

Advanced Teaching Roles (ATR) Evaluation

NC Department of Public Instruction - NC State University

ATR Program Purpose:

- Allows highly effective classroom teachers to **impact an increased number of students** by assuming accountability for additional students (e.g. lead classroom teacher/coach, leading professional development, etc).
- Enables local school administrative units to create **innovative compensation models**.

Evaluation Context:

- Pilot evaluation (2016 - 2020)
- Implementation varies to meet local needs
- Great resignation / talent migration



Evaluation Purpose and Design

Purpose

- Understand the **impact of ATR** on school culture, teacher retention, classroom instruction, and student learning;
- Describe the **similarities and differences** in how public schools are implementing ATR;
- Identify **factors supporting or impending** ATR efforts.

Mixed methods convergent design, in which different but complementary data are collected concurrently or sequentially (Creswell & Clark, 2017).

Data sources

- *Qualitative*: Interviews, Classroom Observations, Program Documentation
- *Quantitative*: DPI Administrative Data
- *Mixed*: Surveys

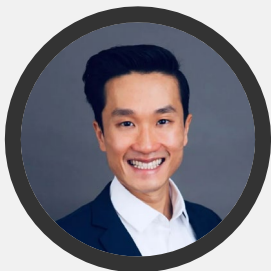
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