

New Teacher Contracts in North Carolina



Understanding the Implications of
Section 9.6 from Senate Bill 402

October 3, 2013

Understanding Teacher Contracts in North Carolina

**New State Statutes Governing
Teacher Effectiveness and
Contract Awards**

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Tools and Training from NC DPI

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Making Decisions

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Steps to Take

Rachel Beaulieu

Understanding Teacher Contracts in North Carolina

New State Statutes Governing Teacher Effectiveness and Contract Awards

Rachel

Nothing herein should be construed as, nor is it, legal advice.
Please consult with your local school board attorney for
answers to legal questions.

Context For This Presentation

- **Locally-Controlled Process**

This process is entirely locally-controlled.

- **NCDPI Support**

NCDPI can only help explain the law - decisions are entirely at the discretion of the LEA within the confines of the law. **We may surface questions today that we will not be able to answer and we will continue to study these issues.**

- **Teacher Effectiveness and Evaluation Work**

Work being done state-wide and locally to evaluate and determine the effectiveness of teachers has implications for the contracts.

New State Statutes Governing Teacher Effectiveness and Contract Awards

Time Line

*From
Law*

SECTION 9.6.(g) Beginning September 1, 2013, to June 30, 2014, all superintendents shall review the performance and evaluations of all teachers who have been employed by the local board for at least three consecutive years. Based on these reviews, the

September 1, 2013 – May 1, 2014

Local decisions, planning and review of teacher performance and evaluation in preparation for issuance of contracts

August 2013

Career Status can no longer be awarded

January 2014

SBE to provide a model contract to LEAs

June 30 2014

Deadline for all 4-year contracts to be made and accepted

June 30, 2018

Permanent elimination of career status for all teachers

2013 - 2014 School Year

New State Statutes Governing
Teacher Effectiveness and Contract Awards

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September 1, 2013 – May 1, 2014

Local decisions, planning and review of teacher performance and evaluation in preparation for issuance of contracts

August 2013
Career Status can
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One-Time Event
Influencing the next 4 years

January 2014
SBE to provide a
model contract to
local boards

June 30 2014
Deadline for all 4-year
contracts to be made
and accepted

June 30,
2018
Permanent
elimination of
career status for
all teachers

2013 - 2014 School Year

New State Statutes Governing Teacher Effectiveness and Contract Awards Time Line 2014-15 to 2018-19

By June 30 2014	2014-15	2015-16	2016-17	2017-18	2018-19
25% of teachers with 3 or more consecutive years in district	Four Year Contract				
Teachers with Career Status who do not receive 4-year Contract	Continued Career Status				
Teachers without Career Status who do not receive 4-year Contracts	One Year Contract	One Year Contract	One Year Contract	One Year Contract	

Issued prior to the beginning of each school year

Understanding Teacher Contracts in North Carolina

Four Year Contract

- **25% of which teachers?**

From 9.6(g) of SB 402:

“...the superintendent shall identify and recommend to the local board twenty-five percent (25%) of those teachers employed by the local board for at least three consecutive years to be awarded four-year contracts beginning with the 2014-2015 school year.”

- The \$500 is added to the teacher’s base salary every year. So a teacher whose base salary would be \$40,000 would earn the following over the four years:

2014-15	2015-16	2016-17	2017-18
\$40,500	\$41,000	\$41,500	\$42,000

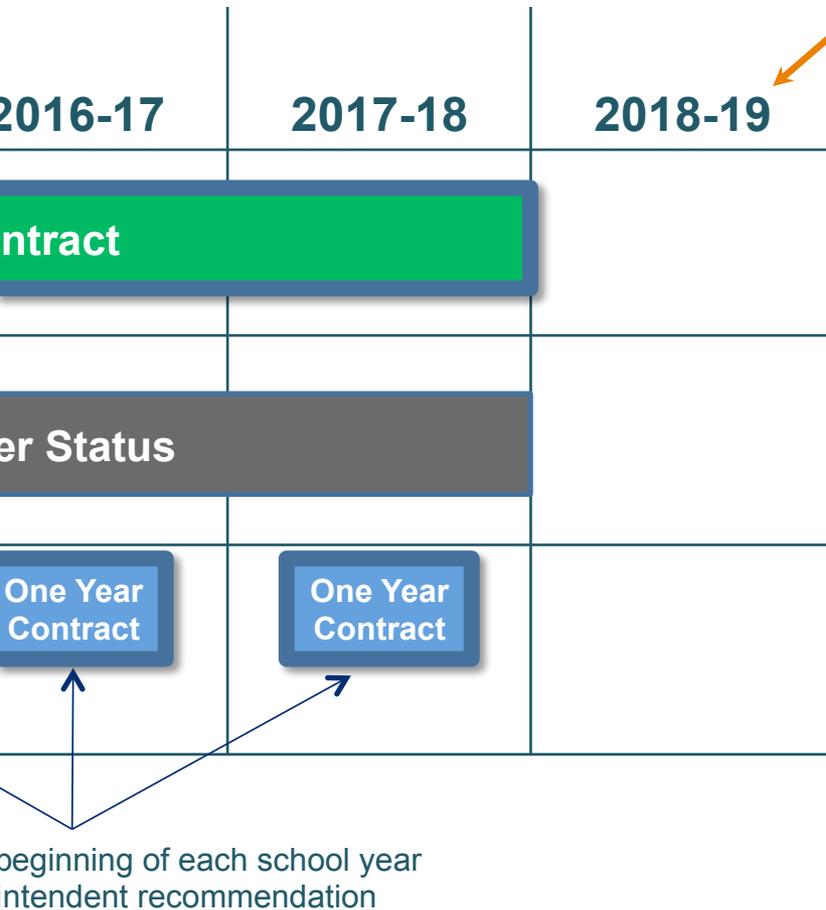
- Step increases or raises which might occur in state budgeting would change the above but our understanding is that the additional \$500 to base will be included yearly

New State Statutes Governing Teacher Effectiveness and Contract Awards Time Line 2014-15 to 2018-19

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Issued Prior to the beginning of each school year
based on Superintendent recommendation

New State Statutes Governing
Teacher Effectiveness and Contract Awards
Time Line 2014-15 to 2018-19



Things Change in 2018-2019!

1. No Career Status for anyone
2. Starting in 2018-2019 there will be three types of contracts
 - 1-year
 - 2-year
 - 4-year
3. As of now, the salary implications of these contracts are not spelled out but the stated intent of the GA is to move to a pay for performance model built on robust measures of teacher effectiveness

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Future Intention

SECTION 9.5 of SB 402

“When a robust evaluation instrument and process that accurately assesses and evaluates the effectiveness of teachers, especially in the area of student growth, is wholly implemented in North Carolina, it is the intent of the General Assembly that the evaluation instrument and process be utilized in the implementation of a plan of performance pay for teachers in this State.”

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Tools and Training from NC DPI

Lynne

Tools From the State

- **NC Educator Evaluation System**

2013-14 Evaluation Data can be used as part of contract decisions

Remember:

- The ratings are criterion-based – not relative
- Work is being done on inter-rater reliability
- Abbreviated vs. Full Evaluation

“In school years when a career-status teacher is not renewing his/her license, the principal may choose to conduct an abbreviated evaluation. As set forth in the above policy, the principal conducts at least two informal observations using the abbreviated rubric and the abbreviated Summary/End-of-Year Rating Form. The teacher may request a full evaluation. (See Appendix C.) p. 19, *North Carolina Teacher Evaluation Process*.”

Tools From the State

Where to Find Resources?

- NCEES Wiki

<http://ncees.ncdpi.wikispaces.net/NCEES+Wiki>

- Online Modules

<http://www.rt3nc.org/>

- Principal Councils

Kim Simmons leads in all 8 regions; part of RESA calendar

<http://www.ncpublicschools.org/profdev/calendar/>

Tools From the State

- **State Teacher Effectiveness Model**

NC's Teacher Effectiveness model requires 3 years of student growth data before an effectiveness status is determined

- Such state-level effectiveness statuses will not be available to make contract decisions in 2013-2014.

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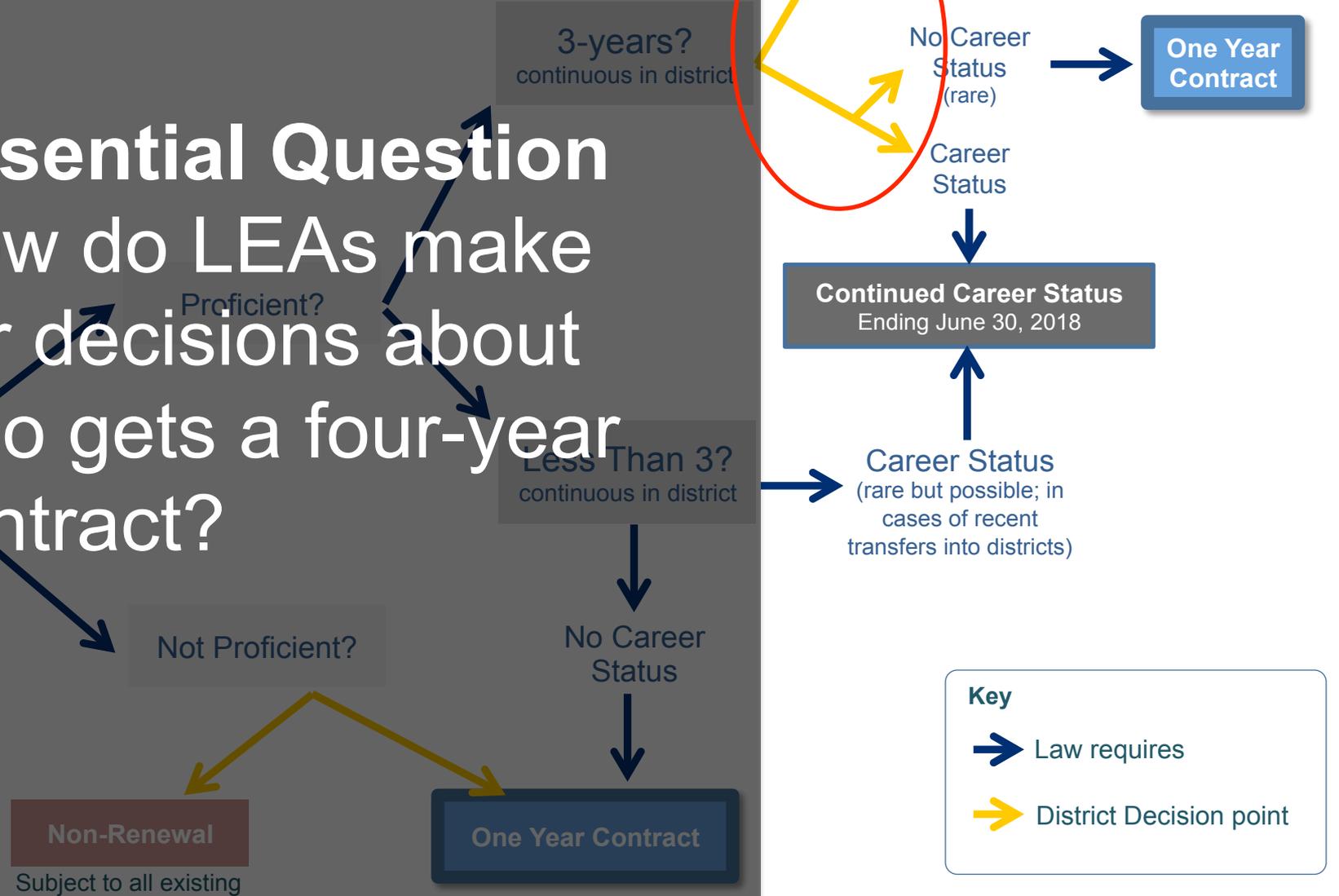
Initial Guidance around Making Decisions

Jenn and Tom

New State Statutes Governing
Teacher Effectiveness and Contract Awards

**Decisions that must be made prior
to June 30 2014**

Essential Question
How do LEAs make
fair decisions about
who gets a four-year
contract?



- 25% of teachers with **3 or more consecutive years in district**
- If Career Status, must agree to relinquish
- Additional \$500 every year (of 4) on base salary

Key

- ➡ Law requires
- District Decision point

Value of Effective Educators

Various Research Studies

Measures of Effective Teaching Project

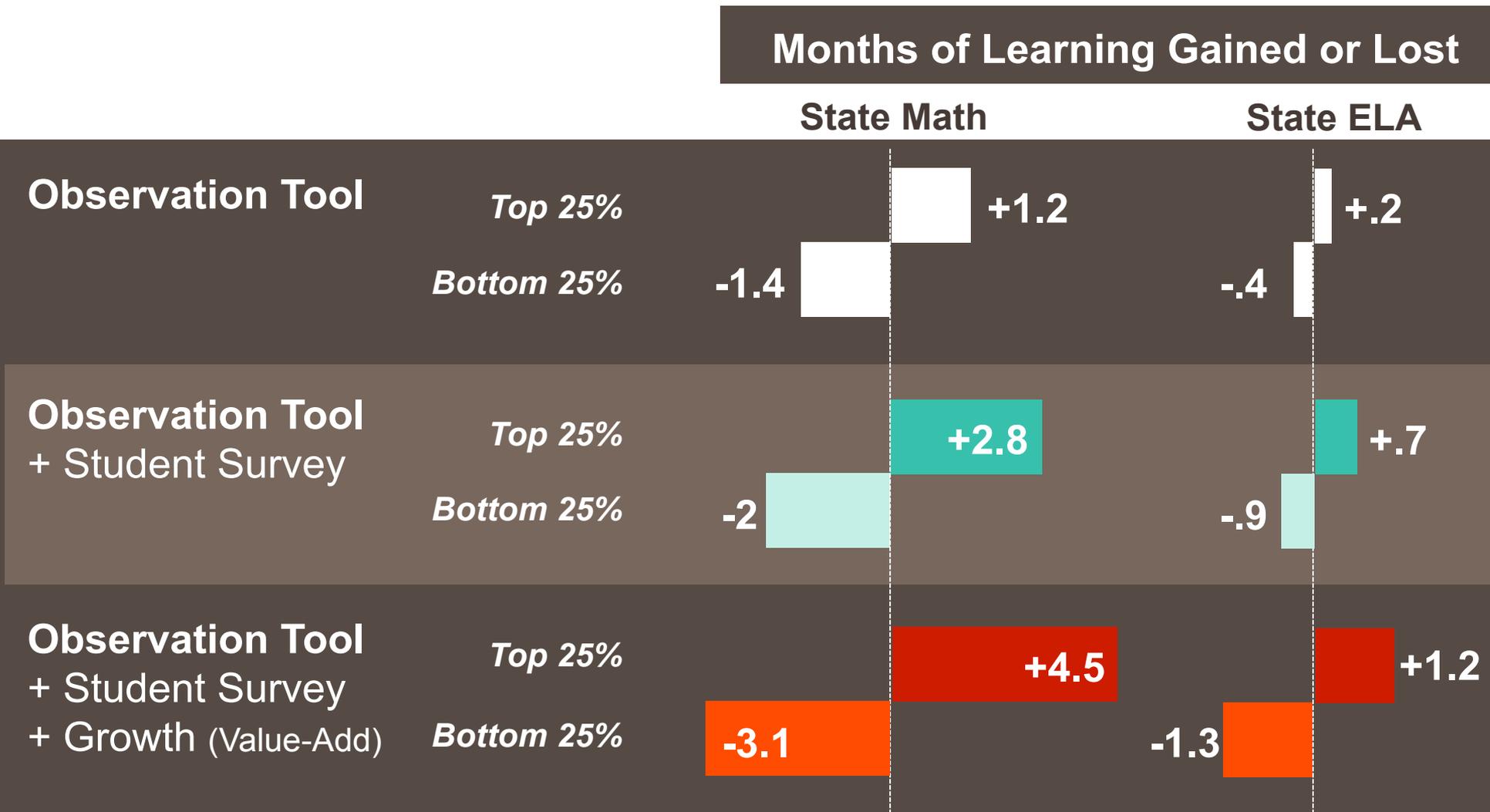
- Multiple measures of effectiveness are required to identify teachers who have the most positive impact on student learning

The Irreplaceables

- High-performing teachers (top 20%) generate 5 to 6 more months of student learning each year than poor-performing teachers, yet they are retained at the same rate as poor-performing teachers
- 40% of teachers with more than seven years of experience are less effective at advancing academic progress than the average first-year teacher

Use of Multiple Measures

Measures of Effective Teaching Project



Evaluation Instrument Data

- The statistics and charts on the following five slides do not take into account the fact that no teacher who has been in a district less than 3 years will be eligible for a 4 year contract recommendation from the superintendent. These numbers are illustrative only of the distribution of NCEES ratings state-wide.
- The purpose of the information in the following five slides is to illustrate the challenge of using only evaluation data to rank teachers according to effectiveness. We are not suggesting that only classroom teachers will be considered for four-year contracts. The state Attorney General will render an opinion on this matter.

Evaluation Instrument Data

State-Wide Proficiency

Are proficient or better on NCEES (1-5)

89,288
teachers

96.41%

At least one score below proficient
on NCEES (1-5)

3,321
teachers

3.59%

Evaluation Instrument Data

State-Wide Proficiency

Category (at or above)	# Teachers	%
Less than Proficient	3321	3.59%
Proficient (at or above)	45512	49.14%
Accomplished (at or above)	38174	41.22%
Distinguished	5602	6.05%

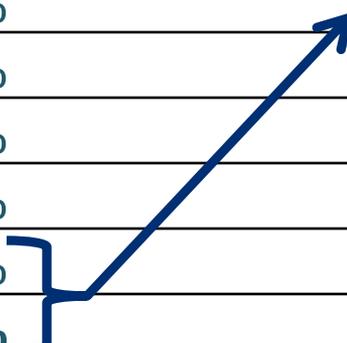
Evaluation Instrument Data

State-Wide Proficiency

Creating a 1-5 Average on NCEES

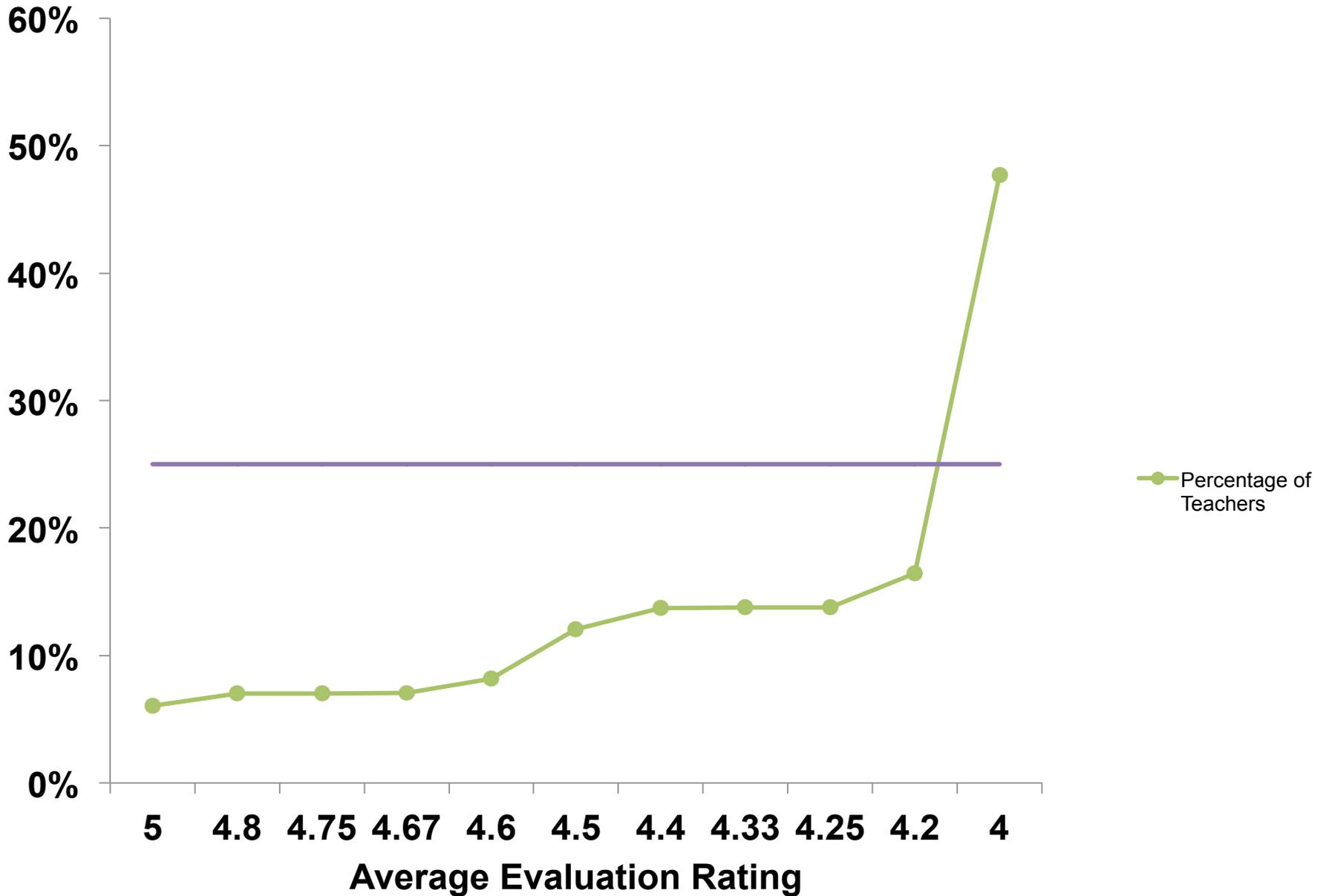
Not state endorsed practice – all standards stand alone for evaluation purposes

Average	Percent of Teachers with this average or above
5	6.05%
4.8	7.02%
4.75	7.03%
4.67	7.06%
4.6	8.19%
4.5	12.05%
4.4	13.71%
4.33	13.75%
4.25	13.76%
4.2	16.44%
4	47.69%

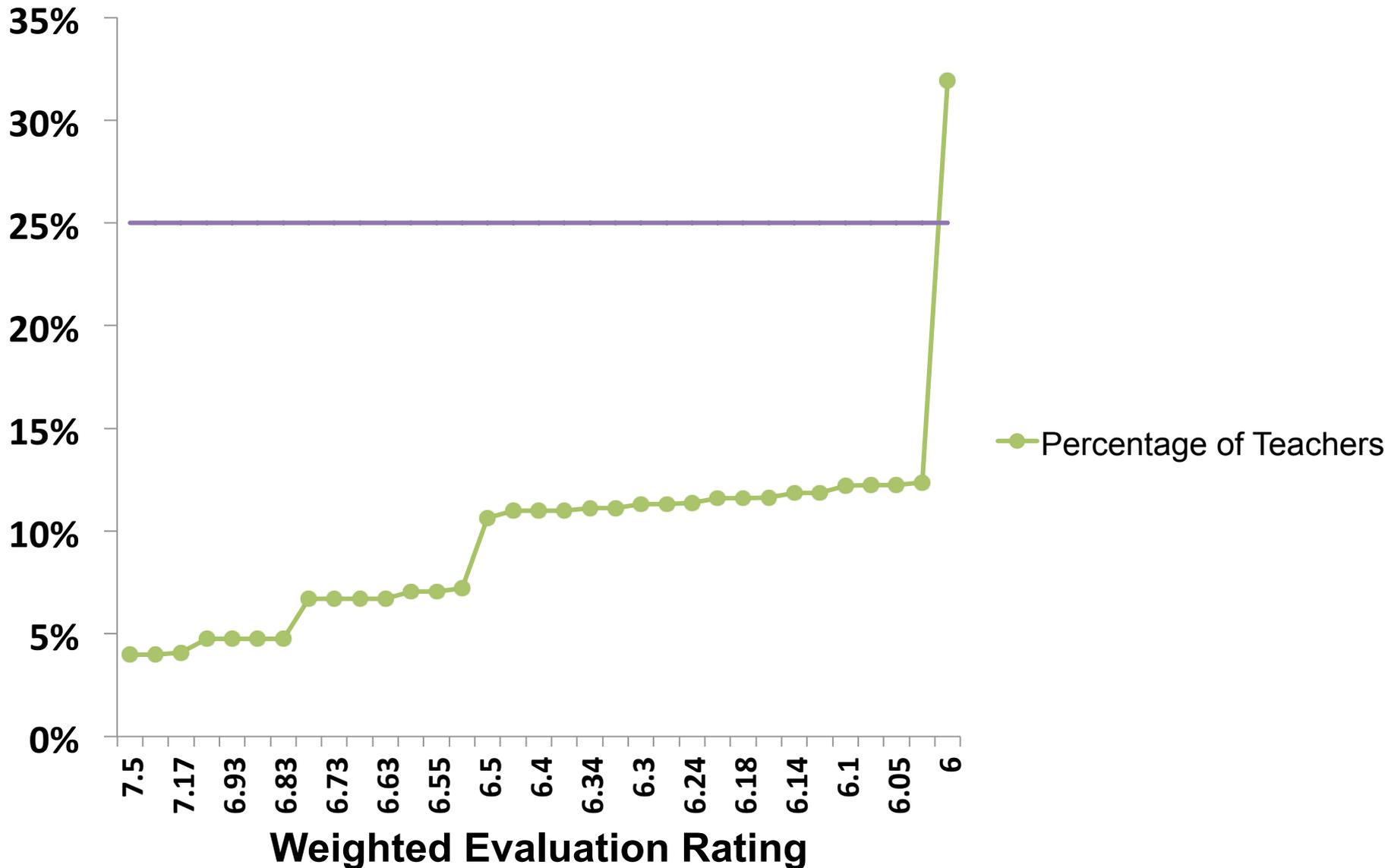


The Gap between a 4.2 average and 4 average leaps from 16.44% to 47.69%.

% of Teachers Receiving a Given Average Evaluation Rating



% of Teachers Receiving a Given Weighted Average Evaluation Rating



Evaluation Instrument Data

State-Wide Proficiency

What does this mean?

- Using NCEES alone will not necessarily lead to an easy way to identify the 25% of teachers who could receive 4-year contracts
- Additionally, research suggests manager-rated observation/evaluation instruments alone are not ideal to make a high-stakes decision such as who should get a 4-year contract

Performance and Evaluation Data Districts Might Consider

with Pros and Cons when determining local strategies for contract decisions

State-Wide Measure/Data/Information that we anticipate districts might consider	Pros	Cons (no single measure should be used to make 4-year contract decision)
2013-2014 NCEES Evaluation Data	<ul style="list-style-type: none"> • Required by law • Criterion-based • Established expectation 	<ul style="list-style-type: none"> • One-year • Does not have sufficient variation to rank teachers
Historical NCEES Evaluation Data	<ul style="list-style-type: none"> • Required by law • Criterion-based • Established expectation 	<ul style="list-style-type: none"> • Performance may have changed
2012-2013 EVAAS Growth Data	<ul style="list-style-type: none"> • Measure of teacher's influence on student outcomes 	<ul style="list-style-type: none"> • One-year • Not all teachers have this measure
Historical EVAAS Growth Data	<ul style="list-style-type: none"> • Measure of teacher's influence on student outcomes • Trend over time reduces error in estimations 	<ul style="list-style-type: none"> • Performance may have changed • Not all teachers have this measure
Student Survey Pilot Data	<ul style="list-style-type: none"> • Correlates with student gains • <i>NOTE: State is considering administering student survey in 2013-2014</i> 	<ul style="list-style-type: none"> • Only a small portion of teachers have this data available from the pilot year

Performance and Evaluation Data Districts Might Consider

with Pros and Cons when determining local strategies for contract decisions

District Level Measure/Data/Information that we anticipate districts might consider	Pros	Cons (no single measure should be used to make 25% decision)
Local Walk-Through or Other Observation Data	<ul style="list-style-type: none"> • Additional data on performance 	<ul style="list-style-type: none"> • May have been done exclusively for feedback (think: peer observation)
Student Work or Other Student Work Artifacts	<ul style="list-style-type: none"> • More student data • Authentic 	<ul style="list-style-type: none"> • Comparability may be challenging • Collection may be arduous
Teacher Work Artifacts	<ul style="list-style-type: none"> • May indicate rigor and expectations 	
Achievement Data (Local or State) (e.g. PLC Developed Unit Exams, Benchmarks, EOCs or EOGs)	<ul style="list-style-type: none"> • More data may yield an increasing reliable picture of student learning 	<ul style="list-style-type: none"> • Comparability may be challenging • Growth may be hard to estimate
Local Surveys (Student/Parent)	<ul style="list-style-type: none"> • Additional data on performance 	<ul style="list-style-type: none"> • Comparability may be challenging • Collection may be arduous
Master's Degree, National Board Certification	<ul style="list-style-type: none"> • Easy to measure 	<ul style="list-style-type: none"> • Not performance or evaluation information
Other?		

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Steps to Take And Key Questions

Rachel

New State Statutes Governing Teacher Effectiveness and Contract Awards

Decisions that must be made prior to July 1, 2014

Guidance for District Process

Think about it now

Consult with school board and attorneys being aware of avoiding potential legal claims

Determine a process with stakeholder input

Teacher groups explicitly as well as others

Ensure that you use multiple measures and have consistency across district

Be transparent

Publicize the methodology your district will use as far in advance of **June 30 2014** as possible

Non-Renewal

Subject to all existing protections

One Year Contract

3-years?
continuous in district

Less Than 3?
continuous in district

No Career Status

Four Year Contract

No Career Status
(rare)

One Year Contract

Career Status

Continued Career Status
Ending June 30, 2018

Career Status
(rare but possible; in cases of recent transfers into districts)

- 25% of teachers with **3 or more consecutive years in district**
- If Career Status, must agree to relinquish
- Additional \$500 every year (of 4) on base salary

Key

➡ Law requires

➡ District Decision point

NCDPI

- Are there state-level data DPI can supply to the districts?
- Again, confer with your school board attorney on any related legal issues. Nothing herein should be construed as, nor is it, legal advice.