

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2017

**H.B. 898**  
**Apr 25, 2017**  
**HOUSE PRINCIPAL CLERK**

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**HOUSE BILL DRH30389-MKa-51B (01/23)**

Short Title: Digital Learning Plan/Programs/Funds. (Public)

Sponsors: Representatives Saine, Hanes, White, and Fraley (Primary Sponsors).

Referred to:

1 A BILL TO BE ENTITLED  
2 AN ACT TO PROVIDE FOR ADDITIONAL GOALS FOR THE IMPLEMENTATION OF  
3 THE DIGITAL LEARNING PLAN TO SUPPORT NORTH CAROLINA PUBLIC  
4 SCHOOLS AND TO DIRECT THAT CERTAIN FUNDS BE USED FOR THIS  
5 PURPOSE.

6 The General Assembly of North Carolina enacts:

7 **SECTION 1.(a)** As part of continuing the implementation of the Digital Learning  
8 Plan in North Carolina in accordance with Section 8.23 of S.L. 2016-94, the State Board of  
9 Education, the Department of Public Instruction, the Friday Institute for Educational Innovation  
10 at North Carolina State University (Friday Institute), and The University of North Carolina  
11 educator preparation programs shall collaborate with an experienced provider to develop and  
12 implement a comprehensive professional development strategy and solution for teachers and  
13 for students in UNC educator preparation programs for the use of technology and digital  
14 resources as teaching tools for K-12 students. Selection of an experienced provider shall be  
15 determined through a competitive process. The professional development strategy and solution  
16 may include the following:

- 17 (1) Measurement of the technological and pedagogical skills of each teacher or  
18 teacher candidate, including a detailed individual teacher skills proficiency  
19 report that identifies strengths and gaps according to the International  
20 Society for Technology in Education (ISTE) standards for teachers.  
21 (2) Utilization of the individual teacher skills proficiency reports to create a  
22 personalized professional development plan that will promote understanding,  
23 leverage varied instructional strategies, and hone teacher technical and  
24 pedagogical skills.  
25 (3) Delivery of professional development that is flexible and allows teachers to  
26 engage in an "anytime, anyplace" professional development experience  
27 utilizing various modalities, including face-to-face, Web-based, and  
28 pre-recorded on-demand videos and content to ensure the greatest possible  
29 coverage and convenience for teachers and teacher candidates. Each  
30 professional development session should provide the teacher with a  
31 workshop, classroom takeaway or reflection on best practices, and a  
32 self-assessment.

33 **SECTION 1.(b)** The State Board of Education, the Department of Public  
34 Instruction, the Friday Institute, UNC educator preparation programs, and local boards of  
35 education of local school administrative units located within counties determined to be the most  
36 economically distressed by the Department of Commerce shall collaborate with an experienced



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1 provider to implement student digital literacy instruction in kindergarten through eighth grade.  
2 Selection of an experienced provider shall be determined through a competitive process. The  
3 curriculum shall be aligned with the ISTE and North Carolina digital literacy standards and  
4 shall meet all of the following conditions:

- 5 (1) Provide opportunity for students to learn essential digital literacy skills,  
6 including computer fundamentals, computational thinking, keyboarding,  
7 digital citizenship and online safety, Web browsing, e-mail and online  
8 communication, visual mapping, word processing, spreadsheets, databases,  
9 and presentations.
- 10 (2) Provide teachers with the ability to measure student digital literacy growth.
- 11 (3) Be accessible entirely online, require no special software to be installed on  
12 an electronic device, and operate on multiple operating systems and  
13 hardware platforms, including desktops, laptops, and tablets.
- 14 (4) Support multiple implementation strategies, including self-paced and  
15 teacher-facilitated approaches.
- 16 (5) Be age appropriate and include automatically scored lessons, quizzes, and  
17 games and provide teachers with a complete scope and sequence along with  
18 grade-level pacing calendars.
- 19 (6) Facilitate Project-Based Learning (PBL), including preassembled projects  
20 for K-8 students so that educators can integrate instruction of digital literacy  
21 into core subjects, such as mathematics, English language arts, science, and  
22 social studies.
- 23 (7) Be specifically designed with the scope and sequence to prepare students for  
24 next generation, online assessments that include preassessment and the  
25 ability to auto-prescribe content to each individual student.
- 26 (8) Enable teachers to assign sequences of instruction to classes, groups of  
27 students, or individual students.
- 28 (9) Be capable of implementation in a wide variety of instructional settings,  
29 including computer or media labs, or in a classroom setting using various  
30 educational technology deployment strategies, such as laptop carts, Bring  
31 Your Own Device (BYOD), or 1:1 technology initiatives.
- 32 (10) Provide teachers with instructional support and supplemental and extension  
33 options.
- 34 (11) Accommodate English language learners with Spanish language instruction.

35 **SECTION 2.** Of the four million dollars (\$4,000,000) in recurring funds  
36 appropriated to the Department of Public Instruction to accelerate implementation of the State's  
37 Digital Learning Plan pursuant to S.L. 2016-94, beginning with the 2017-2018 fiscal year, the  
38 Department shall use up to one million eight hundred thousand dollars (\$1,800,000) to  
39 implement the requirements of this act.

40 **SECTION 3.** This act becomes effective July 1, 2017.