

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2013

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SENATE BILL 833*

Short Title: SBE Study of Educator Comp. (Public)

Sponsors: Senators Tillman (Primary Sponsor); Foushee and Robinson.

Referred to: Education/Higher Education.

May 22, 2014

A BILL TO BE ENTITLED

AN ACT TO DIRECT THE STATE BOARD OF EDUCATION TO STUDY A STATEWIDE PERFORMANCE COMPENSATION PLAN FOR EDUCATORS, AS RECOMMENDED BY THE NORTH CAROLINA EDUCATOR EFFECTIVENESS AND COMPENSATION TASK FORCE.

The General Assembly of North Carolina enacts:

SECTION 1.(a) The State Board of Education shall study the development and implementation of a statewide compensation plan that incorporates information and data from the North Carolina Educator Evaluation System, the recognition of educator performance in relation to educator compensation, and compensation for employment in hard-to-staff schools and subject areas.

SECTION 1.(b) The overall goal of a statewide compensation system developed by the State Board of Education for North Carolina teachers shall be to improve student learning by providing every student with a highly effective teacher, the most important in-school factor in increasing student achievement. Any proposed statewide compensation plan shall increase student achievement by doing at least the following:

- (1) Improving recruitment of top-caliber candidates into the teaching profession and into North Carolina classrooms.
- (2) Improving retention among highly effective teachers at all levels of experience.
- (3) Providing meaningful recognition and reward for teachers' career growth and excellence.
- (4) Encouraging teamwork, collaboration, and mentorship among and across teacher teams.
- (5) Establishing a financially sustainable compensation model that strategically invests State dollars to bring the teaching profession into the 21st century.

SECTION 1.(c) In conducting the study required by this section, the State Board of Education shall do at least the following:

- (1) Examine compensation models that incorporate the goals set forth in subsections (a) and (b) of this section, including the following:
 - a. Certain IMPACT design features such as the dismissal of ineffective teachers, intensive professional development targeting areas of need determined through detailed observation completed by internal and external observers, and administrative support.
 - b. Components of the "opportunity culture" approach, such as using paraprofessionals with specific training to guide technology learning



- 1 or hands-on project extensions, while "master teachers" work with
2 other students.
- 3 c. Differential educator payment plans developed by local school
4 administrative units in North Carolina.
- 5 (2) Consider the following factors in implementing a statewide compensation
6 model that incorporates information and data from the North Carolina
7 Educator Evaluation System:
- 8 a. Identification of the components of a scoring rubric that may be
9 applied to different groups of educators, including, but not limited to:
10 the weight of student achievement data, including individual
11 value-added data and teacher assessment data, evaluator
12 observations, school community involvement, as well as the
13 possibility of utilizing feedback from student and parent surveys.
- 14 b. Utilization of a point-based scale that correlates with evaluation
15 standards and effectiveness ratings.
- 16 c. An educator career ladder that correlates with professional
17 achievements, performance results, and compensation.
- 18 d. Professional support for educators to improve performance and
19 achieve compensation advancement.
- 20 e. Differentiated evaluation and observation schedules that are
21 dependent on prior evaluations and performance data.
- 22 f. Feedback from educators in the development of a compensation
23 model to maximize successful implementation.
- 24 g. Incorporation of flexibility for individual local boards of education.
- 25 h. Development of a proposed timeline for implementation.
- 26 i. Ongoing evaluation of the impact on educator recruitment and
27 retention and student achievement.

28 **SECTION 1.(d)** Based on the study required by this section, the State Board of
29 Education shall develop a proposal for a statewide compensation plan that incorporates
30 educator performance information and data. In the development of the proposal, the State
31 Board shall consider feedback from educators and other stakeholders. The proposal shall
32 include a timeline for additional study, continued stakeholder input, and potential
33 implementation of a statewide compensation model beginning with the 2016-2017 school year.

34 The State Board shall report on its progress on the findings of the study and the
35 development of the proposal to the Joint Legislative Education Oversight Committee by
36 November 15, 2014.

37 The State Board shall submit the final proposal for a statewide compensation plan in
38 accordance with the requirements of this act to the Senate Appropriations Committee on
39 Education/Higher Education, the House Appropriations Subcommittee on Education, and the
40 Fiscal Research Division by March 15, 2015. The State Board shall not begin implementation
41 of any element of the plan without the enactment of authorizing legislation by the General
42 Assembly.

43 **SECTION 2.** This act is effective when it becomes law.