

# Teacher Compensation Models and Advanced Teaching Roles Request for Proposals

April 2025 State Board of Education Meeting

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# Key Dates

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Actions	Proposed Dates
RFP Release	May 5, 2025
Proposals Due to NC DPI	August 15, 2025
Proposal Selection	October 15, 2025

# Summary of Changes

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1. Changes required by latest legislation (Session Law 2024-57).
2. Addition of information about LEA options for continuation funds.
3. Additions requiring proposals to articulate how Advanced Teaching Roles will support the development and retention of early career teachers.
4. Updated dates and contact information.
5. Renumbering and formatting changes, as needed.

# Changes Required by Legislation

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## Addition - New Legislative Definitions of ATR Positions (Page 3)

“Additionally, § 115C-310.3 provides definitions of two specific Advanced Teaching Roles positions:

1. Adult leadership teacher. – An ATR team lead who meets the following criteria:
  - a. Works in the classroom providing instruction for at least thirty percent (30%) of the instructional day.
  - b. Leads a team of between three and eight teachers.
  - c. Shares responsibility for the performance of the students of all teachers on the adult leadership teacher's team.
  - d. Is not a school administrator.
2. Classroom excellence teacher. – A classroom teacher serving in an advanced teaching role who assumes and maintains responsibility for at least twenty percent (20%) of additional students as compared to the most recent prior school year in which the teacher did not receive a salary supplement pursuant to this section.”

# Changes Required by Legislation

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## Elimination – Requirement to Prioritize Grants by District Size (Pages 3-4, 6)

~~“By September 15, 2020, and annually thereafter, the State Board of Education shall issue a Request for Proposal (RFP) for the program. The State Board shall prioritize the award of available State funds for the following categories of local school administrative units:~~

- ~~a. Up to five units with an average daily membership from the previous school year of 4,000 or fewer students.~~
- ~~b. Up to five units with an average daily membership from the previous school year of between 4,001 and 20,000 students.~~
- ~~c. Up to five units with an average daily membership from the previous school year of 20,001 or more students.”~~

# Changes Required by Legislation

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## Modification – EVAAS Criteria for Selection as ATR Teachers (Page 9)

“Descriptions of the advanced teaching roles, including minimum qualifications for the positions that must include at least two of the following:

- i. Advanced certifications, such as National Board for Professional Teaching Standards Certification, or a master's degree in the area in which the classroom teacher is licensed and teaching.
- ii. A rating of at least accomplished on each of the Teacher Evaluation Standards 1-5 on the North Carolina Teacher Evaluation instrument or the equivalent on an out-of-state evaluation system.
- iii. Evidence that the teacher has ~~exceeded expected student growth based on three years of teacher evaluation data as calculated by the State Board of Education~~ an average Education Value-Added Assessment System (EVAAS) student growth index score from the three previous school years of 1.5 or greater and no individual EVAAS student growth index score below zero.”
- iv. Equivalent demonstrated mastery of teaching skills as required by the new local compensation model.”

# Changes Required by Legislation

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## Modification – Changes to Job Responsibilities for ATR Teachers (Page 9)

- (1) “Job responsibilities for each advanced teaching role that include at least one of the following:
  - i. Teaching an increased number of students and being accountable for their performance as the teacher of record for those students.
  - ~~ii. Advanced teachers conduct observations and provide critical feedback as part of the evaluation process.~~
  - iii. Becoming a classroom teacher among a group of teachers and being the teacher of record for all students taught by that group of teachers an ATR team lead, being responsible for the performance of all the students on the team and participating in EVAAS according to a model developed by the Department of Public Instruction.
  - ~~iv. Leading a school-wide effort to implement data-driven instructional models that include blended learning environments, utilizing digital learning and resources, and focusing on methods of improvement for school-wide performance issues.~~
  - ~~v. Completing training that certifies the teacher as an in-house provider of professional development or functioning as an instructional content area coach or a coach in another professional development area.”~~

# Changes Required by Legislation

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## Elimination – Removes Limit to Amount of Salary Supplements (Page 10)

“Salary supplement information including the following:

- i. The amount of the salary supplements that will be provided to those selected for the advanced teaching roles. ~~The supplements may be up to thirty percent (30%) of the State teacher salary schedule.”~~

# Changes Required by Legislation

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## Addition – Implementation Limits (Pages 10-11)

“The following limitations apply to the implementation of advanced teaching roles in an ATR unit:

- i. For the first year of implementation, the ATR unit may include in its ATR plan at least one school up to the lesser of five of the ATR unit's schools or twenty-five percent (25%) of the ATR unit's schools.
- ii. For the second and third years of implementation, the ATR unit may include in its ATR plan at least one school up to the lesser of 10 of the ATR unit's schools or (ii) fifty percent (50%) of the ATR unit's schools.
- iii. For any years following the third year of implementation, the ATR unit's plan may include any number of the unit's schools.”

# New Information about Continuation Funds

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Addition – Note about Continuation Funds for LEAs who want to pursue a second three-year grant. (Page 7)

“Continuation Funds. – Participating LEAs are eligible for up to two three-year grants. At the conclusion of the first grant, LEAs may elect to receive continuation funds of a fixed amount per year for three years or may choose to submit a new proposal. Districts who choose to submit a new proposal are not guaranteed additional funding and must be selected during the RFP process in order to receive a second three-year grant. Note: Continuation funding is based on program funding availability.”

# Connections to Beginning Teacher Support

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Addition – Requirement to connect ATR program to beginning teacher support, per State Board of Education direction. (Pages 5 and 15)

Modified RFP language:

“The State Board of Education recognizes the critical intersection of leadership and equity of opportunity. Districts are encouraged to develop advanced teaching roles programs that align with the board’s priorities to address the following:

- (1) Ensuring that all students in ATR schools have access to a highly effective teacher
- (2) Ensuring that teachers (esp. early-career teachers) are better prepared and supported to meet the needs of every student.
- (3) Providing differentiated support to early-career teachers that support all teachers of various cultural and social backgrounds, enabling teachers to improve their practice and improving teacher retention.
- (4) Using objective measures of teacher effectiveness to ensure all qualified teachers have equal opportunity for consideration.”

# Connections to Beginning Teacher Support

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## Addition – Requirement to connect ATR program to beginning teacher support, per State Board of Education direction. (Page 8)

Modified RFP language:

“The narrative portion of the application must include a detailed explanation of the following components:

- (1) Description of the program structure, including the process for teacher advancement based on performance, professional growth, or the specific teacher roles assumed by the teacher. Include all preliminary steps to implementation such as special training, designation of personnel and purchases. Provide a schedule of activities and the dates when each will be accomplished. Include background research information used to formulate the proposal and elaborate on ways in which the proposal is linked to the school system's total plan, as well as state priorities. Ensure that the plan describes how the proposed use of training of teachers in advanced teaching roles will improve student outcomes and support for early career teachers.”

# Questions?

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