

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

H.B. 979
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HOUSE PRINCIPAL CLERK

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HOUSE BILL DRH10570-MTa-124

Short Title: High-Quality Teacher Professional Development. (Public)

Sponsors: Representatives Ball, Horn, and Gill (Primary Sponsors).

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO APPROPRIATE FUNDS TO PROVIDE ADDITIONAL PROFESSIONAL
3 DEVELOPMENT COURSES FOR TEACHERS.

4 Whereas, teacher effectiveness is the most important factor in delivering positive
5 student outcomes; and

6 Whereas, the State of North Carolina is committed to reaching as many teachers as
7 possible with high-quality and cost-effective professional development to increase teacher
8 effectiveness; and

9 Whereas, online learning allows resources to stretch further through the ability to
10 scale. Online learning reaches a large number of teachers and results in travel savings, reduced
11 substitute teacher pay, and other benefits. Online learning allows teachers to stay in their
12 classrooms while they learn new skills to improve student achievement; and

13 Whereas, strategically and systematically designed online professional development
14 courses can offer unique benefits to teachers, including flexibility and convenience, broad access
15 to information and learning opportunities, and the opportunity to interact with peers across the
16 State; and

17 Whereas, the North Carolina Virtual Public School (NCVPS) is nationally recognized
18 and the second-largest state-led virtual school in the nation. NCVPS delivers supplements to
19 middle and high school course catalogs and serves the professional development needs of North
20 Carolina's teachers; and

21 Whereas, the North Carolina Center for the Advancement of Teaching (NCCAT)
22 focuses on providing North Carolina's teachers with high-quality professional development to
23 serve teachers in all 115 local school administrative units; and

24 Whereas, NCVPS and NCCAT, in partnership, provide North Carolina teachers with
25 a rich suite of professional development options. NCVPS has the infrastructure and the skill set
26 to design and deploy online courses in a variety of formats. NCCAT understands the learning
27 needs of North Carolina's teachers and provides high-quality content targeted at those needs;

28 Now, therefore,

29 The General Assembly of North Carolina enacts:

30 **SECTION 1.** G.S. 115C-12 is amended by adding a new subdivision to read:

31 "(47) Professional Development Courses. – The State Board of Education, in
32 consultation with the Professional Educator Preparation and Standards
33 Commission, shall offer at least five professional development courses for
34 teachers in local school administrative units. Each course shall be based on at
35 least one of the following three instructional models:



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- 1 a. Online, instructor-led learning. – An online, instructor-led course
- 2 taken and accessed at a predetermined pace. The instructor shall
- 3 provide individualized feedback, and enrollment shall be limited to
- 4 between 25 and 35 teachers.
- 5 b. Blended course. – A course taken and accessed at a predetermined
- 6 pace that is delivered partially online and partially in person.
- 7 c. Self-paced course. – An online, instructor-led course that is taken and
- 8 accessed at the pace of the participant."

9 **SECTION 2.** There is appropriated from the General Fund to the Department of
 10 Public Instruction the following amounts in the following years to develop and implement the
 11 professional development courses required by this act, including costs for on-site equipment and
 12 personnel, registrations, technical support, and hosting fees:

Appropriation	Fiscal Year
13 \$150,620 in recurring funds	2019-2020
14 \$86,000 in nonrecurring funds	
15	
16	
17 \$274,930 in total recurring funds	2020-2021
18 \$90,000 in nonrecurring funds.	

19 **SECTION 3.** This act becomes effective July 1, 2019.