



Professional Advancement and Wellness Support A Multi-Tiered System of Supports for Teacher Candidates

Teachers who develop **resilience** and **self-efficacy** are more likely to stay in the classroom.
 We piloted and tested a **college-wide system** to support **teacher candidates' well-being**.

Why This Matters

Beginning teachers within their first five years are almost **twice as likely to leave the profession** as teachers with more than five years of experience, significantly contributing to the chronic teacher shortage in and beyond North Carolina.

Stress and exhaustion significantly influence beginning teachers' decisions to leave, and the "burnout narrative" even affects the confidence of teacher candidates.

Developing **resilience and self-efficacy** can help **buffer the stress of the teaching profession** and decrease perceptions of exhaustion in teachers.

(Brandenburg et al., 2024; Barber & Literat, 2024; Fu & Zhang, 2024; Gui, 2024; NCDPI, 2024)

Evaluation

We supported **29 students** during the program pilot in **Spring 2025 (3% of our student population)**.

This included:

- 23 students who attended **PAWS workshops**
- 6 students who received **coaching support**

Students who received **coaching support** completed two measures **before** starting coaching and **at the end of the semester**:

- **Brief Resilience Scale** (6 questions)
- **Teacher Self-Efficacy Scale** (12 questions)

(Smith et al., 2008; Tschannen-Moran & Hoy, 2001)

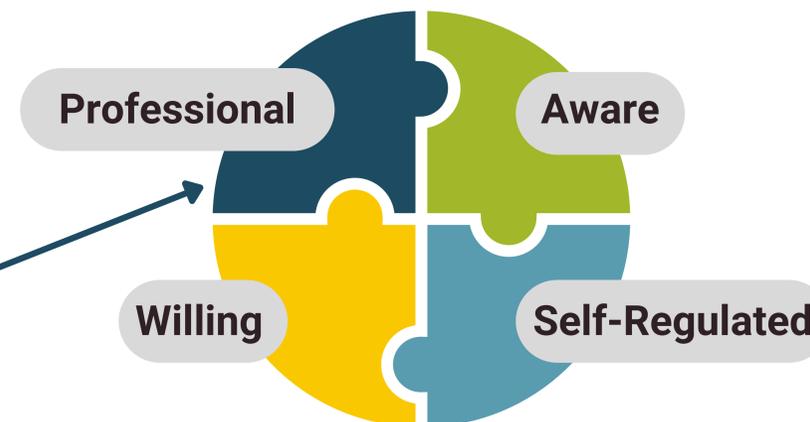
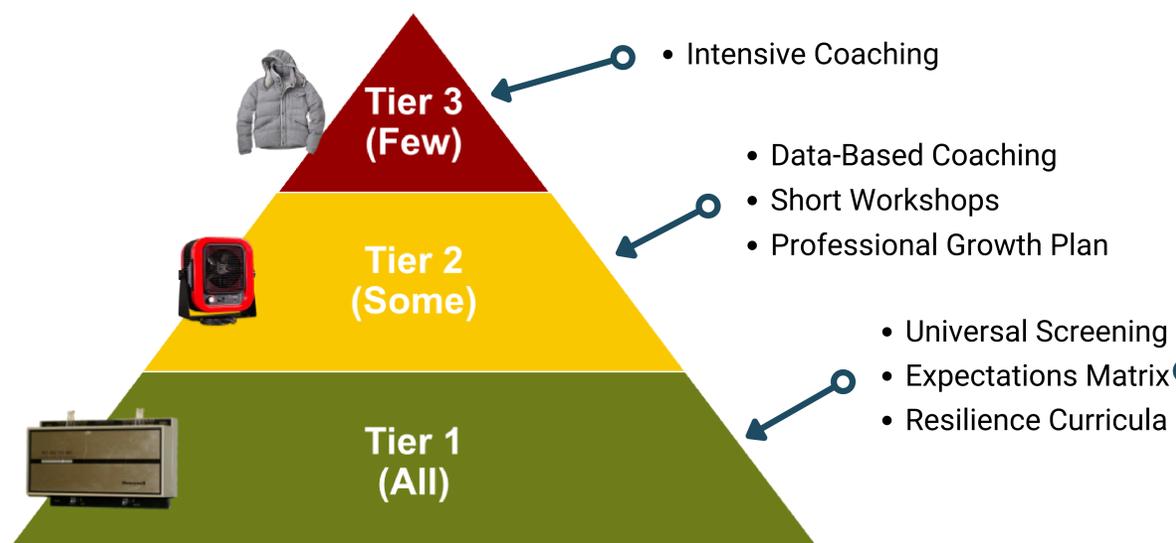
Preliminary Results

	Pretest	Posttest	t	z	p
Resilience (1-6)	3.33 (0.70)	3.39 (0.79)		0.11	.92
Self-Efficacy (1-9)	5.89 (0.99)	6.60 (0.99)	1.07		.17
<i>Student Engagement</i>	6.00 (0.89)	6.79 (0.95)	1.62		.08
<i>Instructional Strategies</i>	5.75 (1.74)	6.71(1.34)	0.93		.20
<i>Classroom Management</i>	6.29 (1.28)	6.29 (1.28)	0.73		.25

What's Next?

- 1 **Conducting interviews with participants** to gauge perceived impacts.
- 2 **Expanding the program** to involve all students in the College of Education.
- 3 Exploring the **long-term effects** of this system.

The System



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