

EXECUTIVE SUMMARY

Title: Renaming the Hearing Impaired Teacher Licensure Area

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # QP-A-001
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other

Presenter(s): Dr. Kathy Sullivan (Senior Policy Analyst, SBE Office) and Dr. Rachael Ragin (Consultant, Deaf Education and Audiology, Exceptional Children Division)

Description:

At the suggestion of the individuals working on revising standards for deaf education teacher education programs, a proposal to change the name of the license area from hearing impaired to deaf and hard of hearing is presented for discussion. The proposed change reflects current and preferred terminology.

Resources:

No resources are requested.

Input Process:

The proposal was suggested by individuals working on revised standards for deaf education teacher education programs. Additional input has been solicited from representative stakeholders.

Stakeholders:

Teachers of the deaf and hearing impaired

Timeline For Action:

The proposal was presented for discussion last month and is presented for approval this month.

Recommendations:

It is recommended that proposal to rename the Hearing Impaired licensure area as the Deaf and Hard of Hearing licensure area be approved.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3608

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

Policy Identification

Priority: Twenty-First Century Professionals

Category: Licensure

Policy ID Number: TCP-A-001

Policy Title: Policies on General Licensure Requirements

Current Policy Date: ~~04/03/2008~~ 09/11/2008

Other Historical Information:

Previous Board Dates: 01/05/1997, 07/09/1998, 01/13/1999, 07/01/1999, 07/13/2000, 09/14/2000, 10/04/2001, 01/09/2003, 2/6/2003, 06/05/2003, 08/07/2003, 9/11/03, 11/22/2004, 5/05/2005, 6/30/2005, 8/04/2005, 10/06/2005, 11/03/2005, 12/01/2005, 01/05/2006, 05/04/2006, 06/01/2006, 07/06/2006, 01/04/2007, 06/07/2007, 12/06/2007, 02/07/2008, 04/03/2008

Statutory Reference:

PL 107-110, the No Child Left Behind Act of 2001

Administrative Procedures Act (APA) Reference Number and Category:

Note: Only the relevant section of the policy has been included here.

1.10 Designation of Appropriate Licensure Prior to Establishment of Staffing New Programs/Positions in Public Schools

Appropriate licensure area(s) required for service must be established prior to presentation of new programs/positions to the SBE for approval. Formal documentation indicating agreement by the Licensure Section to the licensure area(s) appropriate for the proposed program/employment shall be presented.

Current license areas issued by the Department are:

Administrative

Superintendent
Principal
Curriculum Instructional Specialist
Instructional Technology Specialist-Computers
Media Supervisor
Career and Technical Education Director
Exceptional Children's Program Administrator

Student Services

Counselor
School Social Worker
School Psychologist
Instructional Technology Specialist- Telecommunications
Media Coordinator
Audiologist
Speech-Language Pathologist

Teaching Areas

Elementary

Birth-Kindergarten (B-K)
Preschool Add-on*
Elementary (K-6)
Elementary Second Language++
Reading (K-6)
English as a Second Language [ESL] (K-6)
Special Education: General Curriculum (K-6)
Special Education: Adapted Curriculum (K-6)

* Available only to teachers with current licenses in elementary education, special education, or family and consumer sciences.

Middle Grades

Middle Grades Language Arts
Middle Grades Mathematics
Middle Grades Science
Middle Grades Social Studies

Secondary (9-12)

English (9-12)
Mathematics (9-12)
Science (9-12)
Earth Science (9-12)
Biology (9-12)
Physics (9-12)
Chemistry (9-12)
Social Studies (9-12)
Political Science (9-12)
Geography (9-12)
History (9-12)
Economics (9-12)
Sociology (9-12)
Anthropology (9-12)
French (9-12)
Spanish (9-12)
German (9-12)
Japanese (9-12)
Russian (9-12)
Latin (9-12)
Bible (9-12)
Journalism ++ (9-12)
Psychology ++ (9-12)
Italian ++ (9-12)
Chinese ++ (9-12)

Special Subjects (K-12)

Art (K-12)
Music (K-12)
Dance (K-12)
Theater Arts (K-12)
Health Specialist (K-12)
Physical Education (K-12)
Safety and Driver Education
Speech Communication (K-12)
ESL (K-12)
Reading (K-12)
American Sign Language (K-12)
French (K-12)
Spanish (K-12)
German (K-12)
Japanese (K-12)
Russian (K-12)
Computer Education++ (K-12)
Junior ROTC

Career-Technical Education

Agricultural Education
Business and Information Technology Education
 Network Administration
Career Development Coordinator
Career and Technical Education Director
Family and Consumer Sciences
 Apparel Design
 Child Development, Family Studies
 Food and Nutrition, Culinary Arts
 Interior Design, Housing
Health Occupations
 Registered Nurse
 Allied Health/Medical Professional
 Biotechnology
Marketing Education
(Handicapped/Disadvantaged) Special Populations
Coordinator
Technology Education
 Principles of Technology++
 Scientific and Technical Visualization++
 Project Lead the Way (PLTW)++
Trade and Industrial Education
 Automotive Service
 Cabinetmaking/Furniture
 Carpentry
 Collision Repair
 Computer Engineering Technology
 Cosmetology
 Drafting
 Digital Media/Programming Broadcasting
 Electrical Trades
 Electronics
 Electro-Mechanical Maintenance
 Masonry
 Mechanical Systems (HVAC or Plumbing)
 Metals Manufacturing
 Network Engineering Technology
 Printing and Graphics
 Public Safety
 Textiles^
 Welding
 Work Development (formerly Industrial Cooperative
 Training)
 Specialized
VoCATS

++ endorsements

Exceptional Children

Cross Categorical (mildly/moderately disabled)
Severely/Profoundly Disabled
Mentally Disabled
Visually Impaired
Behaviorally/Emotionally Disabled
Learning Disabled
Academically Gifted
~~Hearing Impaired Deaf and Hard of Hearing~~
Special Education: General Curriculum
Special Education: Adapted Curriculum

^ no longer issued

North Carolina Educator Evaluation System



Teacher Candidate Evaluation Rubric

Teacher Candidate Evaluation Rubric

The following rubric was developed to align with and reflect the *North Carolina Professional Teaching Standards* approved by the North Carolina State Board of Education on June 7, 2007. The rubric also parallels the North Carolina *Inservice Teacher Evaluation Rubric* that is used to assess the professional performance of inservice teachers throughout the state. However, the *Teacher Candidate Evaluation Rubric* has been adapted to reflect the specific contexts and opportunities available to teacher candidates throughout their programs, and to allow distinctions to be made across each of four levels of performance on the *North Carolina Professional Teaching Standards*.

Preservice teacher (candidate) performance should be rated on each element within each Standard as characteristic of a practitioner at one of four levels: *Emergent Candidate*, *Developing Candidate*, *Proficient Candidate* or *Accomplished Candidate*. These levels are cumulative across the rows of the rubric in that a “*Proficient Candidate*” teacher must exhibit the characteristics encompassed under the “*Emergent Candidate*” and “*Developing Candidate*” levels in addition to those described at the “*Proficient Candidate*” level. To be recommended for licensure, a candidate must demonstrate professional performance at no less than the *Proficient Candidate* level on each element and on each standard.

Standard 1: Teachers demonstrate leadership

Observation	Artifact	1a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.							
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
		<p>Acknowledges the importance of high school graduation for students.</p> <p>Identifies the types of data that are commonly available to and used in schools.</p>	AND	<p>Demonstrates how teachers contribute to students' progress toward high school graduation by following the <i>North Carolina Standard Course of Study</i>.</p> <p>Uses data to identify the skills and abilities of students.</p> <p>Describes the characteristics and importance of a safe and orderly classroom environment.</p> <p>Understands positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.</p>	AND	<p>Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i>.</p> <p>Draws on appropriate data to develop classroom and instructional plans.</p> <p>Maintains a safe and orderly classroom that facilitates student learning.</p> <p>Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</p>	AND	<p>Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the <i>North Carolina Standard Course of Study</i>.</p> <p>Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.</p>	

Observation	Artifact	1b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Recognizes opportunities for involvement in professional learning activities.	AND	Attends professional learning activities.	AND	Engages in collaborative and collegial professional learning activities. Identifies the characteristics or critical elements of a school improvement plan. Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.	AND	Participates in professional learning community (PLC) activities. Works with others in developing and/or implementing school improvement activities.	
Observation	Artifact	1c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working relationships in the school. They actively participate in and advocate for the decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Recognizes the responsibility of teachers for professional improvement and support.	AND	Recognizes the need and identifies opportunities for professional growth.	AND	Participates in professional development and growth activities. Begins to develop professional relationships and networks.	AND	Seeks additional opportunities for professional development and growth. Extends professional relationships and networks.	
Observation	Artifact	1d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Demonstrates awareness of school practices and policies.	AND	Identifies the policies and practices affecting students' learning.	AND	Implements and adheres to policies and practices positively affecting students' learning.	AND	Works with others to develop and/or revise policies and practices to improve students' learning.	

Observation	Artifact	1e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the <i>Code of Ethics for North Carolina Educators</i> (effective June 1, 1997) and the <i>Standards for Professional Conduct</i> adopted April 1, 1998 (www.ncptsc.org).				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Recognizes the need for ethical professional behavior.	AND Articulates the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	AND Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	AND Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> , and encourages others to do the same.	

Standard 2: Teachers establish a respectful environment for a diverse population of students

Observation	Artifact	2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers provide an environment for student learning that is inviting, respectful, supportive, inclusive, and flexible.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Articulates the importance of appropriate and caring learning environments for children.	AND Recognizes and can explain aspects of a respectful and effective learning environment.	AND Maintains a positive and nurturing learning environment.	AND Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment.	
Observation	Artifact	2b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Acknowledges that diverse cultures impact the world. Identifies the range and aspects of diversity of students in the classroom.	AND Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. Acknowledges the influence of all aspects of diversity on students' development and attitudes.	AND Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. Incorporates different points of view in instruction. Understands the influence of diversity and plans instruction accordingly.	AND Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum. Builds on diversity as an asset in the classroom.	

Observation	Artifact	2c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contribution of each student in the learning environment by building positive, appropriate relationships.							
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	
		Articulates the need to treat students as individuals.	AND	Encourages and values individual student contributions, regardless of background or ability.	AND	Maintains a learning environment that conveys high expectations of every student.	AND	Enhances a learning environment that meets the needs of individual students.	
Observation	Artifact	2d. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.							
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	
		Recognizes that students have individual learning needs.	AND	Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	AND	Cooperates with specialists and uses resources to support the special learning needs of all students. Uses research-verified strategies to provide effective learning activities for students with special needs.	AND	Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students. Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	
Observation	Artifact	2e. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school, the home, and the community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.							
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	
		Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools.	AND	Understands strategies for enhancing communication between home and school and for engaging parents, guardians, and community members in schools.	AND	Communicates and collaborates with the home and community for the benefit of students.	AND	Seeks and implements solutions to overcome obstacles to participation of families and communities.	

Standard 3: Teachers know the content they teach

Observation	Artifact	3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> . In order to enhance the <i>North Carolina Standard Course of Study</i> , teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.							
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
		<p>Demonstrates awareness of the <i>North Carolina Standard Course of Study</i>.</p> <p>Understands the importance of literacy instruction across all subjects, grades and ages.</p>	AND	<p>Demonstrates knowledge of the <i>North Carolina Standard Course of Study</i> by referencing it in the preparation of lesson plans.</p> <p>Integrates literacy instruction in individual lessons and in particular subject areas.</p>	AND	<p>Develops and applies lessons based on the <i>North Carolina Standard Course of Study</i>.</p> <p>Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.</p>	AND	<p>Develops and applies strategies reflecting the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant.</p> <p>Evaluates and reflects upon the effectiveness of literacy instruction within and across content areas.</p>	
Observation	Artifact	3b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.							
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
		<p>Successfully completes general education coursework across the required range of disciplines.</p>	AND	<p>Demonstrates a basic level of content knowledge in the teaching specialty.</p>	AND	<p>Demonstrates an appropriate level of content knowledge in the teaching specialty.</p> <p>Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p>	AND	<p>Demonstrates extensive knowledge of content in the teaching specialty.</p> <p>Prompts students' curiosity for learning beyond the required coursework.</p>	

Observation	Artifact	3c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the <i>North Carolina Standard Course of Study</i> . Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Recognizes the importance of interdisciplinary learning. Understands the importance of global awareness for students.	AND Articulates the links between grade/subject and the <i>North Carolina Standard Course of Study</i> . Displays global awareness.	AND Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> by relating content to other disciplines. Relates global awareness to the subject.	AND Integrates the links and the vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i> . Effectively and broadly relates content to other disciplines. Integrates global awareness activities throughout lesson plans and classroom instructional practices.	
Observation	Artifact	3d. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the <i>North Carolina Standard Course of Study</i> and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Recognizes the relationship between the <i>North Carolina Standard Course of Study</i> and life in the 21st century. Identifies 21 st century skills and content as specified in the <i>Framework for 21st Century Learning and Critical Elements for 21st Century Skills</i> .	AND Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21st century. Demonstrates understanding of 21 st century skills and content as specified in the <i>Framework for 21st Century Learning and Critical Elements for 21st Century Skills</i> .	AND Integrates 21st century skills and content in instruction.	AND Consistently integrates 21st century skills and content throughout classroom instruction and assessment.	

Standard 4: Teachers facilitate learning for their students

Observation	Artifact	4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Understands the developmental levels of students.	AND	Demonstrates awareness of the influence of developmental levels on students' learning. Demonstrates an understanding of methods for differentiating instruction to accommodate developmental differences in students.	AND	Identifies developmental levels of individual students and plans instruction accordingly. Assesses and uses resources needed to address strengths and weaknesses of students.	AND	Appropriately differentiates instruction.	
Observation	Artifact	4b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Recognizes data sources important to planning instruction.	AND	Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	AND	Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	AND	Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.	
Observation	Artifact	4c. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Understands a range of methods and materials that can be applied in the classroom.	AND	Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	AND	Uses a variety of appropriate methods and materials to meet the needs of all students.	AND	Consistently enables the success of all students through the selection and use of appropriate methods and materials.	

Observation	Artifact	4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.									
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
		Demonstrates knowledge of methods for utilizing technology in instruction.	AND	Assesses effective types of technology to use for instruction.	AND	Integrates technology with instruction to maximize students' learning.	AND	Engages students in higher level thinking through the integration of technology.			
Observation	Artifact	4e. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions; think creatively; develop and test innovative ideas; synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.									
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
		Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills.	AND	Demonstrates knowledge of processes needed to support students in acquiring critical-thinking and problem-solving skills.	AND	Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	AND	Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.			
Observation	Artifact	4f. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.									
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
		Recognizes the need to encourage the development of cooperation, collaboration, and student leadership.	AND	Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	AND	Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	AND	Encourages students to create and manage learning teams.			

Observation	Artifact	4g. Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Communicates effectively both orally and in writing. Recognizes a variety of methods for communicating effectively with students.	AND Demonstrates the ability to communicate effectively with students. Provides opportunities for students to articulate thoughts and ideas.	AND Uses a variety of methods to communicate effectively with all students. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	AND Establishes classroom practices that encourage all students to develop effective communication skills.	
Observation	Artifact	4h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Demonstrates awareness of multiple indicators or measures of student progress.	AND Interprets data on student progress accurately and can draw appropriate conclusions.	AND Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. Provides evidence that students attain 21st century knowledge, skills and dispositions.	AND Uses information gained from assessment activities to improve teaching practice and students' learning. Provides opportunities for students to assess themselves and others.	

Standard 5: Teachers reflect on their practice

Observation	Artifact	5a. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.							
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	
		Recognizes multiple sources of information on students' learning and performance.	AND	Identifies data sources to improve students' learning.	AND	Uses data to provide ideas about what can be done to improve students' learning.	AND	Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs.	
Observation	Artifact	5b. Teachers link professional growth to their professional goals. Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.							
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	
		Acknowledges the importance of ongoing professional development.	AND	Attends required or expected activities for professional growth.	AND	Participates in recommended activities for professional learning and development.	AND	Seeks out and engages in opportunities to expand professional knowledge and build professional skills.	
Observation	Artifact	5c. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.							
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	
		Acknowledges the importance of using research-verified approaches to teaching and learning.	AND	Demonstrates knowledge of current research-verified approaches to teaching and learning.	AND	Uses a variety of research-verified approaches to improve teaching and learning.	AND	Investigates and implements innovative, research-verified approaches to improve teaching and learning.	

Glossary of Terms

Accomplished Candidate: The fourth of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects only those candidates who possess and demonstrate truly exemplary understanding, mastery, and consistent integration of relevant concepts and skills in their professional practice. Such candidates regularly engage in activities that intentionally and proactively encourage the professional growth of colleagues, continually evaluate their own performance, and actively seek ways to improve their performance.

Artifact: A product used to demonstrate a teacher candidate's performance or proficiency.

Code of Ethics for North Carolina Educators: The standards of professional conduct required of educators and adopted by the North Carolina State Board of Education, 6/5/97 (Appendix E).

Developing Candidate: The second of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate with the skills and knowledge of a student who has successfully completed some teacher education coursework. Such candidates have mastered important concepts and demonstrated the ability to apply these to concrete problems, but in contexts of limited complexity (e.g., case study analysis, simulations, early field experiences, etc.).

Diversity: Differences in the characteristics of people, places or things (e.g., age, race, ethnicity, culture, gender, education, learning styles, religion, and any other ways in which differences occur).

Electronic Evidence: The artifacts or other materials that are used by the institution to support licensure candidates' performance ratings and that are accessible by the North Carolina State Board of Education for programmatic review.

Emerging Candidate: The first of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate who is a new student to the field of education. Such candidates are engaged in their baccalaureate, and perhaps teacher education, coursework. However, the Emerging Candidate possesses only a limited or superficial knowledge and awareness of concepts associated with educational concepts.

Evaluator: The person or persons designated by an institution as responsible for overseeing and completing the summative evaluation of licensure candidate's performance.

Formative: Evaluation conducted during a program that produces information used primarily to make modifications and improvement; may be conducted as often as necessary.

Literacy: (i) Age-appropriate knowledge (reading, writing, comprehension, skills) in any particular content area or field; (ii) ability to understand, communicate, and apply principles associated with 21st Century Skills (e.g., financial, economic, business, and entrepreneurial literacy, civic literacy, information and media literacy, and ICT literacy). See *Framework for 21st Century Learning* and *Critical Elements for Creating 21st Century Skills*.

North Carolina Standard Course of Study: The materials that establish competencies for each grade and high school course to ensure rigorous student academic performance standards that are uniform across the state. Where this document is referenced in this manual and in the rubric, other state-approved standards (e.g., North Carolina Early Learning Standards, North Carolina Standards for Career and Vocational Technology, etc.) also apply.

Performance Descriptor: Discrete statements of specific competency that collectively reflect a performance level in the rubric.

Performance Element: A paragraph that describes in detail one constituent aspect of a performance standard. The rubric contains twenty-five performance elements.

Performance Level: The label (e.g., Emergent Candidate, Developing Candidate, Proficient Candidate, and Accomplished Candidate) applied to each of four categories used to rate a teacher candidate's overall performance for a performance element in the rubric.

Performance Standard: A statement reflecting a domain of professional practice against which educator performance is judged. The rubric contains five separate performance standards.

Professional Learning Community (PLC): Describes a collegial group of administrators and school staff who are united in their commitment to student learning and who work in an environment characterized by mutual cooperation, personal growth, and a synergy of efforts. In PLCs, school and district administrators share power and authority by inviting staff input in decision making and by a sustained commitment to learning among staff about solutions to address students' needs.

Proficient Candidate: The third of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate who has mastered important concepts and demonstrated the ability to apply these concepts consistently in real-world contexts (e.g., internships). Such candidates have the knowledge and skills to perform effectively. This is the minimum performance level required to be recommended for licensure.

Rubric: The instrument comprised of standards, elements and descriptors used to evaluate preservice school executive performance against the *North Carolina Professional Teaching Standards*.

Special needs: Students with diverse abilities and disabilities who are not achieving optimal education outcomes. This may include students with identified disabilities, students from culturally and linguistically diverse backgrounds, and students who are academically and intellectually gifted.

Summative: Evaluation conducted at the end of a program that leads to a concluding judgment about performance.

Works with others: Phrase used in some descriptors that indicates that a candidate has completed a task in collaboration with additional individuals such as a cooperating teacher and/or program advisor.

EXECUTIVE SUMMARY

Title: Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Requirements

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # QP-A-021
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other

Presenter(s): Dr. Kathy Sullivan (Senior Policy Analyst, SBE Office)

Description:

In April 2006 the Board adopted a policy to allow individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. In June, a similar policy was approved to allow colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

Resources:

No additional resources are requested.

Input Process:

The requests for exception and supporting documentation are reviewed by the appeals panel. In addition, the individual and the LEA/IHE seeking the exception are provided the opportunity to meet with the panel.

Stakeholders:

LEAs, teachers who have not been able to satisfy licensure requirements, prospective teachers who have not been able to satisfy Praxis I testing requirements

Timeline For Action:

Panel recommendations will be presented in closed session.

Recommendations:

It is recommended that the actions related to each request be approved.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3608

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Licensure

Policy ID Number: QP-A-021

Policy Title: Procedure for Seeking Exception from Licensure Requirements

Current Policy Date: 04/06/2006

Other Historical Information:

Previous Board Dates: 05/05/2005

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

The State Board of Education will consider requests for exceptions from licensure requirements in State Board Policy due to extenuating circumstances for individuals who: (1) following initial licensure, have not completed the course work required to maintain a license; OR (2) have not met other licensure requirements.

Exception from Required Course Work

A local board of education may apply to the State Board of Education for a one-year exception from licensure requirements for an individual who, due to extenuating circumstances, has not completed the course work required to maintain a license. The application must include:

1. A document, signed by the individual, which includes:
 - a. A description of the extenuating circumstances that the teacher claims prevented him or her from satisfying the requirements for licensure;
 - b. A request for an extension of his or her license for one additional year to complete the course work required to maintain a license; and
 - c. An acknowledgment that the teacher understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.

2. A document, signed by the North Carolina principal who most recently supervised the individual, which includes:
 - a. The dates the principal supervised the teacher;
 - b. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students; and
 - c. A statement that in the principal's opinion the teacher is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom; and
 - d. A copy of any of the individual's summative annual evaluations for the past three years.
3. A document, signed by the superintendent of the local school system, which includes:
 - a. A statement certifying that, based upon a review of the individual's and the principal's documentation and evidence, the superintendent believes the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom;
 - b. A list of the required course work that the applicant has completed;
 - c. A description of the efforts that the local school administrative unit has made to assist the teacher to complete the required course work;
 - d. A list of the required course work that the applicant must complete to qualify for a license;
 - e. A description of the efforts that the local school administrative unit will make to assist the teacher to complete the required course work during the next year of teaching; and
 - f. A statement that the superintendent believes that the applicant is likely to complete the required course work within the one-year extension.
4. A document, signed by the chair of the local board of education, which includes:
 - a. A certification that the local board of education has investigated the extenuating circumstances that the teacher claims prevented him or her from completing the required course work for a license without undue hardship;

- b. A statement that the local board of education is satisfied that the teacher's description of the circumstances is true;
- c. A statement that the local board of education is satisfied that, due to the extenuating circumstances, the teacher could not have completed the required course work for a license without undue hardship;
- d. A certification that the local board of education has approved the employment of the teacher for the next school year, subject only to the State Board of Education's decision to grant the requested one-year extension of the teacher's provisional license.

Exception from Other Licensure Requirements

A local board of education may apply to the State Board of Education for an exception from licensure requirements for an individual who has not fulfilled licensure requirements, other than course work, due to extenuating circumstances. The application must include:

1. A document, signed by the individual, which includes:
 - a. A list of the licensure requirements from which he or she is requesting an exception;
 - b. A description of the extenuating circumstances that the individual claims prevented him or her from fulfilling the licensure requirements; and
 - c. An acknowledgment that the individual understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.
2. If the individual is not currently employed in a North Carolina public school, the local board shall submit:
 - a. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students; and
 - b. A copy of any teaching evaluations the individual received during the past three years.
3. If the individual is currently employed in a North Carolina public school, the local board shall submit:
 - a. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students;

- b. A document, signed by the North Carolina principal who most recently supervised the individual, which includes:
 - i. The dates the principal supervised the teacher;
 - ii. A statement that in the principal's opinion the teacher is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom; and
 - iii. A copy of any teaching evaluations the individual received during the past three years.

- 4. A document, signed by the superintendent of the local school system, which includes:
 - a. A statement certifying that, based upon a review of the individual's and the principal's documentation and evidence, the superintendent believes the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom;
 - b. A description of the deficiencies that prevent the individual from meeting licensure requirements;
 - c. A description of any efforts that the local school system has made to assist the individual to complete the licensure requirements; and
 - d. The reasons the superintendent believes that the individual should be granted a license despite the failure to meet the licensure requirements.

- 5. A document, signed by the chair of the local board of education, which includes:
 - a. A certification that the local board of education has investigated the extenuating circumstances that the individual claims prevented him or her from completing the requirements for a license;
 - b. A statement that the local board of education is satisfied that the individual's description of the circumstances is true;
 - c. A statement that the local board of education is satisfied that, due to the extenuating circumstances, the individual could not have completed the requirements for a license without undue hardship;
 - d. A certification that the local board of education has approved the employment of the teacher for the next school year, subject only to the State Board of Education's decision to grant the individual a license.

Decision of the State Board of Education

Upon the recommendation of the Chair, the State Board of Education shall appoint two or more members of the Board and at least four professional educators to an Advisory Board on Requests for Exception from Teacher Licensing Requirements. From those individuals appointed to the Advisory Board, the Chair shall construct review panels consisting of no less than four professional educators and one member of the State Board of Education. The panels shall review those requests for exception from licensure assigned to them, evaluate the merits of the requests and submit to the State Board of Education recommendations to grant or deny the requests along with any other information the panels deem material.

Each review panel shall be chaired by a member of the State Board of Education. A panel may require the representatives of the local school administrative unit which submitted the application for exception as well as the individual in question to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of a request for exception. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested exception, provided an extension for course work will not extend the three-year time limit in which a lateral entry teacher must satisfy all course work and testing requirements for a continuing license.

Nothing herein is intended to permit exceptions from licensure requirements mandated by State or federal law.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Teacher Education

Policy ID Number: QP-B-009

Policy Title: Procedure for Seeking Exception from Teacher Education Program Praxis I Admission Requirements

Current Policy Date: June 1, 2006

Other Historical Information:

Previous Board Dates:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

An institution of higher education (IHE) may apply to the State Board of Education for an exception from PRAXIS I for an individual who, due to extenuating circumstances, has not been able to pass PRAXIS I. The application must include:

1. A document, signed by the individual, which includes:
 - a. Copies of the official scores for all the PRAXIS I tests that the individual has taken;
 - b. A description of the extenuating circumstances that the individual claims prevented him or her from passing PRAXIS I; and
 - c. An acknowledgment that the individual understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.

2. The dean of the school of education at the IHE shall submit:
 - a. Evidence that the individual has passed tests in reading, writing, and mathematics sufficient to demonstrate that the individual is qualified to successfully complete the teacher education program at the IHE and
 - b. A copy of the individual's official transcript at the IHE.

Decision of the State Board of Education

Requests for exceptions to teacher education program Praxis I admission requirements will be considered by the Advisory Board on Requests for Exception from Teacher Licensing Requirements. The panel may require the dean of the IHE that submitted the application for exception, as well as the individual seeking the exception, to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of the request for exception. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested exception.

EXECUTIVE SUMMARY

Title: **Final Decision in Contested Cases:**
Vera I. Poole vs. SBE and Sandra D. Chesser vs. DPI

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #150B-36
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other

Presenter(s): Ms. Katie Cornetto, Staff Attorney

Description:

Vera I. Poole filed a petition for a contested case to challenge the State Board’s denial of Petitioner’s request to waive her repayment obligation for failing to complete the NBPTS certification process. The Administrative Law Judge upheld the agency’s action.

Sandra D. Chesser filed a petition for a contested case to challenge DPI’s denial of a teaching license. The Administrative Law Judge upheld the agency’s action.

Resources:

NA

Input Process:

The administrative hearing process allows both parties to present evidence to an impartial fact-finder.

Stakeholders:

SBE, DPI, LEAs, Teachers

Timeline For Action:

The report is presented for action this month.

Recommendations:

The State Board is requested to adopt the Final Decisions presented by staff.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Katie Cornetto (807-3406)

EXECUTIVE SUMMARY

Title: IHE Performance Reports

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #115C-296 (b1)
- SBE Policy #QP B-008
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Charlotte N. Hughes (Special Assistant, Curriculum and Instructional Services)

Description:

GS 115C-296(b1) requires an annual performance report on undergraduate and graduate teacher education programs. The IHE Performance Reports for the 2007-08 school year will be distributed at the Board meeting. Separate reports will be issued for undergraduate programs, master’s level programs, and school administration programs. Upon approval, the IHE Performance Reports will be forwarded to the Joint Legislative Education Oversight Committee.

Resources:

No additional resources are needed.

Input Process:

Data was provided by the IHEs and from DPI licensure records. The State Evaluation Committee on Teacher Education assessed involvement with the public schools.

Stakeholders:

IHEs

Timeline For Action:

Action on first reading is requested. Upon approval, the IHE Performance Reports will be forwarded to the Joint Legislative Education Oversight Committee.

Recommendations:

It is requested that the State Board of Education approve the IHE Performance Reports so that they may be forwarded to the Joint Legislative Education Oversight Committee.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ **Seconded By:** _____
Vote: Yes _____ No _____ **Abstain** _____
Approved _____ **Disapproved** _____ **Postponed** _____ **Revised** _____

*Person responsible for SBE agenda materials and SBE policy updates: Charlotte N. Hughes, 919-807-3443

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Teacher Education

Policy ID Number: QP-B-008

Policy Title: Policy on rewards and sanctions for teacher education programs

Current Policy Date: 06/05/03

Other Historical Information:

Previous Board dates: 09/16/1999, 12/06/2001

Statutory Reference: 115C-296 (b1)

Administrative Procedures Act (APA) Reference Number and Category:

REWARDS AND SANCTIONS

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the Teacher Education Program Approval process. This process requires on-site reviews of teacher education programs by trained teams of professionals at least every five years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report will be issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Undergraduate teacher education programs must:

- (a) Maintain annually a passing rate of at least 70% on Praxis II exams.
- (b) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys.
- (c) Exhibit direct and ongoing involvement with the public schools.

An undergraduate teacher education program shall be designated as “Low Performing” if:

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) It does not meet any 1 of the above 3 criteria for 3 consecutive years.

Graduate teacher education programs must:

- (a) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys.

A graduate teacher education program shall be designated as “Low Performing” if:

- (a) It does not meet this criterion twice in three years.

Masters of School Administration Programs (MSAs) must:

- (a) Maintain annually a passing rate of at least 70% on the SLLA (School Leaders Licensure Assessment) exam.
- (b) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys
- (c) Exhibit direct and ongoing involvement with the public schools.

An MSA program shall be designated as “Low Performing” if:

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) It does not meet any 1 of the above 3 criteria for 3 consecutive years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to the Department of Public Instruction detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the State Evaluation Committee on Teacher Education, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated “Low-Performing,” on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the State Board of Education and may result in closure of the licensure program.

A “rule of 5” will be applied to Praxis II and survey data; i.e., data with an “N” fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

EXECUTIVE SUMMARY

Title: Teacher Evaluation Policies

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-C-003, TCP-C -004, and TCP-C-006
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other

Presenter(s): Carolyn McKinney (Executive Director, NC Professional Teaching Standards Commission)

Description:

In June 2007 the State Board of Education adopted new standards presented by the NC Professional Teaching Standards Commission for the evaluation of teachers. Following adoption of the new standards, the Department of Public Instruction contracted with McREL to develop and validate a new evaluation instrument. A new instrument has been developed, piloted, and validated. The new instrument was approved at the June 2008 State Board meeting. Related policies that would require teachers be evaluated annually using the new instrument, completion of state-approved training on the new instrument, and reporting of summative ratings on the new instrument are presented for discussion this month.

Resources:

NA

Input Process:

The proposed policies reflect discussion with the North Carolina Professional Teaching Standards Commission and focus groups conducted by McREL. They also reflect alignment with the School Executive: Principal evaluation policies adopted by the State Board.

Stakeholders:

Teachers, Principals, Superintendents

Timeline For Action:

The proposed policies are presented for discussion this month and will be presented for approval next month. Approval will initiate rule-making.

Recommendations:

It is recommended that the Board approve the proposed policies related to the evaluation of teachers.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Carolyn McKinney (807-3424)

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Twenty-First Century Professionals

Category: Qualifications and Evaluation

Policy ID Number: TCP-C-004

Policy Title: Policy ~~establishing the Teacher Performance Appraisal Process~~ adopting the North Carolina Teachers Evaluation Rubric and Process for Teacher Evaluation

Current Policy Date: ~~11/05/1998~~ 09/11/2008

Other Historical Information: Previous Board dates: 07/07/1987, 07/11/1996, 11/05/1998

Statutory Reference: GS 115C-333

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

Process:

- (a) All initially licensed and probationary status teachers will have three observations conducted by a school administrator and one by a teacher and a summative appraisal conducted on an annual basis.
- ~~(b) Local school administrative units may develop alternative evaluation approaches for teachers and administrators who have attained career status.~~
- (~~b~~) Whenever deemed necessary and appropriate, the local school administrative unit may conduct more than three observations for select personnel.
- ~~(c) Effective with the 2008-09 school year, teachers in 13 North Carolina LEAs will be evaluated using the North Carolina Teacher Evaluation Rubric. At least half of the remaining districts will implement the new system beginning in 2009-2010. In 2010-2011 school year, all teachers in North Carolina will be evaluated using the new system.~~

Purpose

The intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee (hereinafter "principal") will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

The North Carolina Teacher Evaluation Process shall include the following components:

Component 1: Orientation

During an orientation session at the beginning of each school year, the principal will provide each teacher who is scheduled to be evaluated during that school year with:

- A. A copy of the Rubric for Evaluating North Carolina Teachers;
- B. A copy of this policy; and
- C. A schedule for completing all the components of the evaluation process.

Copies may be provided by electronic means. For teachers employed after the beginning of the school year, the required orientation must be completed within two weeks of employment.

Component 2: Teacher Self-Assessment

Using the Rubric for Evaluating North Carolina Teachers, he or she shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 3: Pre-Observation Conference

Before the first observation, the principal shall meet with the teacher to discuss the teacher's self-assessment based on the Rubric for Evaluating North Carolina Teachers and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation.

Component 4: Observations

- A. A formal observation shall last forty-five minutes or an entire class period which ever is shorter.
- B. Probationary Teachers
 - 1. The principal shall conduct three formal observations of all probationary teachers.
 - 2. A peer shall conduct one formal observation of a probationary teacher.
- C. Career Status Teachers
 - 1. During the year in which a career status teacher participates in a summative evaluation, the principal shall conduct three observations.
 - 2. At least one observation shall be a formal observation.

During observations, the principal and peer (in the case of a probationary teacher) shall note the teacher's performance of the Standards on the Rubric for Evaluating North Carolina Teachers.

Component 5: Post-Observation Conference

The principal shall conduct a post-observation conference no later than three school days after the observation. During the post-observation conference, the principal and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

Component 6: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric.

At the conclusion of the North Carolina Teacher Evaluation Process, the principal shall:

- A. Give a rating for each Element in the Rubric;
- B. Make a written comment on any Element marked "Not Demonstrated";
- C. Give an overall rating of each Standard in the Rubric;
- D. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;
- E. Review the completed Teacher Summary Rating Form with the teacher; and
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

A teacher's performance is deemed to be below standard or unsatisfactory if: (1) he or she is rated "Not Demonstrated" on any Standard on the Teacher Summary Rating Form; or (2) he or she is not rated as at least "Proficient" on all Standards on the Teacher Summary Rating Form for two sequential years.

Component 7: Individual Growth Plan

Every teacher shall develop an Individual Growth Plan designed to address areas in need of improvement and to enhance areas of strength. For those teachers who have been evaluated using the North Carolina Teacher Evaluation Process, the Individual Growth Plan shall reflect the results of that process. All growth plans shall include the elements to be addressed, actions to be taken to meet those expectations, expected outcomes, timeline for such actions, and when the IGP will be reviewed to determine progress toward meeting the expectations.

Component 8: Other Information

Action Plan

Action Plans shall be developed and implemented in accordance with statutes and State and local policies.

Training

All teachers and the individuals responsible for their evaluations must complete approved state training on the rubric and evaluation process.

Beginning Teachers

Beginning teachers must be rated “Proficient” on all five North Carolina Professional Teaching Standards on the Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License.

Probationary Teachers

Before recommending a probationary teacher for career status, the principal must rate a probationary teacher as “Proficient” on all five North Carolina Professional Teaching Standards on the Teacher Summary Rating Form.

EXECUTIVE SUMMARY

Title: Rubric for Preservice School Executive: Principal Programs

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-B-004
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Kathy Sullivan (Senior Policy Analyst, Office of the State Board of Education)

Description:

In January 2008 the State Board approved a comprehensive revision of the program approval process. In the revised process, the seven-year on-site review cycle will be replaced with an annual review of evidence that candidates recommended for licensure meet the NC School Executive Standards. Staff have worked with McREL to develop an assessment instrument for preservice candidates that is aligned with the new evaluation instrument for school executives. The instrument will be used to assess both individual candidates and school executive preparation programs.

Resources:

No additional resources are requested.

Input Process:

An ad hoc committee worked with McREL on the development of the instrument. Input on the instrument was solicited from school executive preparation programs throughout the development process. In addition, several focus groups of individuals participating in the school executive evaluation training were convened to provide input on the instrument.

Stakeholders:

Preservice school executives and school executive preparation programs

Timeline For Action:

The proposed instrument is presented for discussion this month and will be presented for approval next month. The re-visioned school executive programs are expected to be operational not later than Fall 2010.

Recommendations:

That the Board approve the proposed preservice school executive candidate and program evaluation rubric.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3608

NORTH CAROLINA SCHOOL EXECUTIVE EVALUATION RUBRIC

Preservice Candidates

Standard 1: Strategic Leadership

School executives will create conditions that result in strategically re-imagining the school’s vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

1a. School Vision, Mission and Strategic Goals: The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.							
Emerging Candidate	AND	Developing Candidate	AND	Proficient Candidate	AND	Accomplished Candidate	Not Demonstrated (Comment Required)
Understands the attributes, characteristics, and importance of school vision, mission, and strategic goals; and can apply this understanding to the analysis and critique of existing school plans.	AND	Develops his/her own vision of the changing world in the 21 st century that schools are preparing children to enter.	AND	Works with others to develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff. Maintains a focus on the vision and strategic goals throughout the school year.	AND	Designs and implements collaborative processes to collect and analyze data, from the <i>North Carolina Teacher Working Conditions Survey</i> and other data sources, about the school’s progress for the periodic review and revision of the school’s vision, mission, and strategic goals.	
1b. Leading Change: The school executive articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.							
Emerging Candidate	AND	Developing Candidate	AND	Proficient Candidate	AND	Accomplished Candidate	Not Demonstrated (Comment Required)
Is knowledgeable of research and theory associated with school change particularly the relationship between school vision, student achievement, and organizational change.	AND	Identifies changes necessary for the improvement of student learning.	AND	Works with others to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process.	AND	Adapts/varies leadership style according to the changing needs of the school and community. Effectively communicates the impact of change.	

1c. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.							
Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
Understands statutory requirements regarding the School Improvement Plan.	AND	Works with others to facilitate the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives. Uses the <i>North Carolina Teacher Working Conditions Survey</i> and other data sources to develop a framework for the School Improvement Plan.	AND	Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan. Works with others to systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and objectives.	AND	Works with others to facilitate the successful implementation of the School Improvement Plan aligned to the mission and goals set by the State Board of Education and the local Board of Education.	
1d. Distributive Leadership: The school executive creates and utilizes processes to distribute leadership and decision-making throughout the school.							
Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school.	AND	Works with others to plan and provide leadership development activities for staff members.	AND	Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles. Works with others to encourage teachers and support staff to assume leadership and decision-making roles in the school.	AND	Works with others to encourage staff members to accept leadership opportunities beyond the school.	

Standard 2: Instructional Leadership

School executives set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work, and the sharing of this work throughout the professional community.

2a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
<p>Comprehends literature, research, and theory associated with learning, teaching, curriculum, instruction, and assessment.</p> <p>Is knowledgeable of: the <i>North Carolina Standard Course of Study</i>, state and federal standards for accountability, and best instructional practices.</p>	AND	<p>Draws from a variety of data, including student assessment data, to identify areas of strength and weakness in learning, teaching, curriculum, and instruction.</p>	AND	<p>Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning.</p> <p>Helps organize targeted opportunities for teachers to learn how to teach their subjects well with engaging lessons.</p> <p>Utilizes multiple sources of data, including the <i>Teacher Working Conditions Survey</i>, for the improvement of instruction.</p>	AND	<p>Works with others to ensure that the alignment of learning, teaching, curriculum, instruction, and assessment is focused to maximize student learning.</p> <p>Works with others to create a culture in which it is the responsibility of all staff to make sure that students are successful.</p> <p>Works with others to reflect on data including the <i>Teacher Working Conditions Survey</i>, IGPs, student achievement, and other appropriate sources to create staff development through professional learning communities.</p> <p>Works with others to ensure that students are provided opportunities to learn and utilize best practices in the integrated use of 21st century instructional tools, including technology, to solve problems.</p>	

2b. Focus on Instructional Time: The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Understands the need for teachers to have daily planning and duty-free lunch periods.</p> <p>Is knowledgeable of legal requirements regarding teacher planning time and duty-free lunch periods.</p> <p>Is knowledgeable of designs for age-appropriate school schedules which address the learning needs of diverse student populations.</p>	<p style="text-align: center;">AND</p> <p>Analyzes/evaluates a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher.</p>	<p style="text-align: center;">AND</p> <p>Adheres to legal requirements for planning and instructional time.</p> <p>Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs.</p>	<p style="text-align: center;">AND</p> <p>Works with others to ensure that teachers have the legally required amount of daily planning and lunch periods.</p> <p>Works with others to routinely and conscientiously implement processes to protect instructional time.</p> <p>Works with others to develop schedules that provide teachers with collaborative time to promote student learning.</p>	

Standard 3: Cultural Leadership

School executives will understand and act on the understanding of the important role a school’s culture plays in contributing to the exemplary performance of the school. School executives must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A school executive must be able to “re-culture” the school if needed to align with school’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school’s efforts to achieve individual and collective goals.

3a. Focus on Collaborative Work Environment: The school executive understands and acts on the understanding of the positive role that a collaborative work environment can play in the school’s culture.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Comprehends literature, research, and theory associated with organizational climate, particularly as it is manifested in schools.</p>	<p>Identifies characteristics of a collaborative work environment within the school.</p> <p>AND</p> <p>Analyzes data from the <i>Teacher Working Conditions Survey</i> and other data sources from parents, students, teachers, and stakeholders to diagnose and evaluate the teaching and learning environment within the school.</p>	<p>Designs strategies for achieving a collaborative and positive work environment within the school.</p> <p>Seeks input from the School Improvement Team and other stakeholders to make decisions.</p> <p>AND</p> <p>Utilizes data gained from the <i>Teacher Working Conditions Survey</i> and other sources to identify perceptions of the work environment.</p>	<p>Utilizes a collaborative work environment predicated on site-based management and decision-making, a sense of community, and cooperation within the school.</p> <p>AND</p> <p>Works with others to monitor the implementation and response to school policies and provide feedback to the School Improvement Team for their consideration.</p> <p>Works with others to initiate changes resulting from data gained from the <i>Teacher Working Conditions Survey</i> and other sources.</p>	

3b. School Culture and Identity: The school executive develops and uses shared vision, values and goals to define the identity and culture of the school.

Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
<p>Understands research and scholarship on school culture and its relationship with meaningful school vision, values, and goals.</p> <p>Understands the many aspects of diversity as they apply to schools and their missions.</p>	AND	<p>Articulates how a shared vision, mission, values, beliefs, and goals have defined the identity and culture of the school.</p> <p>Articulates the influences of school demographics, equity, and diversity in determining the schools' mission, vision, and goals.</p>	AND	<p>Uses shared values, beliefs and a shared vision to promote a school culture of learning and success.</p> <p>Works with others to address diversity and equity as the school develops, monitors, and adjusts the school improvement plan.</p>	AND	<p>Works with others to establish a culture of collaboration, distributed leadership, and continuous improvement in the school which guides the disciplined thought and action of all staff and students.</p> <p>Works with others to foster a commitment to diversity and equity in the instructional program.</p>	

3c. Acknowledges Failures; Celebrates Accomplishments and Rewards: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.

Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
<p>Can identify a range of criteria by which school success may be judged and with techniques that have been shown to be effective in recognizing and acknowledging both successes and failures within a school.</p>	AND	<p>Works with others to recognize the importance of acknowledging failures and celebrating accomplishments of the school and staff.</p>	AND	<p>Works with others to use established criteria for performance as the primary basis for reward and recognition.</p>	AND	<p>Works with others to recognize individual and collective contributions toward attainment of strategic goals.</p>	

3d. Efficacy and Empowerment: The school executive develops a sense of efficacy and empowerment among staff which influences the school's identity, culture, and performance.							
Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
<p>Understands the importance of building a sense of efficacy and empowerment among staff.</p> <p>Understands the importance of developing a sense of well-being among staff, students, and parents/guardians.</p>	<p>AND</p>	<p>Analyzes school contexts and cultures and identifies areas of both high and low levels of staff efficacy and empowerment.</p>	<p>AND</p>	<p>Identifies strategies for building a sense of efficacy and empowerment among staff.</p> <p>Identifies strategies for developing a sense of well-being among staff, students, and parents/guardians.</p>	<p>AND</p>	<p>Works with others to utilize a variety of activities, tools and protocols to develop efficacy and empowerment among staff.</p> <p>Works with others to actively model and promote a sense of well-being among staff, students, and parents/guardians.</p>	

Standard 4: Human Resource Leadership

7

School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place which result in recruitment, induction, support, evaluation, development, and retention of high performing staff. The school executive must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/guardians, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

4a. Professional Development/Learning Communities: The school executive ensures that the school is a professional learning community.							
Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
<p>Understands the importance of developing effective professional learning communities and results-oriented professional development.</p> <p>Understands the importance of continued personal learning and professional development.</p>	<p>AND</p>	<p>Analyzes a school context/community, drawing from sources including the <i>North Carolina Teacher Working Conditions Survey</i> and student achievement data, to develop concrete suggestions or strategies for professional development that reflect characteristics of, and promote the use of, professional learning communities.</p>	<p>AND</p>	<p>Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development.</p> <p>Routinely participates in professional development focused on improving instructional programs and practices.</p>	<p>AND</p>	<p>Works with others to facilitate opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning.</p>	

4b. Recruiting, Hiring, Placing and Mentoring of staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
<p>Understands theories and research on the recruitment, placement, and mentoring of school staff at all levels.</p> <p>Comprehends state and federal laws or regulations related to the recruitment, placement, and mentoring of school staff.</p>	AND	<p>Using a variety of data at the school level:</p> <ul style="list-style-type: none"> • Identifies school needs in recruiting new teachers and staff. • Identifies school needs in hiring new teachers and staff • Identifies school needs in placing new teachers and staff. • Identifies school needs in mentoring new teachers and staff. 	AND	<p>Supports, mentors, and coaches staff members and emerging teacher leaders.</p>	AND	<p>Works with others to guide the learning community in establishing and implementing data-based goals for enhancing recruitment, employment, retention, mentoring, professional development, and support of all teachers and staff</p>	

4c. Teacher and Staff Evaluation: The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
<p>Understands multiple tools and approaches to the evaluation of school staff.</p>	AND	<p>Demonstrates ability to adhere to legal requirements for teacher and staff evaluation.</p>	AND	<p>Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice.</p> <p>Works with others to implement district and state evaluation policies in a fair and equitable manner.</p>	AND	<p>Works with others to utilize multiple assessments to evaluate teachers and other staff members.</p> <p>Works with others to evaluate teachers and other staff in a fair and equitable manner and utilize the results of evaluations to improve instructional practice.</p>	

Standard 5: Managerial Leadership

School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem-solving, communicating expectations, and scheduling that result in organizing the work routines in the building. The school executive must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of every day life is critical for staff to be able to focus its energy on improvement.

5a. School Resources and Budget: The school executive establishes budget processes and systems which are focused on, and result in, improved student achievement.										
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)		
Is knowledgeable of ethical budgeting and accounting procedures. Understands the school-based budgeting process as it relates to district, state, and federal guidelines.		AND	Works with others to utilize input from staff to establish funding priorities and a balanced operational budget for school programs and activities.		AND	Works with others to incorporate the input of the School Improvement Team in budget and resource decisions. Works with others to use feedback and data to assess the success of funding and program decisions.		AND	Works with others to design transparent systems to equitably manage human and financial resources.	
5b. Conflict Management and Resolution: The school executive effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.										
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)		
Understands factors that affect conflict and conflict resolution, and is aware of multiple strategies that can be used to resolve or manage conflict in a school setting.		AND	Demonstrates awareness of potential problems and/or areas of conflict within the school that affect students' learning and achievement.		AND	Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement.		AND	Works with others to provide opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues, particularly those that affect student achievement. Works with others to discuss with staff and implement solutions to address potentially discordant issues.	

5c. Systematic Communication: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
Understands the importance of open, effective communication in the operation of the school.	<p>AND</p> <p>Works with others to routinely involve the school improvement team in school wide communications processes.</p> <p>Works with others to design a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community.</p>	<p>AND</p> <p>Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community.</p> <p>Works with others to provide information in different formats in multiple ways through different media in order to ensure communication with all members of the community.</p>	<p>AND</p> <p>Works with others to ensure that all community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals.</p>	

5d. School Expectations for Students and Staff: The school executive develops and enforces expectations, structures, rules, and procedures for students and staff.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Understands the importance of clear expectations, structures, rules, and procedures for students and staff.</p> <p>Understands district and state policy and law related to student conduct, etc.</p>	<p>AND</p> <p>Works with others to collaboratively develop clear expectations, structures, rules, and procedures for students and staff through the School Improvement Team.</p>	<p>AND</p> <p>Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.</p> <p>Works with others to effectively implement district rules and procedures.</p>	<p>AND</p> <p>Works with others to systematically monitor issues around compliance with expectations, structures, and rules.</p> <p>Uses staff and student input to resolve issues related to expectations, structures, and rules.</p> <p>Works with others to regularly review the need for changes to expectations, structures, and rules.</p>	

Standard 6: External Development Leadership

A school executive will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community, and business representatives to participate as “stockholders” in the school such that continued investment of resources and good will are not left to chance.

6a. Parent and Community Involvement and Outreach: The school executive designs structures and processes which result in parent and community engagement, support and ownership for the school.						
Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate		Not Demonstrated (Comment Required)
Understands theory and research on parental and community engagement in schools, and can apply this both to the analysis/examination of school settings and to development of concrete strategies for improving involvement.	AND	Interacts with, and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school. Identifies the positive, culturally-responsive traditions of the school and community.	AND	Works with others to engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school.	AND	Works with others to implement processes that empower parents/guardians and all community stakeholders to make significant decisions.
6b. Federal, State and District Mandates: The school executive designs protocols and processes in order to comply with federal, state, and district mandates.						
Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate		Not Demonstrated (Comment Required)
Is knowledgeable of applicable federal, state, and district mandates. Understands district goals and initiatives directed at improving student achievement.	AND	Works with others to design protocols and processes to comply with federal, state, and district mandates. Works with others to develop strategies for implementing district initiatives directed at improving student achievement.	AND	Works with others to ensure compliance with federal, state, and district mandates. Continually assesses the progress of district initiatives and reports results to district-level decision-makers. Works with others to implement district initiatives directed at improving student achievement.	AND	Explains federal, state, and district mandates for the school community so that such mandates are viewed as opportunities for improvement within the school. Works with others to develop district goals and initiatives directed at improving student achievement.

Standard 7: Micro-political Leadership

School executives will build systems and relationships that utilize the staff’s diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence in order to realize the school’s vision for success. The executive will also creatively employ an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.

7a. School Executive Micro-political Leadership: The school executive develops systems and relationships to leverage staff expertise and influence in order to affect the school’s identity, culture, and performance.									
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
Understands theories of leadership and interpersonal relations that are relevant and can be applied by the effective school executive.	AND	Develops strategies to maintain high visibility and easy accessibility throughout the school.	AND	Works with others to build systems and relationships that utilize the staff’s diversity, ideological differences, and expertise to realize the school’s goals.	AND	Works with others to employ an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.			
Understands ethical leadership and the principles of fairness and equity as they apply to people, processes, and resources in schools.		Is aware of the expertise, power and influence of staff members, and demonstrates sensitivity to their personal and professional needs.							

EXECUTIVE SUMMARY

Title: Proposed Revisions to the Non-Teaching Work Experience and Graduate Pay Policies

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-A-006
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Ms. Shirley Harris (Member, State Board of Education) and Dr. Kathy Sullivan (Senior Policy Advisor, Office of the State Board of Education)

Description:

To address concerns related to the non-teaching work experience and graduate pay policies, the TCP Committee convened an ad hoc committee to review the policies. The revisions proposed by the ad hoc committee are designed to simplify and clarify the policies. The proposed revisions would allow one year of experience credit to be awarded for every year of full-time non-teaching work experience, up to ten years, for work requiring a bachelor's degree or equivalent completed after the bachelor's degree was awarded. The proposed revisions would also recognize all graduate degrees earned through regionally accredited institutions. No revisions are proposed to the manner in which non-teaching work experience credit is awarded for teacher assistants or for Class V Career and Technical Trade and Industry license areas.

Resources:

No additional resources are requested.

Input Process:

An ad hoc committee was convened by the TCP Committee to review the current policies and propose revisions.

Stakeholders:

Licensed personnel in the NC public schools

Timeline For Action:

The proposed changes are presented for discussion this month and will be presented for approval next month. If approved by the Board, the changes would become effective January 1, 2009.

Recommendations:

It is recommended that the Board approve the proposed changes to the non-teaching work experience and graduate pay approval policies.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3608

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Twenty-First Century Professionals

Category: Licensure

Policy ID Number: TCP-A-006

Policy Title: Policies related to experience/degree credit for salary purposes

Current Policy Date: ~~11/03/2005~~ 01/01/2009

Other Historical Information:

Previous Board dates: 10/01/1998, 08/05/1999, 01/12/2000, 01/10/2001, 11/01/2001,

11/03/2005

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

POLICIES RELATED TO EXPERIENCE/DEGREE CREDIT FOR SALARY PURPOSES

6.00 Experience Credit as a Professional Educator

Salary for a NC public school employee shall be determined by the amount of creditable experience an individual has. Credit awarded for professional school experience shall be calculated according to the following rules:

- 1) Full-time work in a school unit of not less than six calendar months within one fiscal year (July 1 through June 30) shall earn one year of experience credit (excluding experience in a one-teacher private school).
- 2) Part-time work shall require a minimum of 15 hours per week to establish experience credit in a school unit. One year of experience can be earned, if the experience totals six calendar months of full-time experience during a single fiscal year.
- 3) Partial years of full-time or part-time experience can be combined for experience credit. For example, two years of part-time work can be combined for one year of experience, if it is equivalent to six months of full-time experience. Full-time experience of less than six calendar months in a fiscal year can be combined with another partial year of part-time or full-time experience to equal one year of experience credit.
- 4) Experience credit for a single year served in two or more school administrative units shall be allowed unless the State Board of Education has been advised that the person's contract was willfully breached during the school year.
- 5) Credit for college teaching shall be calculated based on the number of clock hours spent in the classroom teaching per week. Six class hours per week shall be considered half-time teaching and twelve class hours per week shall be considered full-time teaching.

- 6) Service as a tutor, clerical paraprofessional, or substitute teacher shall not be recognized for professional educator experience credit. It may be recognized for non-teaching work experience credit if it meets the criteria identified below in 6.20
- 7) Experience credit as a professional educator shall not be awarded for a period of time designated as a leave of absence except as required by Workmen's Compensation and the Uniform Services Employment Re-employment Rights Act (USERRA).

6.20 Experience Credit for Non-Teaching Work Experience

For salary purposes, non-teaching work experience can be credited toward an individual's total licensure experience rating on the recommendation of the designated personnel administrator of the NC LEA which has employed the individual in a professional position as follows:

1). Class V Career-Technical Trade and Industry Education

For Class V Career-Technical Trade and Industry Education licenses one year of experience credit can be awarded for every year of full-time non-teaching work experience after the individual has completed the required training and work experience to qualify for the provisional license. To be eligible for credit, the experience must meet the following criteria:

- a. was at least half-time (20 hours or more per week);
- b. was completed after age 18;
- c. did not include on-the-job training;
- d. was paid and documented;
- e. is in the license area.

~~“Relevant non-teaching work experience” shall be defined as professional work experience in public or private sectors that is directly related to an individual's area of licensure and work assignment. Credit for non-teaching work experience in the career-technical trade and industry area is not transferable to other licensure areas for which the experience is not relevant. ~~In addition, to be eligible for credit, such experience must meet the following criteria:~~~~

- ~~a. was at least half-time (20 hours or more per week);~~
- ~~b. was completed after age 18;~~
- ~~c. did not include on-the-job training;~~
- ~~d. was paid and documented.~~

2. Experience as a Teacher Assistant

One year of experience credit can be awarded for every two years of experience as a teacher assistant completed before an individual was awarded a bachelor's degree. One year of experience credit can be awarded for every year of experience as a teacher assistant completed after an individual is awarded a bachelor's degree.

3. Other Non-Teaching Work Experience

One year of experience credit can be awarded for every year of full-time non-teaching work experience, up to ten years, for work requiring a bachelor's degree or equivalent completed after the bachelor's degree was awarded.

~~One year of experience credit can be awarded for every two years of full-time relevant non-teaching work experience completed before the individual earned a bachelor's degree. One year of experience credit can be awarded for every year of full-time relevant non-teaching work experience completed after the individual earned a bachelor's degree. For Class V Career-Technical Trade and Industry Education licenses one year of experience credit can be awarded for every year of full-time relevant non-teaching work experience after the individual has completed the required training and work experience to qualify for the provisional license.~~

Partial years of full-time or part-time experience can be combined for experience credit.

Non-teaching work experience will be reviewed ~~Periodic audits of non-teaching work experience will be conducted~~ by the DPI Licensure Section and LEAs will be required to repay amounts if duplicate years of experience, experience credit exceeding the policy limits, or credit for ~~non-relevant~~ experience that does not qualify have been awarded.

6.30 Experience Credit for JROTC

Military experience shall be awarded up to a maximum of 10 years for JROTC instructors, based on a minimum of 20 years of service and retirement from the military service.

6.40 Graduate Licensure/Salary Policy

Effective July 1, 2000, licensed public school personnel shall be paid on the salary schedule applicable to their assignment at the highest license level held. This policy shall apply to all areas, including administration, student services, and teaching.

6.50 Relevant Master's Graduate Degrees

The Licensure Section shall authorize salary on the master's level (or other appropriate) salary schedule for professional educators who hold master's degrees or advanced degrees ~~that do not lead to a professional educator license if the following criteria are met:~~
~~The master's or higher degree is~~ from a regionally accredited IHE.

~~(The regional accrediting agencies are Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.)~~

~~1)The master's or higher degree is in an education or subject area directly related to an existing area of licensure and current teaching assignment or instructional support responsibilities.~~

~~2)The educator's assignment for the majority (50% or more) of the school day is in the area for which the master's or higher degree applies.~~

with strikethroughs and underlines

6.60 Appeals Panel

~~The Department shall establish an Appeals Panel to consider appeals of requests for non-teaching work experience or graduate salary that have not been approved. The panel shall be coordinated by the Licensure Section. Membership of the panel will include LEA Personnel Administrators, higher education faculty, and representatives of professional teacher associations.~~

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Twenty-First Century Professionals

Category: Licensure

Policy ID Number: TCP-A-006

Policy Title: Policies related to experience/degree credit for salary purposes

Current Policy Date: 01/01/2009

Other Historical Information:

Previous Board dates: 10/01/1998, 08/05/1999, 01/12/2000, 01/10/2001, 11/01/2001, 11/03/2005

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

POLICIES RELATED TO EXPERIENCE/DEGREE CREDIT FOR SALARY PURPOSES

6.00 Experience Credit as a Professional Educator

Salary for a NC public school employee shall be determined by the amount of creditable experience an individual has. Credit awarded for professional school experience shall be calculated according to the following rules:

- 1) Full-time work in a school unit of not less than six calendar months within one fiscal year (July 1 through June 30) shall earn one year of experience credit (excluding experience in a one-teacher private school).
- 2) Part-time work shall require a minimum of 15 hours per week to establish experience credit in a school unit. One year of experience can be earned, if the experience totals six calendar months of full-time experience during a single fiscal year.
- 3) Partial years of full-time or part-time experience can be combined for experience credit. For example, two years of part-time work can be combined for one year of experience, if it is equivalent to six months of full-time experience. Full-time experience of less than six calendar months in a fiscal year can be combined with another partial year of part-time or full-time experience to equal one year of experience credit.
- 4) Experience credit for a single year served in two or more school administrative units shall be allowed unless the State Board of Education has been advised that the person's contract was willfully breached during the school year.
- 5) Credit for college teaching shall be calculated based on the number of clock hours spent in the classroom teaching per week. Six class hours per week shall be considered half-time teaching and twelve class hours per week shall be considered full-time teaching.

- 6) Service as a tutor, clerical paraprofessional, or substitute teacher shall not be recognized for professional educator experience credit. It may be recognized for non-teaching work experience credit if it meets the criteria identified below in 6.20
- 7) Experience credit as a professional educator shall not be awarded for a period of time designated as a leave of absence except as required by Workmen's Compensation and the Uniform Services Employment Re-employment Rights Act (USERRA).

6.20 Experience Credit for Non-Teaching Work Experience

For salary purposes, non-teaching work experience can be credited toward an individual's total licensure experience rating on the recommendation of the designated personnel administrator of the NC LEA which has employed the individual in a professional position as follows:

1. Class V Career-Technical Trade and Industry Education

For Class V Career-Technical Trade and Industry Education licenses one year of experience credit can be awarded for every year of full-time non-teaching work experience after the individual has completed the required training and work experience to qualify for the provisional license. To be eligible for credit, the experience must meet the following criteria:

- a. was at least half-time (20 hours or more per week);
- b. was completed after age 18;
- c. did not include on-the-job training;
- d. was paid and documented;
- e. is in the license area.

Credit for non-teaching work experience in the career-technical trade and industry area is not transferable to other licensure areas for which the experience is not relevant.

2. Experience as a Teacher Assistant

One year of experience credit can be awarded for every two years of experience as a teacher assistant completed before an individual was awarded a bachelor's degree. One year of experience credit can be awarded for every year of experience as a teacher assistant completed after an individual is awarded a bachelor's degree.

3. Other Non-Teaching Work Experience

One year of experience credit can be awarded for every year of full-time non-teaching work experience, up to ten years, for work requiring a bachelor's degree or equivalent completed after the bachelor's degree was awarded.

Partial years of full-time or part-time experience can be combined for experience credit.

As policy would read IF proposed changes are accepted.

Non-teaching work experience will be reviewed by the DPI Licensure Section and LEAs will be required to repay amounts if duplicate years of experience, experience credit exceeding the policy limits, or credit for experience that does not qualify have been awarded.

6.30 Experience Credit for JROTC

Military experience shall be awarded up to a maximum of 10 years for JROTC instructors, based on a minimum of 20 years of service and retirement from the military service.

6.40 Graduate Licensure/Salary Policy

Effective July 1, 2000, licensed public school personnel shall be paid on the salary schedule applicable to their assignment at the highest license level held. This policy shall apply to all areas, including administration, student services, and teaching.

6.50 Graduate Degrees

The Licensure Section shall authorize salary on the master's level (or other appropriate) salary schedule for professional educators who hold master's degrees or advanced degrees from a regionally accredited IHE.

The regional accrediting agencies are: Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

EXECUTIVE SUMMARY

Title: Licensing Physical Education and Health Teachers

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-A-001
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Ms. Paula Collins and Dr. Kathy Sullivan (Senior Policy Advisors, Office of the State Board of Education)

Description:

Currently, North Carolina issues discrete licenses in physical education and health. In many schools, however, physical education teachers are assigned to teach health classes. A proposal to add a license area in "physical education and health" is presented for discussion. If approved by the Board, standards for physical education and health teacher preparation programs will be developed, and colleges and universities will be encouraged to develop programs that address the new license area as they re-vision their preparation programs. To address the current situation, it is proposed that the Board authorize the DPI Licensure Section to issue the new license to physical education teachers who meet the requirements detailed in the proposal.

Resources:

NA

Input Process:

The proposal is based on discussions with staff in the Department of Public Instruction. Feedback is being solicited from representative personnel administrators, higher education faculty, and health and physical education professionals in the public schools

Stakeholders:

Physical Education and Health teachers

Timeline For Action:

The proposals are presented for discussion this month and will be presented for approval next month. They will become effective upon Board approval.

Recommendations:

It is recommended that the Board approve: 1) the addition of a license area in physical education and health and 2) that the Board authorize the DPI Licensure Section to issue the new license to physical education teachers who meet the requirements detailed in the proposal.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan (807-3608)

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

Policy Identification

Priority: Twenty-First Century Professionals

Category: Licensure

Policy ID Number: TCP-A-001

Policy Title: Policies on General Licensure Requirements

Current Policy Date: ~~04/03/2008~~ 10/02/2008

Other Historical Information:

Previous Board Dates: 01/05/1997, 07/09/1998, 01/13/1999, 07/01/1999, 07/13/2000, 09/14/2000, 10/04/2001, 01/09/2003, 2/6/2003, 06/05/2003, 08/07/2003, 9/11/03, 11/22/2004, 5/05/2005, 6/30/2005, 8/04/2005, 10/06/2005, 11/03/2005, 12/01/2005, 01/05/2006, 05/04/2006, 06/01/2006, 07/06/2006, 01/04/2007, 06/07/2007, 12/06/2007, 02/07/2008, 04/03/2008

Statutory Reference:

PL 107-110, the No Child Left Behind Act of 2001

Administrative Procedures Act (APA) Reference Number and Category:

POLICIES ON GENERAL LICENSURE REQUIREMENTS

Note: Only relevant sections of this policy has been included in this attachment.

1.00 Licensure Required

Any person employed by a Local Education Agency (LEA) in a professional educator position must hold a professional educator's license. In addition, all persons teaching core academic subjects at the elementary, middle school, or high school levels must be "highly qualified" as specified by PL 107-110, the No Child Left Behind Act of 2001, and 1.01 and 1.02 below. Each applicant shall file an application in the form prescribed by the Licensure Section with appropriate supporting documentation and the required processing fee.

1.10 Designation of Appropriate Licensure Prior to Establishment of Staffing New Programs/Positions in Public Schools

Appropriate licensure area(s) required for service must be established prior to presentation of new programs/positions to the SBE for approval. Formal documentation indicating agreement by the Licensure Section to the licensure area(s) appropriate for the proposed program/employment shall be presented.

Current license areas issued by the Department are:

Administrative

Superintendent
Principal
Curriculum Instructional Specialist
Instructional Technology Specialist-Computers
Media Supervisor
Career and Technical Education Director
Exceptional Children's Program Administrator

Student Services

Counselor
School Social Worker
School Psychologist
Instructional Technology Specialist- Telecommunications
Media Coordinator
Audiologist
Speech-Language Pathologist

Teaching Areas

Elementary

Birth-Kindergarten (B-K)
Preschool Add-on*
Elementary (K-6)
Elementary Second Language++
Reading (K-6)
English as a Second Language [ESL] (K-6)
Special Education: General Curriculum (K-6)
Special Education: Adapted Curriculum (K-6)

Middle Grades

Middle Grades Language Arts
Middle Grades Mathematics
Middle Grades Science
Middle Grades Social Studies

* Available only to teachers with current licenses in elementary education, special education, or family and consumer sciences.

Secondary (9-12)

English (9-12)
Mathematics (9-12)
Science (9-12)
Earth Science (9-12)
Biology (9-12)
Physics (9-12)
Chemistry (9-12)
Social Studies (9-12)
Political Science (9-12)
Geography (9-12)
History (9-12)
Economics (9-12)
Sociology (9-12)
Anthropology (9-12)
French (9-12)
Spanish (9-12)
German (9-12)
Japanese (9-12)
Russian (9-12)
Latin (9-12)
Bible (9-12)
Journalism ++ (9-12)
Psychology ++ (9-12)
Italian ++ (9-12)
Chinese ++ (9-12)

Special Subjects (K-12)

Art (K-12)
Music (K-12)
Dance (K-12)
Theater Arts (K-12)
Health Specialist (K-12)
Physical Education (K-12)
[Physical Education and Health \(K-12\)](#)
Safety and Driver Education
Speech Communication (K-12)
ESL (K-12)
Reading (K-12)
American Sign Language (K-12)
French (K-12)
Spanish (K-12)
German (K-12)
Japanese (K-12)
Russian (K-12)
Computer Education++ (K-12)
Junior ROTC

Career-Technical Education

Agricultural Education
Business and Information Technology Education
 Network Administration
Career Development Coordinator
Career and Technical Education Director
Family and Consumer Sciences
 Apparel Design
 Child Development, Family Studies
 Food and Nutrition, Culinary Arts
 Interior Design, Housing
Health Occupations
 Registered Nurse
 Allied Health/Medical Professional
 Biotechnology
Marketing Education
(Handicapped/Disadvantaged) Special Populations
Coordinator
Technology Education
 Principles of Technology++
 Scientific and Technical Visualization++
 Project Lead the Way (PLTW)++
Trade and Industrial Education
 Automotive Service
 Cabinetmaking/Furniture
 Carpentry
 Collision Repair
 Computer Engineering Technology
 Cosmetology
 Drafting
 Digital Media/Programming Broadcasting
 Electrical Trades
 Electronics
 Electro-Mechanical Maintenance
 Masonry
 Mechanical Systems (HVAC or Plumbing)
 Metals Manufacturing
 Network Engineering Technology
 Printing and Graphics
 Public Safety
 Textiles^
 Welding
 Work Development (formerly Industrial Cooperative
 Training)
 Specialized
VoCATS

++ endorsements

^ no longer issued

Exceptional Children

Cross Categorical (mildly/moderately disabled)
Severely/Profoundly Disabled
Mentally Disabled
Visually Impaired
Behaviorally/Emotionally Disabled
Learning Disabled
Academically Gifted
Hearing Impaired
Special Education: General Curriculum
Special Education: Adapted Curriculum

1.40 In Field/Out-of-Field Assignments

All professional assignments shall be in the area of an individual's license. Any teaching assignment, other than remedial that is outside a person's area of licensing is considered to be "out-of-field." The LEA may assign any licensed teacher who is the best qualified to teach remedial

courses, regardless of licensure area.

The superintendent or personnel officer of the LEA must submit to the Licensure Section requests for provisional licensure to qualified individuals to cover out-of-field assignments. Effective June 30, 2006, provisional licenses will no longer be issued for the elementary grades level or at the middle and high school levels in license areas required for teaching the core academic subjects.

Individuals with a clear NC teaching license who have been teaching out-of-field in a subject area for a minimum of three years may be issued a clear license in that subject area based on the recommendation of the employing LEA and principal, and completion of one of the following:

- (a) the NC HOUSSE in the subject area; or
- (b) 24 semester hours in the subject area; or
- (c) the Praxis II exam(s) required for the subject area.

This includes individuals who have been teaching out-of-field on a provisional license.

Upon the recommendation of the employing LEA, individuals who are licensed to teach physical education and assigned to teach health may be issued the *Physical Education and Health K-12* license based on the following:

- (a.) one year of successful teaching of health in the public schools and
- (b.) completion of three renewal credits in health education completed through a recognized health education services provider.

This provision for being issued a license in *Physical Education and Health K-12* expires June 30, 2012.

1.60 Endorsement

An endorsement is an attachment to a full license area, which allows the individual to teach a specific subject on a half-time or less basis. Endorsements shall be issued by the Department of Public Instruction based on a minimum of eighteen semester hours in the specific content area. Effective June 30, 2006, endorsements will no longer be issued in and can not be used for teaching at the elementary grades level or at the middle and high school levels in license areas required for teaching the core academic subjects.

Teachers with the following endorsements are not subject to the limits of half-time teaching and may teach full time in the endorsement area:

- 1) Chemistry (assigned to teach physical science)*
- 2) Elementary second language*
- 3) Journalism
- 4) K-12 computer education
- 5) Physics (assigned to teach physical science)*
- 6) Principles of technology*
- 7) Chinese*
- 8) Italian*
- 9) Psychology

*Effective June 30, 2006, endorsements can not be used in these areas.

Endorsements can be converted to full licenses based on the following:

- (a) Completion of 6 additional semester hours (total of 24 semester hours) in the content subject area; or
- (b) Satisfactory completion of the required Praxis II Specialty Area Exams; or
- (c) Verification of three years of successful teaching in the subject area and the NC HOUSSE.