

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

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HOUSE BILL 889

Short Title: Extended-Year Teacher Contracts/Study. (Public)

Sponsors: Representatives Horn, Meyer, and Elmore (Primary Sponsors).

For a complete list of sponsors, refer to the North Carolina General Assembly web site.

Referred to: Appropriations

April 26, 2017

1 A BILL TO BE ENTITLED
2 AN ACT TO DIRECT THE STATE BOARD OF EDUCATION TO ISSUE A REQUEST
3 FOR PROPOSALS FOR A STUDY OF EXTENDED-YEAR TEACHER CONTRACTS.

4 Whereas, students and teachers would benefit from additional opportunities for
5 teachers to participate in professional development; and

6 Whereas, teachers have limited time to engage in professional development during
7 the school year because their time is largely committed to working with students; and

8 Whereas, teachers need more time to learn from other teachers in the context of
9 teacher-designed and teacher-led professional development; and

10 Whereas, effective professional development requires learning that is situated in
11 teachers' actual practice and focused on students' thinking and work instead of separated from
12 teaching and learning by time and location; and

13 Whereas, communities of practice are essential to providing teachers with
14 opportunities to lead, learn from, and collaborate with their professional peers; and

15 Whereas, transformative learning takes time to become established, and professional
16 development that is sustained over the course of an academic year provides that time; and

17 Whereas, teacher evaluations should provide meaningful feedback to teachers; and

18 Whereas, the teacher evaluation process can incorporate professional development
19 in order to improve teacher performance; and

20 Whereas, teachers should be compensated for participating in professional activities
21 by way of an extended contractual year; and

22 Whereas, the General Assembly supports providing compensation for teachers in
23 accordance with advanced teaching roles; and

24 Whereas, extended-year teacher contracts and advanced teaching roles can
25 complement one another to improve teacher performance and student achievement; Now,
26 therefore,

27 The General Assembly of North Carolina enacts:

28 **SECTION 1.** Study. – The State Board of Education shall contract for a detailed
29 study on the feasibility and advisability of extending certain teacher contracts from 10 months
30 to 11 months in order to provide teachers with more opportunities for professional development
31 and to improve student achievement. Extended-year contracts would be available to the
32 following categories of teachers: (i) teachers with an initial three-year North Carolina teaching
33 license, (ii) master teachers, (iii) teachers assigned to schools identified as low-performing, and
34 (iv) certain teachers holding a current five-year North Carolina teaching license.



1 The State Board of Education shall issue a Request for Proposals (RFP) and select a
2 consultant to study the feasibility and advisability of implementing extended-year teacher
3 contracts in North Carolina. The RFP shall require the proposals to include, at a minimum, all
4 of the following information:

- 5 (1) The composition of the team of persons that will perform the study,
6 including, but not limited to, all of the following:
7 a. The Superintendent of Public Instruction, or the Superintendent's
8 designee.
9 b. One principal employed by a local school administrative unit.
10 c. One teacher from an elementary school located in a local school
11 administrative unit, one teacher from a middle school located in a
12 local school administrative unit, and one teacher from a high school
13 located in a local school administrative unit.
- 14 (2) The criteria for selecting and employing a separate, third-party person to
15 work alongside the study team and provide all of the following:
16 a. A recommended process for evaluating the implementation of
17 extended-year teacher contracts over time pursuant to
18 sub-subdivision h. of subdivision (3) of this section.
19 b. An in-depth evaluation of the study pursuant to sub-subdivision i. of
20 subdivision (3) of this section.
- 21 (3) A description of the report that shall be submitted at the conclusion of the
22 study. The report shall include, at a minimum, all of the following elements:
23 a. Recommendations regarding (i) the feasibility and advisability of
24 implementing extended-year teacher contracts, (ii) whether
25 extended-year teacher contracts should be implemented immediately
26 or in stages, and (iii) a proposed process for implementing
27 extended-year teacher contracts in stages.
28 b. Recommendations regarding (i) the appropriate definition of "master
29 teacher" and (ii) ways to directly integrate master teachers in the
30 teacher evaluation process.
31 c. Recommendations for integrating extended-year teacher contracts
32 and, in particular, master teachers with teacher compensation models
33 and advanced teaching roles as described in Section 8.7 of S.L.
34 2016-94.
35 d. Recommendations for providing evidence-based and
36 teacher-designed and teacher-led professional development within
37 schools and local school administrative units. These
38 recommendations should include a description of how professional
39 development could be implemented across local school
40 administrative units.
41 e. Recommendations for ways veteran teachers can use extended-year
42 teacher contracts to engage in course-specific professional
43 development with content experts in the private and public sectors.
44 f. A recommended process for working with teachers and
45 administrators during the implementation of extended-year teacher
46 contracts to ensure understanding, enthusiasm, and support.
47 g. Possible legal barriers to extended-year teacher contracts, including,
48 but not limited to, whether a teacher's eventual transition from an
49 extended-year contract to a traditional contract would be considered
50 a "demotion," and proposed solutions.

- 1 h. A recommended process for evaluating the implementation of
2 extended-year teacher contracts over time, which would include, but
3 not be limited to, the following elements:
4 1. A mechanism for ensuring that professional development
5 occurring in the eleventh month is designed and implemented
6 according to evidence-based practices.
7 2. Metrics for determining the attributable impact, if any, of
8 extended-year teacher contracts on student performance,
9 growth, and development.
10 3. Metrics for determining the attributable impact, if any, of
11 extended-year teacher contracts on teachers' content
12 knowledge and instructional skills.
13 4. Methods for determining the effectiveness of the
14 extended-year teacher contracts and as compared to
15 alternative plans for improved professional development and
16 student achievement.
17 5. Means of disseminating the information learned by
18 extended-contract teachers during the professional
19 development occurring in the eleventh month.
20 i. An in-depth evaluation of the study.

21 **SECTION 2.** Time Line. – The State Board shall issue an RFP for the study by
22 September 15, 2017. Proposals shall be submitted by October 15, 2017. The State Board shall
23 select a contractor to perform the study by December 15, 2017. The selected consultant shall
24 report the results of the study to the State Board of Education and the Joint Legislative
25 Education Oversight Committee by April 15, 2018.

26 **SECTION 3.** Appropriation. – There is appropriated from the General Fund to the
27 State Board of Education the sum of one hundred thousand dollars (\$100,000) for the
28 2017-2018 fiscal year to be awarded to the consultant selected by the State Board of Education
29 for expenses associated with the study.

30 **SECTION 4.** Effective Date. – This act becomes effective July 1, 2017.