

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

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HOUSE BILL 931

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

Sponsors: Representative Meyer.

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

Referred to: Rules, Calendar, and Operations of the House

April 22, 2019

1 A BILL TO BE ENTITLED
2 AN ACT TO DIRECT THE DEPARTMENT OF PUBLIC INSTRUCTION TO ISSUE A
3 REQUEST FOR PROPOSALS FOR A STUDY OF EXTENDED-YEAR TEACHER
4 CONTRACTS.

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

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

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

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

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

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

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

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

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

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

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

28 The General Assembly of North Carolina enacts:

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



1 The Department of Public Instruction shall issue a Request for Proposals (RFP) and
2 select a 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 of
4 the following information:

- 5 (1) The composition of the team of persons that will perform the study, including,
6 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 local
12 school administrative unit, and one teacher from a high school located
13 in a local school administrative unit.
- 14 (2) The criteria for selecting and employing a separate, third-party person to work
15 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 sub-subdivision
18 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, as amended by Section 7.9 of S.L. 2018-5.
35 d. Recommendations for providing evidence-based, teacher-designed,
36 and teacher-led professional development within schools and local
37 school administrative units. These recommendations should include a
38 description of how professional development could be implemented
39 across local school administrative units.
40 e. Recommendations for ways veteran teachers can use extended-year
41 teacher contracts to engage in course-specific professional
42 development with content experts in the private and public sectors.
43 f. A recommended process for working with teachers and administrators
44 during the implementation of extended-year teacher contracts to
45 ensure understanding, enthusiasm, and support.
46 g. Possible legal barriers to extended-year teacher contracts, including,
47 but not limited to, whether a teacher's eventual transition from an
48 extended-year contract to a traditional contract would be considered a
49 "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 alternative
15 plans for improved professional development and student
16 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 Department shall issue an RFP for the study by
22 September 15, 2019. Proposals shall be submitted by October 15, 2019. The Department shall
23 select a contractor to perform the study by December 15, 2019. The selected consultant shall
24 report the results of the study to the Department of Public Instruction and the Joint Legislative
25 Education Oversight Committee by April 15, 2020.

26 **SECTION 3.** Appropriation. – There is appropriated from the General Fund to the
27 Department of Public Instruction the sum of one hundred thousand dollars (\$100,000) in
28 nonrecurring funds for the 2019-2020 fiscal year to be awarded to the consultant selected by the
29 Department of Public Instruction for expenses associated with the study.

30 **SECTION 4.** Effective Date. – This act becomes effective July 1, 2019.