

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

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HOUSE BILL 571
PROPOSED COMMITTEE SUBSTITUTE H571-PCS10391-BEa-14

Short Title: Changes to Advanced Teaching Roles Program.

(Public)

Sponsors:

Referred to:

April 4, 2019

1 A BILL TO BE ENTITLED
2 AN ACT TO MAKE PERMANENT AND MODIFY TEACHER COMPENSATION MODELS
3 AND ADVANCED TEACHING ROLES.

4 The General Assembly of North Carolina enacts:

5 **SECTION 1.** Effective June 30, 2020, the following session laws are repealed:

- 6 (1) Section 8.7 of S.L. 2016-94.
- 7 (2) Section 7.11(a) of S.L. 2017-57.
- 8 (3) Section 7.15(b) of S.L. 2017-57.
- 9 (4) Section 7.9 of S.L. 2018-5.

10 **SECTION 2.** Article 20 of Chapter 115C is amended by adding a new section to
11 read:

12 "**§ 115C-311. Teacher compensation models and advanced teaching roles.**

13 (a) Purpose. – The State Board of Education shall establish a program (program) to
14 develop advanced teaching roles and organizational models that link teacher performance and
15 professional growth to salary increases for classroom teachers in selected local school
16 administrative units. For the purposes of this section, a classroom teacher is a teacher who works
17 in the classroom providing instruction at least seventy percent (70%) of the instructional day and
18 who is not instructional support personnel. The purpose of the program shall be to do the
19 following:

- 20 (1) Allow highly effective classroom teachers to teach an increased number of
21 students by assuming accountability for additional students, by becoming a
22 lead classroom teacher accountable for the student performance of all of the
23 students taught by teachers on that lead classroom teacher's team, or by
24 leading a larger effort in the school to implement new instructional models to
25 improve school-wide performance.
- 26 (2) Enable local school administrative units to provide salary supplements to
27 classroom teachers in advanced teaching roles. Selection of an advanced
28 teaching role classroom teacher and award of related salary supplements shall
29 be made on the basis of demonstrated effectiveness and additional
30 responsibilities.
- 31 (3) Enable local school administrative units to create innovative compensation
32 models that focus on classroom teacher professional growth that lead to
33 measurable improvements in student outcomes.
- 34 (4) Utilize local plans to establish organizational changes related to compensation
35 in order to sustain evidenced-based teaching practices that have the capacity
36 to be replicated throughout the State.



1 (b) Request for Proposal. – By September 15, 2019, and annually thereafter, the State
2 Board of Education shall issue a Request for Proposal (RFP) for the program. Local boards of
3 education shall submit their proposals by October 15. The RFP shall require that proposals
4 include the following information at a minimum:

5 (1) Description of the program structure, including both of the following:

6 a. The process for teacher advancement based on performance,
7 professional growth, or the specific teacher roles assumed by the
8 teacher.

9 b. Plans for how the local school administrative unit will utilize and train
10 classroom teachers in advanced teaching roles. These plans shall draw
11 a direct correlation between the proposed use and training of
12 classroom teachers in advanced teaching roles and improved student
13 outcomes.

14 (2) Descriptions of the advanced teaching roles, including minimum
15 qualifications for the positions that shall include at least two of the following:

16 a. Advanced certifications, such as National Board for Professional
17 Teaching Standards Certification, or a master's degree in the area in
18 which the classroom teacher is licensed and teaching.

19 b. A rating of at least accomplished on each of the Teacher Evaluation
20 Standards 1-5 on the North Carolina Teacher Evaluation instrument.

21 c. Evidence that the teacher has an average Education Value-Added
22 Assessment System (EVAAS) student growth index score from the
23 three previous school years of 1.5 or greater and no individual EVAAS
24 student growth index score below zero.

25 d. Equivalent demonstrated mastery of teaching skills as required by the
26 new local compensation model.

27 (3) Job responsibilities that include at least one of the following:

28 a. Teaching an increased number of students and being accountable for
29 their performance as the teacher of record for those students.

30 b. Becoming a lead classroom teacher among a group of teachers and
31 participating in EVAAS according to a model developed by the
32 Department of Public Instruction. The model shall be published and
33 explained on the Department's Web site no later than August 1, 2019,
34 and, thereafter, within 30 days of any change made to the model.

35 c. Leading a school-wide effort to implement data-driven instructional
36 models that include blended learning environments, utilizing digital
37 learning and resources, and focusing on methods of improvement for
38 school-wide performance issues.

39 d. Completing training that certifies the teacher as an in-house provider
40 of professional development or functioning as an instructional content
41 area coach or a coach in another professional development area. This
42 training shall also ensure the professional development or coaching the
43 teacher provides is faithfully implemented in the classroom.

44 (4) Description of how the local school administrative unit will inform all
45 employees and the public on the criteria and selection for the advanced
46 teaching roles, the continued eligibility requirements for the advanced
47 teaching roles, and how the individuals selected for the advanced teaching
48 roles will be evaluated.

49 (5) Description of how the local school administrative unit will inform all
50 employees and the public on the criteria for movement on the proposed new
51 local compensation model.

- 1 (6) The process for the voluntary relinquishment of an advanced teaching role,
2 including the associated additional duties. Voluntary relinquishment of the
3 advanced teaching role shall not be considered a demotion under Part 3 of
4 Article 22 of Chapter 115C of the General Statutes.
- 5 (7) Salary supplement information including the following:
- 6 a. The amount of the salary supplements that will be provided to those
7 selected for the advanced teaching roles. The supplements may be up
8 to thirty percent (30%) of the State teacher salary schedule.
- 9 b. A statement by the local school administrative unit that the salary
10 supplements will be paid as a supplement to the classroom teacher's
11 regular salary and not be included in the average salary calculation
12 used for budgeting State allotments.
- 13 c. A statement by the local school administrative unit that if a classroom
14 teacher in an advanced teaching role (i) fails to maintain the minimum
15 criteria established for the position, (ii) is not successfully performing
16 the additional duties associated with the advanced teaching role, or (iii)
17 voluntarily relinquishes the advanced teaching role, the teacher shall
18 only be paid the salary applicable to that individual on the State teacher
19 salary schedule and any other local supplements that would otherwise
20 apply to the classroom teacher's compensation.
- 21 d. Loss of an advanced teaching role shall not be considered a demotion
22 under Part 3 of Article 22 of Chapter 115C of the General Statutes.
- 23 e. The amount of the salary supplements at all levels of the proposed new
24 compensation model in relation to the State teacher salary schedule.
- 25 (8) The implementation plan, including the number of schools in the local school
26 administrative unit that will have advanced teaching roles and any new
27 proposed compensation model, the number of advanced teaching roles at each
28 of those schools, the number of students whose teacher of record will be a
29 teacher in an advanced teaching role, and the number of teachers overall who
30 would be eligible for the proposed new compensation model.
- 31 (9) Plans for long-term financial sustainability once any grant money that may be
32 awarded to the local school administrative unit is no longer available. This
33 plan shall include a description of how the unit intends to provide
34 supplemental compensation for teachers in an advanced teaching role without
35 grant money.
- 36 (10) A description of how the local school administrative unit could partner with
37 local educator preparation programs, institutions of higher education, or
38 community colleges to improve teacher effectiveness and student outcomes.
- 39 (c) Selection by State Board of Education. – By December 15, 2019, and annually
40 thereafter, the State Board of Education shall review proposals and select local school
41 administrative units to participate in the program, beginning in the subsequent school year, in
42 accordance with the following criteria:
- 43 (1) Selected local school administrative units must meet minimum criteria
44 established by the State Board of Education consistent with this section.
- 45 (2) The State Board shall prioritize the award of available State funds for the
46 following categories of local school administrative units:
- 47 a. Up to five units with an average daily membership from the previous
48 school year of 4,000 or fewer students.
- 49 b. Up to five units with an average daily membership from the previous
50 school year of between 4,001 and 20,000 students.

1 c. Up to five units with an average daily membership from the previous
2 school year of 20,001 or more students.

3 (3) The State Board shall approve the proposal of any local school administrative
4 unit that is submitted by October 15, 2019, if the following criteria are met:

5 a. The local school administrative unit is participating in an approved
6 advanced teaching roles program pursuant to Section 8.7 of S.L.
7 2016-84 in the 2019-2020 school year.

8 b. The application of a local school administrative unit is not inconsistent
9 with this section.

10 (d) Advanced Teaching Roles Designation. – Any local board of education that is
11 selected to participate in the program pursuant to subsection (c) of this section shall designate
12 participating schools within the unit as "Advanced Teaching Roles" schools. Every Advanced
13 Teaching Roles school shall receive class size flexibility pursuant to subsection (i) of this section
14 and budget flexibility pursuant to subsection (j) of this section.

15 (e) Material Revisions of Plans. – Material revisions of a plan submitted to the State
16 Board of Education by a local board of education with at least one Advanced Teaching Roles
17 school shall be made only upon the approval of the State Board of Education.

18 (f) Renewal and Termination. – The initial selected local school administrative units
19 shall implement their approved plans beginning with the 2020-2021 school year. Every five years
20 after a local school administrative unit begins implementing its plan, the State Board of Education
21 shall review the unit to ensure it is complying with its approved plan. After the review, the State
22 Board may, in its discretion, renew or terminate the plan of any local school administrative unit
23 that fails to meet criteria established by the State Board in accordance with this section and the
24 Advanced Teaching Roles designation of any school within that unit. Throughout the program,
25 a local school administrative unit shall provide any information or access requested by (i) the
26 State Board of Education or (ii) the independent research organization selected by the State Board
27 of Education to evaluate the program pursuant to this section.

28 (g) Term; Use of Grant Funds. – Any funds awarded to a local school administrative unit
29 pursuant to this section shall be subject to availability and awarded for a term of up to three years,
30 in the discretion of the State Board. A local school administrative unit shall not be eligible to
31 receive funding for more than one term. Funds awarded to local school administrative units shall
32 be used for any of the following:

33 (1) Development of advanced teaching role plans.

34 (2) Development of professional development courses for teachers in advanced
35 teaching roles that lead to improved student outcomes.

36 (3) Transition costs associated with designing and implementing advanced
37 teaching role models. Transition costs may include employing staff members
38 or contractors to assist with design and implementation of the plan.

39 (4) Development of the design and implementation of compensation plans that
40 focus on teacher professional growth and student outcomes and the transition
41 costs associated with designing and implementing new compensation plans,
42 including employing staff members or contractors to assist with design and
43 implementation of the plan.

44 (h) Program Evaluation. – The State Board of Education shall evaluate how the advanced
45 teaching roles and new compensation plans have accomplished, at a minimum, the following:

46 (1) Improvement in the quality of classroom instruction and increases in
47 school-wide growth or the growth of teachers who are mentored or impacted
48 by a teacher in an advanced teaching role.

49 (2) An increase in the attractiveness of teaching.

50 (3) Recognition, impact, and retention of high-quality classroom teachers.

51 (4) Assistance to and retention of beginning classroom teachers.

1 (5) Improvement in and expansion of the use of technology and digital learning.

2 (6) School culture based on school climate survey results.

3 The State Board shall contract with an independent research organization to perform this
4 evaluation in the first two years of the program and provide reports on October 15, 2020, and
5 October 15, 2021. Beginning October 15, 2022, and annually thereafter, the State Board shall
6 perform the evaluation and provide the report. The State Board shall provide any report required
7 in accordance with this subsection to the offices of the President Pro Tempore of the Senate and
8 the Speaker of the House of Representatives, the Senate Appropriations/Base Budget Committee,
9 the House Committee on Appropriations, the Senate Appropriations Committee on
10 Education/Higher Education, the House Appropriations Committee on Education, the Fiscal
11 Research Division, and the Joint Legislative Education Oversight Committee.

12 (i) Class Size Flexibility. – Notwithstanding G.S. 115C-301, with the approval of the
13 State Board of Education, Advanced Teaching Roles schools selected to participate in the
14 program may exceed the maximum class size requirements for kindergarten through third grade.

15 (j) Budget Flexibility. – Notwithstanding any other provision of law, the State Board of
16 Education shall authorize local boards of education participating in the program to use any
17 available State funds to provide salary supplements to classroom teachers in an advanced
18 teaching role as long as the local school administrative unit complies with policies of the State
19 Board of Education, federal law, and any State programs with specific restrictions on the use of
20 funds, including bonus and grant programs."

21 **SECTION 3.(a)** There is appropriated from the General Fund to the Department of
22 Public Instruction for the 2019-2020 fiscal year the sum of one million five hundred thousand
23 dollars (\$1,500,000) in nonrecurring funds to be allocated to local school administrative units to
24 (i) support teacher compensation models and advanced teaching roles pursuant to Section 8.7 of
25 S.L. 2016-94, as amended, and (ii) develop implementation plans for teacher compensation
26 models and advanced teaching roles pursuant to G.S. 115C-311, as enacted by this act. These
27 funds shall not revert at the end of the fiscal year but shall remain available until expended.

28 **SECTION 3.(b)** There is appropriated from the General Fund to the Department of
29 Public Instruction for the 2020-2021 fiscal year the sum of three million dollars (\$3,000,000) in
30 recurring funds to be allocated to local school administrative units to support teacher
31 compensation models and advanced teaching roles and to develop implementation plans for
32 teacher compensation models and advanced teaching roles pursuant to G.S. 115C-311, as enacted
33 by this act. Beginning in the 2020-2021 fiscal year, funds appropriated to the Department of
34 Public Instruction for the program and for the evaluation of the program shall not revert at the
35 end of the fiscal year but shall remain available until expended.

36 **SECTION 4.** Beginning in the 2019-2020 fiscal year, of the funds appropriated to
37 the Department of Public Instruction by this act to support teacher compensation models and
38 advanced teaching roles and to develop associated implementation plans, the Department may
39 use up to four percent (4%) each fiscal year to evaluate the program, contract with an independent
40 research organization to evaluate the program, or continue any preexisting contract with an
41 independent research organization formed pursuant to Section 8.7 of S.L. 2016-94. Any
42 remaining funds may be awarded to selected local school administrative units in accordance with
43 this act to support teacher compensation models and advanced teaching roles and to develop
44 associated implementation plans.

45 **SECTION 5.** Except as otherwise provided, this act becomes effective July 1, 2019.