

State Summary Report

NORTH CAROLINA

Most districts only provide support to beginning teachers for years 1-3. However, teacher attrition continues to be a problem beyond this point. The NC team implemented supports for six cohorts of 5 teachers in each of two schools per county across three counties (Guilford, Durham, Winston Salem), with a focus on **20 K-5 teachers** in years 2-7.

Objectives include:

- Using a supportive NBCT leader, share accomplished teaching practices with the school cohorts
- Increase teacher understanding of the 5 Core Propositions

WORKFORCE CHALLENGE:

High attrition rate among lateral entry and early career educators in high needs schools

STRATEGIC GOAL:

Increase satisfaction and retention of these educators in high needs schools

Activities and Accomplishments

Key Action Plan Components

- Selected 30 teacher participants
- Held regular meetings on 5 Core Propositions with small group teams of participating teachers
- Conducted peer observations, debriefings, and teacher participant surveys to identify areas of growth

Stakeholder Engagement

- Helped lead the state candidate support bootcamp with North Carolina Association of Educators
- Engaged the NC Department of Instruction

Broadening Awareness

- Shared the LEAP model and components of professional learning facilitation training at the NC Department of Instruction's spring 2019 statewide NBCT district coordinator meeting
- Presented at the North Carolina Association of Educators' "New Educator Weekend" conference
- LEAP teachers attended annual Jump Start program
- Information about grant appeared in network e-newsletter (125 members) and on network Facebook page (over 200 members)

Challenges and Learnings

North Carolina faced challenges in engaging administrators and finding time within district schedules to coordinate sessions. However, the team found that the small group format was effective in strengthening teachers' commitment to improving practice. Using an NBCT from the school has also been a positive influence on the cohorts, compared to using an external consultant brought in from central office to deliver professional development. A key takeaway is the need to focus on making sure the teachers see the individualized value in this work, with each district using the plan as a base model but adjusted to do what is best for their schools