools. The purpose of this evaluation is to provide detailed information about the implementation and outcomes of NC NTSP for new teachers in the lowest-achieving schools.

The evaluation of the RttT New Teacher Support Program is guided by four primary research questions that address the topics of program implementation, program participation, short-term outcomes, intermediate outcomes, and long-term outcomes. We structured the Findings section of this report around these four questions:

1. Is NC NTSP being implemented as intended, and what recommendations could improve implementation if needed?
2. Does access to the teacher induction program (NC NTSP) increase teachers' confidence and retention?
3. Does access to the teacher induction program (NC NTSP) increase teachers' effectiveness in terms of student achievement, instructional proficiency, and student engagement?
4. What are the recommendations to sustain the benefits attributed to NC NTSP, if any?

This report addresses program implementation and participation and short-term/intermediate outcomes of NC NTSP. Long-term outcomes (student achievement and teacher retention) and recommendations to sustain the benefits attributed to NC NTSP, if any, will be addressed in future evaluation reports.

Evaluation Findings

Program Implementation and Participation

NC NTSP was designed to support novice teachers working in low-achieving schools with the goal of enhancing classroom instruction, improving teacher effectiveness, and decreasing teacher turnover. The three-component model is comprised of an intensive five-day Summer Institute, direct instructional coaching throughout the school year, and targeted professional development to meet the needs of these teachers. The intended population for NC NTSP in 2011-12 was all beginning teachers (approximately 200) in schools in the lowest-achieving 5% within four of the eight regions of North Carolina. Of the 54 lowest-achieving schools eligible for NC NTSP in 2011-12, 13 schools chose to participate. In all, 33 beginning teachers from these 13 schools attended the 2011 NC NTSP Summer Institute, 24 of these teachers received NC NTSP instructional coaching, and 16 of these teachers participated in formal NC NTSP professional development sessions. An Executive Director for the NC NTSP was hired in March 2012; since that time, the program has demonstrated significant progress toward meeting the implementation goals for the statewide rollout of the program in 2012-13.

Short-Term Outcomes

According to a survey conducted in August 2011, almost all NC NTSP teachers reported feeling knowledgeable and confident in their ability to carry out practices essential to teaching success by the conclusion of the 2011 Summer Institute. Approximately 85% of participants reported being familiar with the NC Standard Course of Study for their grade and/or subject; over 90% of respondents had a clear vision of the knowledge and critical thinking skills their students should

attain; and nearly all respondents were familiar with the components of a classroom management plan and were aware of management styles that best promote student achievement.

Intermediate Outcomes

This report focuses on teacher instructional practices, self-efficacy, and student engagement using CLASS observations and Omnibus survey data. Overall, these data suggest that NC NTSP teachers had slightly higher levels of instructional proficiency, but reported slightly lower levels of self-efficacy than the comparison sample of teachers chosen from the remaining four regions. Several factors require that one exercise caution when interpreting this data. First, NC NTSP teachers were not exposed to the full NC NTSP model as intended, so one would not expect them to have received the full potential benefit. Second, and perhaps most importantly, the small sample size of this first cohort makes it challenging to detect statistically significant differences between NC NTSP and comparison teachers.

Recommendations

Data from the NC NTSP implementation in 2011-12 suggest several strategies that could be employed to help strengthen the education workforce through the support of novice teachers. To further enhance the program's effectiveness, the RttT Evaluation Team recommends the following considerations as NC NTSP is implemented statewide.

1. Offer differentiated instruction

Feedback from participants at the 2011 Summer Institute suggests the need for further differentiation of instruction based on the types of preparation for teaching that individuals had received prior to the institute. Some traditionally prepared teachers reported that the material covered was redundant with their formal training, whereas it was reported as novel by the alternatively prepared teachers. Maximizing differentiation among grades, subjects, and preparation types would promote a more tailored learning environment. It is recommended that consideration also be given to how best to tailor the information for alternative-entry teachers versus traditionally prepared teachers.

2. Provide immediate treatment supports after the Summer Institute

During the 2011-12 start-up year, instructional coaches were not hired until the spring of 2012, and many participants in NC NTSP did not receive further support (after the Summer Institute) until well into their second semester of teaching. Coaching visits and professional development sessions should be scheduled immediately following the start of the school year.

3. Improve standardization of treatment components

The strategy of using anchor institutes to support the coaching and professional development activities of proximal geographic regions receiving services from NC NTSP has the benefit of localized knowledge and support of participating teachers and schools. However, data from 2011-12 revealed significant variation in both the frequency and content of the treatment components between the two anchor institutes. For example, instructional coaches

in the UNC-Charlotte region averaged over 27 visits per NC NTSP teacher, while instructional coaches in the ECU region averaged 6 coaching visits per NC NTSP teacher.

4. Investigate factors influencing attendance at the Summer Institute

The Summer Institute is a distinguishing treatment component of the NC NTSP. However, the timing of late hires, and the prevalence of late hires within these schools, provides a significant challenge for widespread exposure among eligible teachers. The UNC-GA program implementers are in the process of conducting additional follow-up with schools and LEAs to explore alternatives that would facilitate a broader reach of this component. Viable options will be vetted with NCDPI for the 2013-14 school year to determine an optimal approach given these realistic constraints.

5. Formalize the social networking efforts

Informal networking was observed at the 2011 Summer Institute among new teachers within the same districts, schools, and grade level/content areas. Participants expressed a desire to continue those connections after the institute had concluded, but this was not a part of the original program design. The program design should be expanded to include the use of forums, such as Edutopia or other social networking platforms, to facilitate networking amongst participants, along with explicit requirements for networking and social events for the institutions and instructional coaches in each of the regions.

6. Consider adjusting the reporting timeline in relation to reporting key outcome variables

Currently, the evaluation reports are due in October, which is before data sources such as McREL evaluations, value-added estimates of teachers' effectiveness, and student surveys (Tripod) are available for analysis. The RttT Evaluation Team, UNC-GA program implementers, and NCDPI RttT administrators should consider altering the due dates for future evaluation reports to maximize the timeliness of the information that can be provided. Moving the next delivery deadline to March 2014 would allow time for the RttT Evaluation Team to obtain, merge, analyze, and report on the additional data.

Addendum

Discussions surrounding the content of this report revealed discrepancies in understanding and expectations between the NCDPI RttT leadership and the UNC-GA program implementers. The challenges posed by these discrepancies in understanding can be mitigated going forward by a commitment on both sides to establishing and maintaining an agreed-upon communication plan, and to prioritizing a collaborative approach in all programmatic decision-making. To optimize program effectiveness, these discussions should incorporate consideration of formative feedback recommendations regarding the intervention design and implementation.

Next Steps for the NC NTSP Evaluation

Data necessary to fully assess the impact of NC NTSP on teacher retention and student achievement is not available for analysis at the time of this report. In this report, the Evaluation Team assesses implementation and short-term/intermediate outcomes. Future evaluations will

expand analyses of these intermediate outcomes by including McREL evaluation scores and student survey responses and will also examine longer-term student achievement and teacher retention outcomes. In addition, a detailed and targeted survey of teachers' perceptions of the quality and effectiveness of each component of NC NTSP will be administered to the treatment group, while a tailored version will be administered to a control sample to try to isolate the relative impact of this program above and beyond standard induction practices that may already exist in these low-performing schools. Evaluation data collected after the final year of the program will be essential to identify the full impact of the program.

Introduction

Based on research showing that beginning teachers represent more than 6% of North Carolina's public school teachers, have the greatest potential for rapid improvement in terms of raising student achievement, and exit teaching at significantly higher rates than more experienced peers, providing comprehensive beginning teacher supports was identified as a high-priority reform initiative in the North Carolina Race to the Top (RttT) proposal (Henry, Bastian, & Fortner, 2011; Ingersoll & Smith, 2004). While all teachers in the state's schools in the lowest-achieving 5% already receive classroom coaching through the District and School Transformation (DST) process, this need for beginning teacher supports remains particularly acute in these lowest-achieving schools, which exhibit high teacher turnover rates, large proportions of inexperienced and alternatively certified teachers, and low proportions of National Board Certified instructors (Clotfelter, Ladd, & Vigdor, 2006; Goldhaber, Perry, & Anthony, 2004). To meet this need, the University of North Carolina General Administration (UNC-GA), in partnership with the North Carolina Department of Public Instruction (NCDPI) and carefully selected UNC system institutions (referred to as anchor institutions), has developed and implemented the North Carolina New Teacher Support Program (NC NTSP) for novice teachers in the lowest-achieving schools in the state.

In response to the positive and significant effects of Teach For America (TFA) corps members in mathematics and secondary school classrooms in North Carolina (Henry, Thompson, Bastian, Fortner, Kershaw, Purtell, & Zulli, 2010; Henry, Bastian, & Smith, 2012; Xu, Hannaway, & Taylor, 2011), NC NTSP was modeled after the Teach For America corps members' preparation and ongoing support experiences. Teach For America requires all first-year corps members to attend a five-week Summer Institute, which is then supplemented by ongoing professional development sessions and classroom observation sessions throughout the corps members' two-year commitment.

The RttT-funded NC NTSP targets first-, second-, and third-year teachers in the lowest-achieving 5% of the state's elementary, middle, and high schools. NC NTSP provides a week-long Summer Institute, six professional development sessions (annually), and instructional coaching at least once per month. This program is designed to increase teacher competency in goal setting, backwards planning and assessment, data-driven decision making, classroom management, and strategies for success in the school and community. The program's objectives are that participating novice teachers have the knowledge and skills necessary to increase quality of instruction, thereby improving student engagement and achievement and teacher self-efficacy and retention.

To accomplish these objectives, NC NTSP consists of the following three program components, described below in detail:

1. A one-week intensive Summer Institute
2. Direct classroom mentoring/instructional coaching with immediate feedback
3. Six full-day professional development sessions throughout the school year

NC NTSP Program Components

Summer Institute

Modeled after the TFA Summer Institute, the foundation of NC NTSP is a week-long Summer Institute prior to the start of school year, specifically designed to target the knowledge and skills most needed by beginning teachers. The content spans several broad goals, including (1) establishing rigorous, yet appropriate student academic goals, (2) engaging novice teachers in “backwards planning” to meet all of the curricular objectives for the courses and grades they will be teaching, (3) developing novice teachers’ classroom management skills, and (4) providing skills for succeeding in the school environment, including collaboration with teachers and administrators and communication with parents and the community. In addition to an emphasis on essential skills, teachers participating in the Summer Institute are expected to generate tangible products, such as unit and lesson plans and a classroom management/organization plan, to use for his/her first days and weeks of school.

Instructional Coaching

Instructional coaches for NC NTSP are hired by University of North Carolina system anchor institutions after a rigorous selection process and are regionally located to best support beginning teachers. The program was designed to maintain a 1:12 instructional coach to novice teacher ratio, enabling instructional coaches to observe novice teachers at least once per month over the three-year induction period, deliver high-quality feedback based on structured observations, and create action plans to improve beginning teacher performance. Coaches will observe beginning teachers using valid and reliable measures, including the CLASS observation protocol, and will then provide targeted feedback to improve instructional practice. Coaches and novice teachers also engage in lesson and unit planning, co-teach, analyze student achievement data, and participate in professional learning communities.

Professional Development

NC NTSP includes a series of six professional development days throughout the school year that target the content to meet the needs of novice teachers. Professional development days are concurrently held at UNC system anchor institutions and include sessions for whole group instruction and pertinent subgroup sessions (by grade levels and subjects) delivered by staff from the UNC system institutions. Planning for professional development is partially informed by instructional coach observations; hence, NC NTSP adapts instruction according to participant needs. Additionally, professional development sessions are tailored to teacher needs, with major topics focusing on unit and lesson planning, instructional strategies, classroom management, assessment, and data-driven decision making.

Purpose of the RttT Evaluation and of this Report

North Carolina’s RttT proposal includes a commitment to the independent evaluation of each initiative. This evaluation is being conducted by the Consortium for Educational Research and Evaluation–North Carolina (CERE–NC), a partnership of the SERVE Center at the University of North Carolina at Greensboro, the Carolina Institute for Public Policy at the University of North Carolina at Chapel Hill, and the Friday Institute for Educational Innovation at North Carolina

State University. The roles of the RttT 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 toward the end of the grant period 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.

Over the next two years, the RttT Evaluation Team will document NC NTSP activities and collect data about program implementation, participation, and short/intermediate/long-term outcomes on teacher effectiveness, retention, and ultimately student achievement. Data will be collected via surveys, direct classroom observation, and analysis of administrative data on students, teachers, and schools. The purpose of this evaluation is to provide detailed information about the implementation and impact of NC NTSP for new teachers in the lowest-performing schools. The plan is described in greater detail in Appendix A.

The evaluation of the RttT New Teacher Support Program is guided by four primary research questions. These questions structure our focus on program implementation and participation and on the short and intermediate outcomes discussed in the Findings section of this 2011-12 report.

1. Is NC NTSP being implemented as intended, and what recommendations could improve implementation if needed?
2. Does access to the teacher induction program (NC NTSP) increase teachers' confidence and retention?
3. Does access to the teacher induction program (NC NTSP) increase teachers' effectiveness in terms of student achievement, instructional proficiency, and student engagement?
4. What are the recommendations to sustain the benefits attributed to NC NTSP, if any?

Contents of this Report

This report addresses program implementation, participation, and short-term outcomes and provides some initial information on the intermediate outcomes of teachers' instructional practice and self-efficacy and of students' engagement. Further data on intermediate and long-term outcomes will be addressed in future evaluation reports.

This report consists of four sections:

- An overview of the data sources used to address the evaluation questions;
- Evaluation findings;
- Recommendations for future implementation of NC NTSP; and
- Next steps for the NC NTSP evaluation.

Data Sources and Analysis

The data used to evaluate NC NTSP in 2011-12 were collected from Cohort 1 treatment participants, the comparison sample, and the UNC-GA program implementation team. This report draws upon a number of data sources, including program documents/artifacts, teacher survey responses, and rubric-based classroom observations (CLASS). Future reports on the effects of NC NTSP will include analyses of (1) student achievement, (2) alternative measures of instructional proficiency (teacher evaluation scores from the McREL protocol or student ratings of teaching quality from the Tripod survey), and (3) teacher retention. Below, we briefly describe the evaluation sample and data sources/analyses used for this 2011-12 evaluation report. As discussed in the recommendations section, the timing of future reports may need to be adjusted to allow the Evaluation Team to fully address each evaluation objective.

2011-12 Evaluation Sample

NC NTSP was designed to serve beginning teachers in the lowest-achieving 5% of schools across the state. For 2011-12, NC NTSP was offered to lowest-achieving schools in four of the State's eight education regions. Overall, 54 schools in the lowest-achieving 5% employed approximately 200 beginning teachers and were eligible for NC NTSP in 2011-12. Because participation in the program was implemented as voluntary on the part of schools and teachers and not all schools had new teacher hires, not all eligible schools participated in the program. In 2011-12, the NC NTSP sample consisted of 33 beginning teachers in the 13 schools that sent teachers to the Summer Institute. The comparison sample for this evaluation consists of beginning teachers in schools in the lowest-achieving 5% and located in the state's four other education regions, and thus, not eligible for services in 2011-12. More information on eligibility, participation, and the evaluation sample is included in the Findings section of this report.

Program Documents/Artifacts

To examine the implementation of NC NTSP, the UNC-GA treatment implementers supplied the Evaluation Team with requested program documents, including the curriculum, agendas, and rosters of attendees at the 2011 NC NTSP Summer Institute and professional development sessions; logs of the NC NTSP instructional coach-beginning teacher visits; and interview protocols/resumes for the NC NTSP treatment delivery personnel (regional directors and instructional coaches).

Teacher Survey Responses

To assess NC NTSP participants' levels of self-reported knowledge and skills at the close of the 2011 Summer Institute, we administered a Summer Institute Participant Evaluation Survey. This survey, co-developed by the UNC-GA treatment providers and the RttT Evaluation Team, was specifically tailored to the curriculum of the 2011 Summer Institute and designed to measure attendees' perceptions of preparedness for classroom teaching (see Appendix B for the complete Summer Institute Participant Evaluation Survey).

To determine whether beginning teachers participating in NC NTSP report higher levels of confidence and self-efficacy at the conclusion of their first year of teaching, in relation to

beginning teachers in comparison schools, we administered the Omnibus Survey, developed by members of the RttT evaluation team at the Education Policy Initiative at Carolina (EPIC). The Omnibus Survey consists of 32 unique dimensions, surveying teachers about elements of school culture/context and instructional practices. During the 2011-12 school year, this survey was administered to teachers in over 300 North Carolina schools, with 97 of the lowest-achieving 5% schools included in the survey sample. For this evaluation report, we focused on the survey's teacher self-efficacy domain and used standard t-tests to determine whether NC NTSP teachers reported significantly higher levels of confidence in their ability to promote student learning, than beginning teachers in comparison schools.

Classroom Observations

To determine whether beginning teachers participating in NC NTSP exhibit greater levels of instructional proficiency than beginning teachers in comparison schools, the NC NTSP evaluation team used the CLASS rubric-based observation protocol. Developed by researchers at the University of Virginia Curry School of Education, CLASS is an observation protocol designed to rate the quality of teacher-student interactions. The upper elementary and secondary grade CLASS protocols used for this evaluation have a hierarchical structure, consisting of three broad domains—emotional support, classroom organization, and instructional support—that house 11 scored dimensions: positive climate, negative climate, teacher sensitivity, regard for student perspectives, behavior management, productivity, instructional learning formats, content understanding, analysis and problem solving, quality of feedback, and instructional dialogue. A separate twelfth dimension captures the level of student engagement with the lesson/classroom activities (see Appendix C for greater details regarding each CLASS dimension). The observation protocol used by the NC NTSP evaluation team followed the procedures recommended by Teachstone personnel: each observer completed four observation cycles, which consisted of 15 minutes of observation and note-taking and 10 minutes of scoring, within a single classroom visit (see Appendix D for the observation procedures used by the evaluation observers).

In total, there were two observation periods per teacher for the NC NTSP evaluation in 2011-12. In the fall (September, October, and November), observers visited the classrooms of 30 teachers receiving/eligible for NC NTSP services and 30 beginning teachers in comparison schools.¹ In the spring (March and April), observers returned to the same NC NTSP and comparison group teachers for the second round of observations (in most cases, teachers were observed by the same individual in both observation periods). To evaluate whether teachers receiving/eligible for NC NTSP services scored significantly higher across the 12 CLASS dimensions than the comparison sample, we used standard t-tests to examine the fall observations only (60 total), the spring observations only (59 total), and the pooled scores for all observations (119 total).²

¹ Of the 30 teachers in the NC NTSP treatment sample for the CLASS observations, 26 received NC NTSP services in 2011-12. The remaining four teachers were hired after the completion of the NC NTSP Summer Institute (did not attend the Summer Institute) in NC NTSP eligible and participating schools, but did not receive treatment services themselves, as expected by the Evaluation Team, because the program did not service late hire teachers.

² One of the comparison sample teachers was unavailable to observe in the spring (remained employed at the school but was unresponsive to scheduling requests).

Findings

Program Implementation: Was NC NTSP Implemented as Intended?

Planning for NC NTSP took place during 2010-11, with an anticipated launch of program activities scheduled for the late summer of 2011. In the spring and summer of 2011, UNC-GA convened a work group comprised of distinguished education faculty, teachers, and program leaders from Teach For America to participate in curriculum development for the major program elements in NC NTSP. This curriculum was carefully crafted by the committee based on best practices derived from the literature and exemplar practices by other successful programs, such as TFA. The ultimate outcome of these sessions was curriculum development for the Summer Institute, the ongoing professional development sessions, and classroom instructional coaching. The following sections describe implementation of these program elements to date.

Program Participation

As specified in the NC RttT proposal, in 2011-12, all beginning teachers in the lowest-achieving 5% of schools in four of the eight state education regions were eligible for NC NTSP. Taking into consideration the capacity of the UNC campuses within each region, UNC-GA selected North Carolina education regions 1, 2, 4, and 6 for 2011-12 NC NTSP services. As shown in Table 1 (“2011-12: Planned” column), these regions housed 19 LEAs with 54 of the lowest-achieving 5% of schools, and these schools were projected to hire approximately 200 beginning teachers in 2011-12.

Table 1. North Carolina New Teacher Support Program Participation, 2011-12

Participants	2011-12: Planned	2011-12: Implemented
<i>Number of LEAs</i>	19 LEAs with lowest-achieving 5% of schools in selected regions	5 LEAs (Charlotte-Mecklenburg, Lenoir, Pitt, Richmond, and Robeson)
<i>Number of Schools</i>	54 (lowest-achieving 5% of schools in Regions 1, 2, 4, and 6)	13 schools
<i>Number of Teachers</i>	Projected 200 BT1 teachers	33 teachers
<i>Grade Levels</i>	All grade levels	All grade levels
<i>Number of Regional Campuses</i>	3 (UNC-Charlotte, East Carolina University, and Fayetteville State University)	2 (UNC-Charlotte and East Carolina University)
<i>Number of Regional Directors</i>	One per anchor campus	One per anchor campus = 2 total

To serve these four regions, UNC-GA initially selected UNC-Charlotte (to serve Region 6), East Carolina University (to serve Regions 1 and 2), and Fayetteville State University (to serve Region 4) as anchor institutions for the provision of instructional coaching and professional development. The column labeled “2011-12: Implemented” in Table 1 shows that 13 of the lowest-achieving 5% of schools in five districts chose to have their beginning teachers participate. These schools employed 33 teachers who received NC NTSP services (more details about this participating sample are provided below and in the Participation section). Due to the small number of NC NTSP teachers in Region 4 (making an anchor institution at Fayetteville State University cost-prohibitive), UNC-GA established only two anchor institutions in 2011-12. This resulted in teachers in Region 4 not receiving NC NTSP services beyond the Summer Institute.

Summer Institute

As specified in the RttT grant, in 2011-12, NC NTSP planned to provide a five-day Summer Institute for all beginning teachers in eligible schools. As shown in Table 2, UNC-GA provided a three-day Summer Institute at the UNC Center for School Leadership Development in 2011-12. To adjust for the reduced length, members of the curriculum committee refined materials and developed a streamlined curriculum that captured the essential components of the institute. In all, beginning teachers from 54 schools were eligible to participate; 33 teachers from 13 schools in 5 districts (Charlotte-Mecklenburg, Lenoir, Pitt, Richmond, and Robeson) attended the Summer Institute. As further described below and in the Participation section, these teachers comprise the 2011-12 NC NTSP evaluation sample.

Table 2. North Carolina New Teacher Support Program Summer Institute Implementation Fidelity, 2011-12

	2011-12: Planned	2011-12: Implemented
<i>Number of Days Held</i>	5	3
<i>Core Curricular Areas and Selected Topics</i>	Effective Planning and Assessment, Classroom Management and Culture, Success in the School and Community	Effective Planning and Assessment, Classroom Management and Culture, Success in the School and Community
<i>Attendance</i>	Projected 200 BT1 hires in the 54 NC NTSP eligible schools	33

Instructional Coaching

After the Summer Institute, the bulk of the ongoing new teacher support was guided by the NC NTSP instructional coaches. UNC-GA treatment staff and the Regional Directors selected these instructional coaches using a rubric of rigorous standards to ensure the quality of support

services provided. Specific requirements included: a strong record of measurable results teaching in low-performing schools; a minimum of two years teaching experience in schools with diverse student populations; knowledge of the North Carolina Standard Course of Study, Common Core State Standards, and the North Carolina Essential Standards; a strong record of leading adult professional development; and knowledge regarding pedagogy and adult learning theory.

The stated responsibilities of the NC NTSP instructional coaches included: conducting classroom observations of teachers using the CLASS observation protocol; assisting teachers in the gathering and analysis of qualitative and quantitative data to reflect on student performance and teaching practice; engaging in a variety of solutions to improve instructional practice, including modeling, co-teaching, and providing additional resources; designing and facilitating large and small group professional development sessions; assisting with school-based challenges; and facilitating networking among new teachers.

Plans initially called for each of the UNC anchor institutions—UNC-Charlotte, East Carolina University, and Fayetteville State University—to hire two full-time (or equivalent part-time) instructional coaches ready to support teachers at the start of the school year. Consistent with the RttT grant, these coaches were required to visit their teachers at least eight times during the school year. As shown in the “2011-12: Implemented” column of Table 3, UNC-Charlotte hired two full-time coaches in February 2012, and East Carolina University hired four part-time coaches in early March 2012.

Table 3. North Carolina New Teacher Support Program Instructional Coaching Implementation Fidelity

	2011-12 Planned	2011-12: Implemented	
		<i>UNCC</i>	<i>ECU</i>
<i>Coaches Hired</i>	Two full-time per UNC anchor institution	2 full-time coaches	4 part-time coaches
<i>Coach Hire/Start Date</i>	Summer prior to school year	February 2012	March 2012
<i>Direct Classroom Coaching</i>	8 coaching visits (recommended: 4 in fall and 4 in spring)	11 teachers observed an average of approx. 27.5 times each	13 teachers observed an average of approx. 5.8 times each

In the UNC-Charlotte region (Region 6), these instructional coaches met with 11 observed teachers a total of 303 times—an average of nearly 28 contacts per teacher.³ In the East Carolina University region (Regions 1 and 2), these instructional coaches met with 13 observed teachers a

³ In the UNC-Charlotte region, there were 12 teachers who attended the NC NTSP Summer Institute that were eligible for instructional coaching. One teacher declined those services.

total of 75 times—an average of nearly 6 contacts per teacher.⁴ Finally, because a UNC anchor institution was not established at Fayetteville State University (Region 4), there were five teachers from that region who attended the NC NTSP Summer Institute who did not receive any instructional coaching.

Professional Development

The original plan for the NC NTSP professional development implementation was to provide a total of six professional development sessions after the Summer Institute, three in the fall semester and three in the spring. Due to the delays in hiring the instructional coaches, these professional development sessions did not start until the spring semester. In the UNC-Charlotte region, there were four formal professional development sessions, shown in Table 4 below, and an additional two informal networking opportunities in March and May 2012. In the East Carolina University region, there were two formal professional development sessions, plus an additional informal social event in May. Again, without a UNC-GA anchor institution in Region 4, teachers there did not receive any NC NTSP professional development.

While there were some overlaps in the content presented during these formal professional development sessions, there were also distinctions between the regions in terms of session focus and frequency. Differences in focus can be attributed to local context—which professional development topics are most pertinent to teachers in a particular region. Differences in frequency may require attention from UNC-GA to ensure that all participating teachers are receiving services of similar intensity.

Table 4. North Carolina New Teacher Support Program Cohort 1 Professional Development Sessions and Attendance, 2012

Date	ECU Region			UNC Charlotte Region		
	PD Topic	Facilitators	Attendees	PD Topic	Facilitators	Attendees
<i>April 2012</i>	Skills, resources, and activities to prepare students for state assessments	NC NTSP instructional coaches	4	Active learning strategies for student engagement	Certified Brain Gym	2
<i>May 2012</i>				The crazy end of the school year—now what?	NC NTSP instructional coaches	8
<i>June 2012</i>	Differentiation and data collection in the classroom based on the Common Core	NC Center for the Advancement of Teaching (NCCAT)	5	Reflective practices	NC NTSP instructional coaches	5
				Creating Classroom Environment	NCCAT	1

⁴ In the East Carolina University region, there were actually 17 teachers eligible for coaching; the principal at one school blocked the instructional coach from visiting four teachers.

Participation: To What Extent Did NC NTSP Reach the Intended Participants?

Program Targets

In 2010-11, North Carolina's 116 lowest-achieving schools hired 431 beginning teachers—a ratio of approximately 3.72 teachers per school—while the state's approximately 2,300 other schools hired just over 5,500 beginning teachers—a ratio of only 2.40 teachers per school. The characteristics of new teachers hired in each of these two types of schools also differed significantly. Nearly 22% of the beginning teachers hired in the lowest-achieving 5% of schools entered the profession alternatively and, on average, these teachers scored -0.034 standard deviations below the statewide mean on teacher licensure exams (Praxis II). In comparison, 12% of teachers in all other schools entered teaching alternatively, and these teachers scored 0.195 standard deviations above the statewide mean on licensure exams. Furthermore, the beginning teachers in the state's lowest-achieving schools in 2010-11 were also significantly less likely to return to their initial placement school or the public schools of North Carolina in 2011-12—over 41% of the beginning teachers in the lowest-achieving 5% of schools exited the schools where they previously taught, compared to 36% in all other schools.

2011-12 Eligible Sample

In its initial year, NC NTSP was intended to serve all beginning teachers in schools in the lowest-achieving 5% in one-half of the state's eight education regions (estimated at close to 200 eligible teachers). To help select the four targeted regions, in the spring of 2011 members of the evaluation team provided beginning teacher projections for schools in the lowest-achieving 5% to UNC-GA program administrators. UNC-GA administrators concurrently assessed the capacity of UNC system institutions to effectively offer NC NTSP services. With these two criteria—new teacher projections in RttT schools and UNC campus capacity—UNC-GA administrators selected North Carolina education regions 1, 2, 4, and 6 for NC NTSP in 2011-12. The 54 schools in the lowest-achieving 5% located in these regions (14 in Region 1, 8 in Region 2, 9 in Region 4, and 23 in Region 6) were eligible to participate in NC NTSP for the 2011-12 school year. To support the beginning teachers working in these eligible schools, NC NTSP initially selected three UNC system campuses, East Carolina University, the University of North Carolina-Charlotte, and Fayetteville State University, to serve as anchor institutions for the provision of instructional coaching and professional development. Subsequently, UNC-GA chose not to finalize an agreement with Fayetteville State University for the hiring of personnel (a Regional Director and instructional coaches), and the campus did not participate in NC NTSP in 2011-12.

Participant Sample

While 54 schools in the lowest-achieving 5% and their beginning teachers (if applicable) were eligible for NC NTSP, only 13 schools chose to send teachers to the NC NTSP Summer Institute in August 2011. To further explain the composition of this group receiving NC NTSP services in 2011-12, three additional points are warranted. First, there were no new NC NTSP-eligible schools added to the sample during the school year. Second, any teachers hired in the 13 participating schools after the completion of the NC NTSP Summer Institute did not receive any NC NTSP services. Finally, because Fayetteville State University did not serve as an anchor

institution, the participants in Richmond and Robeson counties did not receive any NC NTSP instructional coaching or professional development.

Table 5 presents 2010-11 school-level descriptive information for the three categories of schools: NC NTSP participant schools (13 total), NC NTSP eligible but non-participating schools (41 total), and schools in the other four state regions who will be eligible for NC NTSP in 2012-13 (60 total). Unsurprisingly, given their common status as lowest-achieving schools, Table 5 shows that participating, eligible, and non-eligible schools are similar across many observable school characteristics. For instance, each school type has a performance composite between 41% and 45%, met approximately 70% of AYP targets, has approximately 90% of its student body qualifying for subsidized school lunches, and has a teacher workforce comprised of one-quarter novice instructors. Notably, eligible and non-eligible schools had higher percentages of schools located in urban settings and spent substantially more per pupil than NC NTSP participating schools.

Table 5. School-Level Characteristics from the 2010-11 School Year for NC NTSP Participating Schools, Eligible Schools, and Non-Eligible Schools in Year 1

School Characteristics	NC NTSP Participating Schools (n = 13)	NC NTSP Eligible Schools (n = 41)	NC NTSP Non-eligible Schools (n = 60)
<i>School Type</i>			
Elementary	6 (46.15%)	20 (48.78%)	38 (63.33%)
Middle	3 (23.08%)	6 (14.63%)	8 (13.33%)
High	2 (15.38%)	10 (24.39%)	13 (21.67%)
Other	2 (15.38%)	5 (12.20%)	1 (1.67%)
<i>Urbanicity</i>			
Rural	6 (46.15%)	15 (36.59%)	19 (31.67%)
Town/Suburb	3 (23.08%)	9 (21.95%)	12 (20.00%)
City	4 (30.77%)	17 (41.46%)	29 (48.33%)
<i>Performance Composite</i>	44.46 (10.17)	43.36 (12.53)	41.78 (12.31)
<i>Percent of AYP goals met</i>	69.94 (20.39)	67.89 (22.99)	71.67 (20.48)
<i>ABC Growth</i>			
Expected Growth	6 (46.15%)	24 (58.54%)	20 (33.33%)
High Growth	4 (30.77%)	7 (17.07%)	13 (21.67%)
No Growth	2 (15.38%)	9 (21.95%)	27 (45.00%)
<i>Percentage of Free and Reduced-price Lunch</i>	90.02 (10.40)	90.41 (10.42)	90.06 (12.96)
<i>Percentage of Minority Students</i>	87.00 (10.48)	88.20 (12.22)	88.11 (15.15)
<i>Suspensions per 100 Students</i>	44.52 (33.19)	49.72 (39.64)	36.84 (53.67)
<i>Total Per-pupil Expenditures</i>	\$9,191 (\$1,002)	\$11,486 (\$3,499)	\$10,822 (\$1,645)
<i>Percentage of Novice Teachers (<3 Years Experience)</i>	26.56 (9.50)	23.60 (11.49)	25.58 (10.90)

Note: ABC growth values were available for 12 of 13 NC NTSP participating schools and 40 of 41 NC NTSP eligible schools.

The 13 participating NC NTSP schools sent 33 teachers to the 2011 Summer Institute. Given that no new schools were added to the NC NTSP treatment population and no late hires received NC

NTSP services, these 33 teachers comprise the maximum 2011-12 participant sample. Data in Table 6 show that over 90% of attendees were female and approximately 60% were white. Approximately one-half of the attendees were recent college graduates (21–25 years old); another 30% were older than 30 years old. Nearly one-half of the attendees were traditionally prepared (undergraduate education degree), while almost one-third were entering the profession without prior preparation. Finally, most of the 2011 Summer Institute attendees taught in elementary/middle schools and predominantly came from two of the treatment regions (Region 1 and Region 6).

Table 6. Characteristics of NC NTSP 2012 Summer Institute Attendees

Attendee Characteristics	Teacher Counts (n = 33)
<i>Gender</i>	
Female	30
Male	3
<i>Ethnicity/Race</i>	
White	20
Black	12
Asian	1
<i>Age Categories</i>	
21–25	17
26–30	6
31–40	5
Greater than 40	5
<i>Type of Preparation</i>	
Traditional	16
Alternative	9
Licensure Only	4
MAT	3
Other	1
<i>School Type</i>	
Elementary	18
Middle	7
High	5
Other (Elementary/Middle Combination)	3
<i>Number of Teachers per Region</i>	
Region 1	14
Region 2	3
Region 4	4
Region 6	12

CLASS Observation Sample

In selecting our sample of NC NTSP teachers for CLASS observations, we filled 26 spots with teachers present at the 2011 Summer Institute and the remaining 4 openings with late hires in NC NTSP eligible and participating schools.⁵ As explained above, however, because these late hires never received NC NTSP services, four members of the NC NTSP sample for CLASS observations were equivalent to comparison sample teachers. Without instructional coaches or professional development in Region 4 (Fayetteville State University), an additional three members of the CLASS treatment sample only received the Summer Institute support. Finally, at one NC NTSP school, the principal did not allow the NC NTSP instructional coach to visit with participating teachers, meaning an additional two NC NTSP teachers in our CLASS sample did not receive NC NTSP ongoing mentoring from instructional coaches. Table 7 shows that 26 of the 30 NC NTSP teachers in our CLASS sample attended the NC NTSP Summer Institute. Of those 26 individuals, 20 received NC NTSP instructional coaching as well, and 16 individuals (just more than one-half of our NC NTSP CLASS observation sample) received all three components of NC NTSP. Table 8 shows that approximately two-thirds of CLASS observations were in elementary schools.

Table 7. Descriptive Information on the North Carolina New Teacher Support Program CLASS Observation Sample, 2011-12

Treatment Components	CLASS Observation Sample Treatment Exposure (n = 30)
<i>Summer Institute Only</i>	26
<i>Summer Institute + NC NTSP Coaching</i>	20
<i>Summer Institute + NC NTSP Coaching + NC NTSP Professional Development</i>	16

Table 8. School Type for North Carolina New Teacher Support Program CLASS Observations, 2011-12

School Type	NC NTSP Sample (n = 30)	Comparison Sample (n = 30)
<i>Elementary School</i>	20	21
<i>Middle/Junior High School</i>	7	6
<i>High School</i>	3	3

⁵ We did not entirely fill our CLASS treatment sample with Summer Institute attendees due to some participants teaching courses (such as art, band, or special education) less well-suited to CLASS observations.

Short-Term Outcomes: What levels of knowledge and skills do NC NTSP participants report after completion of the Summer Institute?

In order for NC NTSP to improve teachers’ instructional practice, we hypothesized that it must first increase teachers’ levels of knowledge and skills regarding classroom management, instructional planning/practices, and assessment. To measure this knowledge, we administered the Summer Institute Participant Evaluation Survey to record NC NTSP teachers’ perceptions of preparedness prior to the beginning of the school year.

Table 9 shows that a majority of respondents agreed or strongly agreed with each of the survey items. For example, approximately 85% of respondents reported being familiar with the NC SCOS for their grade and/or subject; over 90% of respondents had a clear vision of the knowledge and critical thinking skills their students would attain; and nearly all respondents were familiar with the components of a classroom management plan and were aware of management styles that best promote student achievement. Overall, almost all 2011 Summer Institute attendees reported feeling knowledgeable and confident in their ability to carry out practices essential to teaching success.

Table 9. North Carolina New Teacher Support Program Participants’ Self-Reported Knowledge and Skills after the Summer Institute

Questions	N	Strongly Agree or Agree	Neither Agree or Disagree	Strongly Disagree or Disagree
I am very familiar with the NC SCOS for the grade level I will be teaching	33	81.8%	6.1%	12.1%
I am very familiar with the NC SCOS for the content area that I will be teaching	33	87.9%	6.1%	6.0%
I am confident in my ability to align classroom lessons with the NC SCOS goals	33	97.0%	0.0%	3.0%
I am familiar with a variety of effective instructional strategies that will increase my students’ academic success	33	93.9%	6.1%	0.0%
I am confident in my ability to utilize student performance data to inform instructional decisions	33	87.8%	6.1%	6.1%
I am familiar with the components of an effective classroom vision	32	90.6%	9.4%	0.0%
I have developed a vision for my classroom that defines the knowledge, critical thinking skills, and mindsets my students will attain	32	93.7%	6.3%	0.0%
I am confident in my ability to develop SMART goals for my students	33	94.0%	3.0%	3.0%
I am well-prepared to develop low and high stakes assessments for my students	33	84.9%	12.1%	3.0%
I am prepared to utilize a pacing guide, the curriculum, assessments and my classroom vision to create a calendar for an instructional unit	33	90.9%	9.1%	0.0%

Questions	N	Strongly Agree or Agree	Neither Agree or Disagree	Strongly Disagree or Disagree
I am confident in my ability to create and use tracking sheets to monitor student progress	33	81.8%	18.2%	0.0%
I have the knowledge and skills necessary to communicate effectively with students, parents, colleagues, and administrators	33	100.0%	0.0%	0.0%
I am very familiar with the components of an effective classroom management plan	33	97.0%	3.0%	0.0%
I am very familiar with specific classroom management styles that promote student achievement	33	93.9%	6.1%	0.0%
I fully understand the impact of the classroom arrangement on my ability to effectively manage my classroom	33	100.0%	0.0%	0.0%
I am familiar with the school and community in which I will be teaching	33	81.8%	9.1%	9.1%
I am familiar with the organizational structure of NC's public schools	33	69.7%	18.2%	12.1%
I fully understand the responsibilities of teachers in K-12 public schools	33	100.0%	0.0%	0.0%
I am well-prepared to use the Revised Bloom's Taxonomy to identify daily objectives for formative assessment	33	97.0%	3.0%	0.0%
I am confident in my ability to use pacing guides to sequence curriculum goals throughout the year	33	90.9%	9.1%	0.0%
I have the knowledge and skills necessary to be a highly effective teacher	33	97.0%	3.0%	0.0%

Intermediate Outcomes: To what extent did NC NTSP improve Instructional Proficiency, Teacher Self-efficacy, and Student Engagement?

Intermediate Effects of NC NTSP on Teachers

As a result of NC NTSP support services, we hypothesized that in comparison to our control sample, NC NTSP teachers will (1) exhibit higher-quality instructional practices, and (2) report higher levels of confidence and self-efficacy. Below, we report on our instructional practice and self-efficacy findings.

Table 10 (following page) displays CLASS ratings for each of the 11 dimensions from the fall and spring, and across the pooled sample for NC NTSP and comparison sample teachers. In the fall, there were no statistically significant differences between NC NTSP and comparison instructors. Because the three-day Summer Institute was the only NC NTSP component provided prior to our fall observation period, these results are not surprising and suggest that the quality of instructional practice for NC NTSP and comparison sample teachers was equivalent at the start of the school year.

In the spring, observers rated both NC NTSP and comparison sample teachers higher—the scores for NC NTSP teachers were higher-quality on all 11 dimensions, while the scores for the comparison sample indicated higher-quality for 9 of the 11 dimensions. Although none of the differences in growth between NC NTSP and comparison sample teachers were statistically significant, in the spring NC NTSP teachers did rate significantly higher on the content understanding dimension. This indicates that toward the end of the school year, the depth of lesson content and the approaches used to help students comprehend that content were more advanced in classrooms of NC NTSP teachers. Finally, examining the pooled scores for NC NTSP and for comparison sample teachers across all 119 observations (60 NC NTSP; 59 comparison), NC NTSP participants scored significantly higher on two dimensions—content understanding and instructional learning formats (the ways in which teachers present learning targets, employ multiple instructional modalities, and actively facilitate student involvement). Overall, there is some evidence that NC NTSP teachers exhibited higher-quality instructional practices.

Table 10. NC NTSP Ratings of Instructional Proficiency from CLASS Observations, 2011-2012

CLASS Dimension	Fall Scores		Spring Scores		Pooled Scores	
	NTSP Teachers	Comparison Teachers	NTSP Teachers	Comparison Teachers	NTSP Teachers	Comparison Teachers
<i>Positive Climate</i>	4.51 (0.87)	4.58 (1.26)	4.83 (0.96)	4.85 (1.03)	4.67 (0.92)	4.71 (1.15)
<i>Negative Climate</i>	2.05 (0.81)	1.94 (0.94)	1.71 (0.87)	1.55 (0.59)	1.88 (0.85)	1.75 (0.81)
<i>Teacher Sensitivity</i>	4.70 (1.01)	4.48 (0.94)	4.96 (1.00)	4.73 (0.95)	4.83 (1.01)	4.60 (0.94)
<i>Regard for Student Perspectives</i>	3.08 (0.75)	3.07 (1.02)	3.31 (0.79)	3.25 (1.03)	3.20 (0.78)	3.16 (1.02)
<i>Behavior Management</i>	5.25 (1.19)	5.08 (1.32)	5.53 (1.21)	5.71 (1.01)	5.39 (1.20)	5.39 (1.21)
<i>Productivity</i>	5.71 (1.02)	5.38 (1.00)	5.78 (0.96)	5.74 (0.81)	5.75 (0.98)	5.55 (0.93)
<i>Instructional Learning Formats</i>	4.33 (0.87)	4.13 (0.99)	4.71 (0.89)	4.34 (0.83)	4.52⁺ (0.89)	4.24 (0.92)
<i>Content Understanding</i>	3.72 (0.88)	3.41 (1.24)	4.06⁺ (1.00)	3.63 (0.88)	3.89[*] (0.95)	3.52 (1.07)
<i>Analysis and Problem Solving</i>	2.59 (0.79)	2.54 (1.07)	2.63 (1.00)	2.42 (1.05)	2.61 (0.92)	2.48 (1.06)
<i>Quality Feedback</i>	3.26 (0.70)	3.35 (1.22)	3.58 (0.96)	3.27 (1.15)	3.42 (0.85)	3.31 (1.18)
<i>Instructional Dialogue</i>	3.02 (0.87)	3.03 (1.21)	3.49 (1.08)	3.13 (1.19)	3.26 (1.00)	3.08 (1.19)
<i>Observation Count</i>	30	30	30	29	60	59

Note: A ⁺ and bolded value in the NC NTSP column indicates statistically significant differences between NC NTSP teachers and comparison teachers at the p<0.10 level; A ^{*} and bolded value in the NC NTSP column indicates statistically significant differences between NC NTSP teachers and comparison teachers at the p<0.05 level. Standard deviations for each rating are presented in parentheses.

Of the 33 teachers who attended the 2011 NC NTSP Summer Institute, 28 were employed in schools that were part of the Omnibus Survey sample. Sixteen of these 28 teachers (57.14%) responded to the survey. Likewise, there were 155 beginning teachers (as of the September 2011 certified salary data) in our comparison sample of schools, of which 129 were employed in schools that were part of the Omnibus Survey sample. Seventy-three of these 129 teachers (56.59%) responded to the survey. From the Omnibus Survey, we were specifically interested in teachers' responses to the self-efficacy dimension, a set of eight Likert-scale questions (scale from 1 to 7), adapted from the Patterns of Adaptive Learning Scales, which ask teachers to rate their ability to overcome challenging situations to promote student learning.

Overall, Table 11 shows that comparison sample teachers rated their levels of self-efficacy higher than their NC NTSP peers across all eight questions. One of these differences—"I can help students value learning"—was statistically significant. Despite the higher levels of instructional proficiency for NC NTSP teachers (CLASS results), these findings indicate that NC NTSP did not increase teachers' confidence in their ability to successfully instruct at-risk students.

Table 11. Teachers' Reported Self-Efficacy on the Omnibus Teacher Survey

Omnibus Teacher Survey Self-efficacy Questions	NC NTSP Teachers (n = 16)	Comparison Sample Teachers (n = 73)
If I try really hard I can get through to even the most difficult student	5.34 (1.38)	5.66 (1.01)
I am good at helping all the students in my classes make significant improvement	5.48 (1.19)	5.69 (0.91)
I am certain that I am making a difference in the lives of my students	5.59 (1.22)	6.07 (0.88)
I can deal with almost any learning problem	4.93 (1.33)	5.46 (1.19)
I can get students to believe they can do well in school work	5.66 (1.13)	6.10 (0.77)
I can assist families in helping their children do well in school	5.33 (1.19)	5.84 (0.79)
I can motivate students who have low interest in school work	5.21 (1.15)	5.72 (1.01)
I can help students value learning	5.66⁺ (0.81)	5.91 (0.95)

Note: The ⁺ symbol and bolded value in the NC NTSP column indicates statistically significant differences between NC NTSP teachers and comparison teachers at the p<0.10 level; The * symbol and bolded value in the NC NTSP column indicates statistically significant differences between NC NTSP teachers and comparison teachers at the p<0.05 level.

Intermediate Effects of NC NTSP on Students

In our theory of change, we specify one potential intermediate effect of NC NTSP on students—increased levels of student engagement in lessons/classroom activities. To examine student engagement for this evaluation report, we used ratings of the student engagement dimension from CLASS observations.

Table 12 shows that while the average observational rating of student engagement for NC NTSP teachers was higher than the score for comparison teachers in the fall, spring, and across the pooled sample, there were no statistically significant differences. The instructional practices of NC NTSP teachers did not engender higher levels of active student engagement in classroom activities for the 2011-12 CLASS sample. Considering that treatment and comparison sample teachers scored equivalently across most dimensions of instructional practice in Table 10, these results are not surprising. Table 12 also indicates that both the observed NC NTSP teachers and the comparison sample teachers experienced increases in average student engagement levels between the fall and the spring. As new teachers learn on the job and improve instructional practice, this increase is expected. Additional analyses of these student engagement gains indicated that although greater, the growth exhibited by NC NTSP teachers between fall and spring was not significantly different than that of comparison sample teachers. Overall, observational ratings of student engagement levels appear comparable across our evaluation sample.

Table 12. Ratings of Student Engagement from CLASS Observations

Class Dimension	Fall Scores		Spring Scores		Pooled Scores	
	<i>NTSP Teachers</i>	<i>Comparison Teachers</i>	<i>NTSP Teachers</i>	<i>Comparison Teachers</i>	<i>NTSP Teachers</i>	<i>Comparison Teachers</i>
<i>Student Engagement</i>	4.71 (0.92)	4.64 (1.07)	5.16 (1.11)	4.98 (0.68)	4.93 (1.04)	4.81 (0.91)
<i>Observation Count</i>	30	30	30	29	60	59

Recommendations

Data from the NC NTSP implementation in 2011-12 suggest several strategies that could be employed to help strengthen the education workforce through the support of novice teachers. To further enhance the program's effectiveness, the RttT Evaluation Team recommends the following considerations as NC NTSP is implemented statewide.

1. Offer differentiated instruction

Feedback from participants at the 2011 Summer Institute suggests the need for further differentiation of instruction based on the types of preparation for teaching that individuals had received prior to the institute. Some traditionally prepared teachers reported that the material covered was redundant with their formal training, whereas it was reported as novel by the alternatively prepared teachers. Maximizing differentiation among grades, subjects, and preparation types would promote a more tailored learning environment. It is recommended that consideration also be given to how best to tailor the information for alternative-entry teachers versus traditionally prepared teachers.

2. Provide immediate treatment supports after the Summer Institute

During the 2011-12 start-up year, instructional coaches were not hired until the spring of 2012, and many participants in NC NTSP did not receive further support (after the Summer Institute) until well into their second semester of teaching. Coaching visits and professional development sessions should be scheduled immediately following the start of the school year.

3. Improve standardization of treatment components

The strategy of using anchor institutes to support the coaching and professional development activities of proximal geographic regions receiving services from NC NTSP has the benefit of localized knowledge and support of participating teachers and schools. However, data from 2011-12 revealed significant variation in both the frequency and content of the treatment components between the two anchor institutes. For example, instructional coaches in the UNC-Charlotte region averaged over 27 visits per NC NTSP teacher, while instructional coaches in the ECU region averaged 6 coaching visits per NC NTSP teacher.

4. Investigate factors influencing attendance at the Summer Institute

The Summer Institute is a distinguishing treatment component of the NC NTSP. However, the timing of late hires, and the prevalence of late hires within these schools, provides a significant challenge for widespread exposure among eligible teachers. The UNC-GA program implementers are in the process of conducting additional follow-up with schools and LEAs to explore alternatives that would facilitate a broader reach of this component. Viable options will be vetted with NCDPI for the 2013-14 school year to determine an optimal approach given these realistic constraints.

5. *Formalize the social networking efforts*

Informal networking was observed at the 2011 Summer Institute among new teachers within the same districts, schools, and grade level/content areas. Participants expressed a desire to continue those connections after the institute had concluded, but this was not a part of the original program design. The program design should be expanded to include the use of forums, such as Edutopia or other social networking platforms, to facilitate networking amongst participants, along with explicit requirements for networking and social events for the institutions and instructional coaches in each of the regions.

6. *Consider adjusting the reporting timeline in relation to reporting key outcome variables*

Currently, the evaluation reports are due in October, which is before data sources such as McREL evaluations, value-added estimates of teachers' effectiveness, and student surveys (Tripod) are available for analysis. The RttT Evaluation Team, UNC-GA program implementers, and NCDPI RttT administrators should consider altering the due dates for future evaluation reports to maximize the timeliness of the information that can be provided. Moving the next delivery deadline to March 2014 would allow time for the RttT Evaluation Team to obtain, merge, analyze, and report on the additional data.

Addendum

Discussions surrounding the content of this report revealed discrepancies in understanding and expectations between the NCDPI RttT leadership and the UNC-GA program implementers. The challenges posed by these discrepancies in understanding can be mitigated going forward by a commitment on both sides to establishing and maintaining an agreed-upon communication plan, and to prioritizing a collaborative approach in all programmatic decision-making. To optimize program effectiveness, these discussions should incorporate consideration of formative feedback recommendations regarding the intervention design and implementation.

Next Steps for the NC NTSP Evaluation

Expansions in the size of the NC NTSP population and the provision of a full complement of support services (Summer Institute, instructional coaching, and professional development) in 2012-13 will enable a more detailed evaluation of NC NTSP. Below, we briefly detail key updates and plans for the 2012-13 evaluation work.

Treatment Group Sample

For the 2011-12 NC NTSP evaluation, there was only a single cohort to study for our CLASS and survey analyses. Now, the addition of a second cohort and the provision of the full complement of treatment services provide a larger NC NTSP sample. In 2012-13, our NC NTSP sample will vary according to data source. For analyses involving administrative and survey data, our NC NTSP evaluation sample will consist of all teachers participating in NC NTSP. For our CLASS observations, we are currently planning to focus on NC NTSP participants in Cohort 2 (beginning teachers in 2012-13)—a cohort that we can observe for two years as they receive NC NTSP as fully intended.

Comparison Group Sample

In 2011-12, we selected our comparison sample of beginning teachers in the lowest-achieving 5% of schools within the four regions not included in the 2011-12 implementation in order to best isolate the relationship between NC NTSP and outcomes of interest. In our study sample, all teachers were receiving DST and other RttT services; participation in NC NTSP differentiated the two teacher groups. In 2012-13, expansion of NC NTSP to all of the lowest-achieving 5% of schools that elect to participate will change the composition of our comparison sample. As of now, there are no schools in the lowest-achieving 5% that are ineligible for NC NTSP, and a sufficient comparison sample cannot be constructed from the small number of schools that forego NC NTSP participation. Furthermore, because other low-performing schools are not receiving RttT services, a sample of low-performing schools outside of that lowest 5% will make isolating NC NTSP effects more challenging. With these limitations, we will define our comparison sample in 2012-13 by using the 2011-12 school performance composite data to identify all elementary, middle, and high schools in the bottom decile of student achievement. Next, we will eliminate any schools eligible for NC NTSP from the list. The remaining schools and the novice teachers employed therein will serve as the comparison sample for the 2012-13 NC NTSP evaluation.

Evaluation Outcomes of Interest

Overall, we hypothesize that supports offered by NC NTSP will increase teachers' knowledge, quality of instructional practice, and level of self-efficacy. These changes are expected to lead to greater levels of student engagement and student achievement gains and to greater teacher retention rates. To evaluate these hypothesized effects, we plan to use the following measures in 2012-13: (1) the Omnibus Survey and Perceptions of Success Inventory—Beginning Teachers Survey to determine teachers' perspective of their experiences with induction and relative impact of NC NTSP, along with levels of self-efficacy for instructional practices; (2) CLASS, McREL, and Tripod to examine teachers' instructional proficiency and student engagement; and (3)

NCDPI administrative data files to assess student achievement gains and teacher retention. If the current reporting cycle is continued, the second and third data sources mentioned above (except for CLASS scores) will not be available for the 2012-13 NC NTSP evaluation report.

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Appendix A. Race to the Top New Teacher Support Evaluation Plan (Version 2 – Revised)

The evaluation of the Race to the Top initiative to reform teacher induction will assess both impact and implementation. In recent reports, the Carolina Institute for Public Policy demonstrated that teachers are much less effective in terms of increasing student test score gains in their first two years in North Carolina’s public school classrooms and that many teachers, especially alternative entry teachers and those prepared out of state, leave teaching in North Carolina within five years (Henry et al., 2010; Henry, Bastian, & Fortner, 2011). The New Teacher Support Program (NTSP) was developed in response to those findings and is intended to (1) increase the effectiveness of first- and second-year teachers; (2) increase novice teacher confidence and morale; and (3) increase retention. This evaluation will assess the implementation and effectiveness of the program using multiple outcome measures, including teacher evaluations, observation of teachers’ instruction, student test score gains, and measures of student engagement.

Policy Objective(s)/Purpose(s) of the Initiative

Increase the effectiveness, confidence, and retention of first- and second-year teachers in North Carolina in response to support and development experiences provided by NTSP.

Initiative Activities

Provide a week-long Summer Institute, prior to the school year, designed to target the knowledge and skills most needed by beginning teachers.

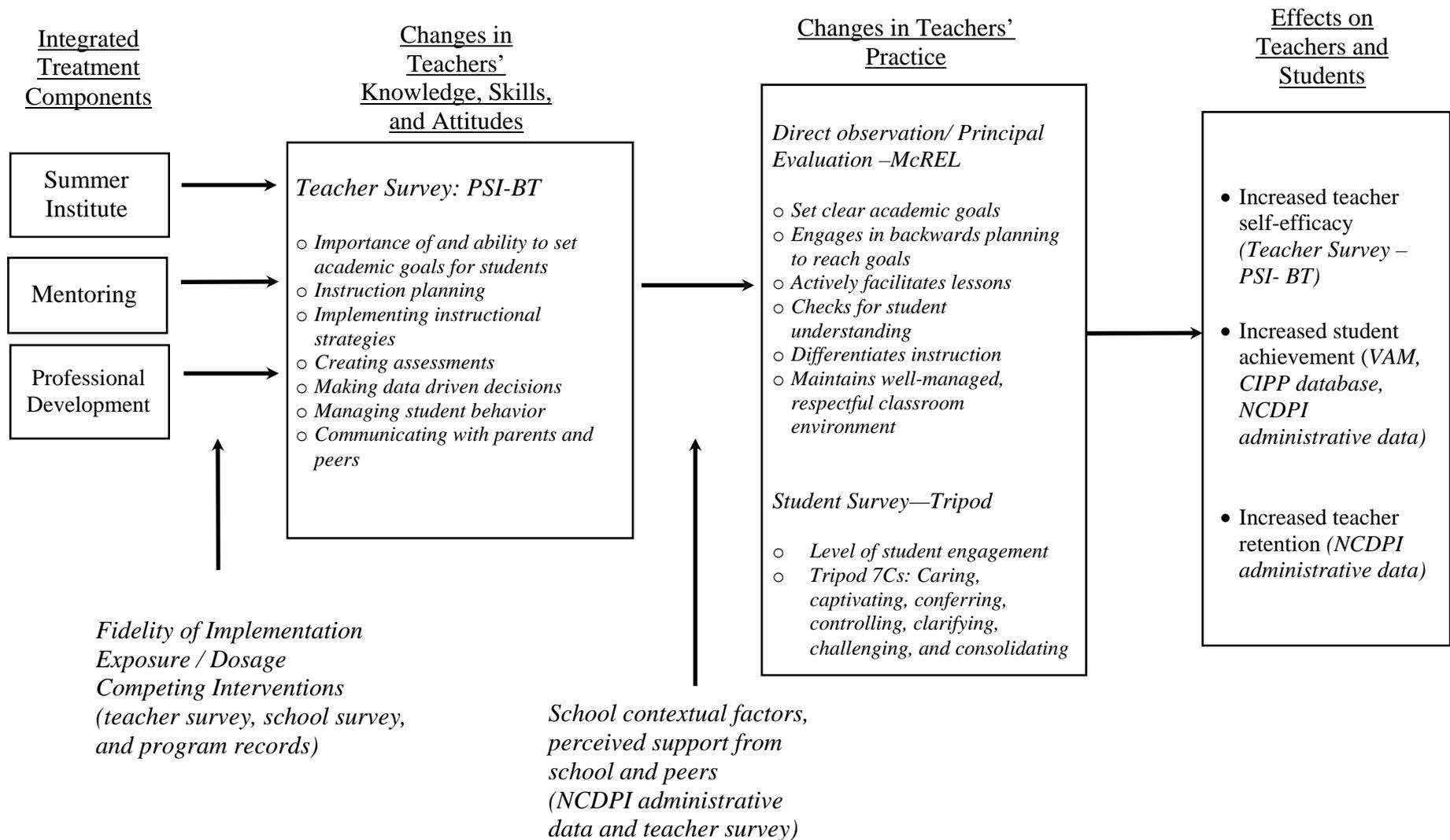
- Develop novice teachers’ classroom management skills.
- Engage novice teachers in “backwards planning” to meet all of the curricular objectives for the courses and grades they will be teaching.
- Provide skills for succeeding in the school environment, including collaboration with parents and community.

Match novice teachers with instructional coaches who will observe participants eight times throughout the school year and provide high-quality feedback that is targeted at improving teacher performance.

- Observe and provide immediate feedback on instruction strategies, interactions with students, and classroom management.
- Provide this feedback on a continuing basis throughout the year.
- Integrate a common classroom observation protocol to structure observation and feedback sessions for the greatest benefit.

Provide a series of six to eight professional development days throughout the school year that target instruction to meet the needs of novice teachers to increase their effectiveness.

Logic Map of Initiative



Evaluation Goal(s)/Purpose(s) of the Evaluation

- Determine if NTSP is being implemented as intended and provide recommendations to improve implementation, if needed.
- Assess whether access to the teacher induction program (NTSP) increases teachers’ morale, confidence, and retention.
- Assess whether access to NTSP increases teachers’ effectiveness in terms of student achievement, instructional proficiency, and student engagement.
- Provide recommendations to sustain the benefits attributed to NTSP if any.

Overall Approach to Evaluation

Mixed method: Evaluation questions to be addressed by applying analyses from multiple qualitative and quantitative sources.

Research Questions and Anticipated Data Sources

Evaluation Question	Document/ Course Review	Educator Eval Tool Results	Observations (Classroom/ Institute/ Workshop/ Other)	Interviews (Teacher/ Admin/ Other)	Focus Groups (Student/ Teacher/ Other)	Surveys (Student/ Teacher/ Other)	Quant. Analysis	Admin. Data Review	Accounting Data Review
Major/Overall Questions									
What is the nature and quality of the experience: a) for students and b) for participating teachers?			b) X		b) X	X	X	b) X	
Are students affected by these programs better off than similar students in similar schools and districts not served by these programs?						X	X		
Are these initiatives cost-effective and sustainable?									X
To what extent do the initiatives meet critical needs for teachers and principals and improve equitable access to higher-quality teachers and leaders in targeted geographic and content areas?			X		b) X	X	X	X	
Specific Questions									
Is NTSP implemented as intended and are there opportunities for improving implementation?			X		X	X	X	X	
Does access to NTSP increase teachers’ morale, confidence, and retention?			X		X	X	X	X	
Does access to the new teacher support program (NTSP) increase teachers’ effectiveness in terms of student achievement, instructional proficiency, and student engagement?			X		X	X	X	X	
How can NTSP or the benefits attributed to NTSP, if any, be sustained in the future?			X		X	X	X	X	

Evaluation Activities

Approach

A quasi-experimental design will be used for the first year, when NTSP will only be in four of the eight regions across the state. Teachers who attended the first Summer Institute will be directly observed using the CLASS observation protocol, will be asked to complete a beginning teachers survey, and will be followed for measures of teaching effectiveness such as student growth data (VAMs), teacher evaluation ratings (McREL), and student surveys (Tripod). For Year 1, these same measures will be taken from teachers with similar characteristics from regions and schools who are not participating in NTSP, in order to best assess the effectiveness of the program. In the second year, all of the regions in the state are eligible for services, so the same approach will be taken with teachers who participate, but the comparison group will either have to be drawn from eligible schools who did not participate, or schools above the lowest-achieving 5% who were not eligible.

Anticipated Procedure

Implementation and impact will be studied via the methods and tools listed above.

For observations, the Evaluation Team will randomly select 30 treatment teachers and 30 comparison teachers from the full sample to be observed twice per year, and UNC-GA program implementers will use the same observation rubric (or a closely related version) and provide data to the Evaluation Team.

Impact comparisons will be made among the following groups:

- Cohort 1 (BT1s in 2011-12):
 - Compare first-year teachers in treatment schools to first-year comparison teachers
- Cohort 2 (BT1s in 2012-13)
 - Compare first-year teachers in treatment schools to first-year comparison teachers
 - Compare second-year teachers in treatment schools to second-year teachers in comparison schools
 - Compare the second cohort of first-year teachers in treatment schools to the previous cohorts of first-year teachers in treatment schools (prior to NTSP services)
 - Compare the second cohort of second-year teachers in treatment schools to the previous cohort of second year teachers in treatment schools (prior to NTSP services)

The outcome measures include:

- Student test scores
- Rubric-based classroom observations
- Student surveys
- Teacher turnover/retention

- Teacher surveys

Anticipated Schedule

- First stage (January 2011-June 2011)
 - Select classroom observation rubric to be employed both by the Evaluation Team and UNC-GA program implementers
 - Select sample of schools
- Second stage (July 2011-June 2013)
 - Classroom observations
 - First year of impact data (Cohort1)/ start Cohort 2
 - Teacher surveys and focus groups
 - Student surveys
- Third stage (July 2013-June 2014)
 - Continue with quantitative and qualitative evaluation for Cohort 1 and 2
 - Produce summative reports and develop recommendations

Major Evaluation Deliverables

- Year 1: Preliminary report on implementation and formative outcomes (12/9/2012-1/9/2013)
- Year 2: Impact and implementation interim report (7/9/2013-8/9/2013)
- Final report: Induction program effectiveness, implementation, and sustainability (10/9/2014-11/9/2014)

Appendix B. Summer Institute Participant Evaluation Survey

Survey Question	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
I am very familiar with the NC Standard Course of Study for the <u>grade level</u> that I will be teaching.					
I am very familiar with the NC Standard Course of Study for the <u>content area</u> that I will be teaching.					
I am confident in my ability to align classroom lessons with the Standard Course of Study Goals.					
I am familiar with a variety of effective instructional strategies that will increase my students' academic success.					
I am confident in my ability to utilize student performance data to inform instructional decisions.					
I am familiar with the components of an effective classroom vision.					
I have developed a vision for my classroom that defines the knowledge, critical thinking skills, and mindsets my students will attain by the end of the year.					
I am confident in my ability to develop SMART goals for my students.					
I am well-prepared to develop low and high stakes assessments for my students.					
I am prepared to utilize a pacing guide, the curriculum, assessments, and my classroom vision to create a calendar for an instructional unit.					
I am confident in my ability to create and use tracking sheets to monitor students' progress.					
I have the knowledge and skills necessary to communicate effectively with students, parents, colleagues, and administrators.					
I am very familiar with the components of an effective classroom management plan.					
I am very familiar with specific classroom management styles that promote student achievement.					
I fully understand the impact of the classroom arrangement on my ability to effectively manage my classroom.					
I am familiar with the school and community in which I will be teaching.					
I am familiar with the organizational structure of North Carolina's public schools.					
I fully understand the professional responsibilities of teachers in K–12 public schools.					
I am well-prepared to use the Revised Bloom's Taxonomy to identify daily objectives for formative assessment.					
I am confident in my ability to use pacing guides to sequence curriculum goals throughout the year.					
I am familiar with wellness techniques and strategies that will help me to balance my work and family life.					
I have the knowledge and skills necessary to be a highly effective teacher.					

Appendix C. CLASS Observation Scoresheet

Comprehensive Class Observation Score Sheet			
School: _____ Grade/Subject: _____ Teacher: _____ Lesson Content: _____		Instructional Format (circle all that apply): Whole Class Small-Group Individual # of Adults: _____ # of Students: _____ Interruptions (tally/0=none): _____	
		Observer: _____ Observation Date: _____ Day of the Week: _____ Start Time: _____ End Time: _____ Session # (circle): 1 2 3 4	
Domain	Dimension/Indicators	Observations	Score
Emotional Support	Positive Climate (PC) <ul style="list-style-type: none"> • Relationships • Positive Affect • Positive Communications • Respect 		
	Negative Climate (NC) <ul style="list-style-type: none"> • Negative Affect • Punitive Control • Disrespect 		
	Teacher Sensitivity (TS) <ul style="list-style-type: none"> • Awareness • Responsiveness to academic and social/emotional needs • Effectiveness in addressing problems • Student Comfort 		
	Regard for Student Perspectives (RSP) <ul style="list-style-type: none"> • Flexibility and adolescent focus • Connections to current life • Support for autonomy and leadership • Meaningful peer interactions 		
Classroom Organization	Behavior Management (BM) <ul style="list-style-type: none"> • Clear expectations • Proactive • Effective redirection of behavior • Student behavior 		
	Productivity (P) <ul style="list-style-type: none"> • Maximizing learning time • Routines • Transitions • Preparation 		
	Instructional Learning Formats (ILF) <ul style="list-style-type: none"> • Learning targets/organization • Variety of modalities, strategies, and materials • Active facilitation • Effective engagement 		
Instructional Support	Content Understanding (CU) <ul style="list-style-type: none"> • Depth of understanding • Communications of concepts and procedures • Background knowledge and misconceptions • Transmission of content knowledge and procedures • Opportunity for practice of procedures and skills 		
	Analysis and Problem Solving (APS) <ul style="list-style-type: none"> • Inquiry and analysis • Opportunities for novel application • Metacognition 		
	Quality of Feedback (QF) <ul style="list-style-type: none"> • Feedback loops • Scaffolding • Building on student responses • Encouragement and affirmation 		
	Instructional Dialogue (ID) <ul style="list-style-type: none"> • Cumulative content-driven exchanges • Distributed talk • Facilitation strategies 		
	Student Engagement (SE) <ul style="list-style-type: none"> • Active Engagement 		

Appendix D. CLASS Observation Protocol

Observation Sessions: Timing

- CLASS observations officially begin at the start of the class period
 - Begin at the bell
 - If no bell, begin at the time the class officially starts
- CLASS observation sessions include 15 minutes of observing and 10 minutes of scoring
- Observers complete four observation sessions for a teacher
- Goal of two teacher observations per day for the researcher; one morning and one afternoon

Observation Sessions: Classroom Placement

- CLASS observers situate themselves on the side of the classroom (profile view of the students) or in a front corner of the classroom
 - Observers do not situate themselves behind students, or directly in front of students
- CLASS observers remain stationary in the classroom. If the ability to observe is compromised by remaining stationary (observers cannot hear student-student or student-teacher dialogues), researchers may reposition themselves with as little disruption to the class as possible.

Observation Sessions: Focus of Observation

- CLASS is a protocol designed to gauge the classroom experience for the average student. During whole group instruction, this means the researcher should primarily focus on the teacher and his/her interactions with students. If students break into small groups, the researcher should focus their attention across each of the groups to gauge the average student experience.
- CLASS observers should NOT take into account materials in the classroom (daily agenda or objectives) or what is written on the board, unless the teacher specifically references such materials during instruction.

Observation Sessions: Interruptions

- If an observation is interrupted by an event (e.g., a fire drill), the observation can be scored if 8 or more minutes of time have passed. If less than 8 minutes have elapsed, the observation session should be scrapped and started again.

Observation Sessions: Evaluation Considerations

- CLASS observations must be scheduled (not a surprise) to ensure the day/lesson is appropriate for evaluation.

- All raw scores for all dimensions and observations should be reported.
- CLASS observers should observe the same teacher in the fall and spring and year to year if possible
- CLASS observers must observe in a mix of regions and treatment conditions

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