

EXECUTIVE SUMMARY

Title: **Praxis II Option for Birth-Kindergarten Teachers to be Designated "Highly Qualified"**

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # QP-A-003
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other PL 107-110 (the No Child Left Behind Act of 2001)

Presenter(s): Dr. Kathy Sullivan (Director, Human Resource Management Division)

Description:

No Child Left Behind requires that kindergarten teachers be "highly qualified." Currently, new teachers licensed in Birth-Kindergarten (B-K) must pass the Praxis II exams for elementary education to be designated "highly qualified" to teach kindergarten. An early childhood content exam has been identified. A proposal to allow B-K teachers to utilize this exam to be designated "highly qualified" as kindergarten teachers was presented for discussion last month and is presented for approval this month.

Resources:

NA

Input Process:

B-K educators and personnel administrators have expressed the need for an alternate way for B-K teachers to be designated "highly qualified" to teach kindergarten. The specific score proposed for the exam is based on a standard setting study conducted for North Carolina by the Educational Testing Service (ETS).

Stakeholders:

LEAs, Individuals licensed as B-K teachers

Timeline For Action:

The proposal was presented for discussion last month and is presented for approval this month. It will become effective upon Board approval.

Recommendations:

That the proposed exam and passing score be adopted as a means for Birth-Kindergarten teachers to be designated "highly qualified" to teach kindergarten.

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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)  
\_\_\_\_\_

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 Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
 Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
 Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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\*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan 807-4007

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

**Policy Identification**

**Priority: Quality Teachers, Administrators, and Staff**

**Category: Licensure**

**Policy ID Number: QP-A-003**

**Policy Title: Policies on Testing Requirements**

**Current Policy Date ~~07/06/2006~~ 03/01/2007**

**Other Historical Information:**

Previous Board dates: 11/02/1994, 02/06/1997, 06/15/1997, 09/04/1997, 11/06/1997, 03/05/1998, 12/03/1998, 04/01/1999, 07/01/1999, 08/05/1999, 01/12/2000, 07/13/2000, 12/07/2000, 03/07/2002, 06/05/2003, 07/01/2003, 6/30/2005, 10/06/2005, 01/05/2006, 05/04/2006, 07/06/2006

**Statutory Reference:**

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

**Administrative Procedures Act (APA) Reference Number and Category:**

16NCAC 6C.0310

**Policies on Testing Requirements**

**3.00 Teacher Education Program Admission**

Undergraduate degree-seeking student must satisfactorily complete the Praxis I (Pre-Professional Skills Test [PPST] or Computer Based Test [CBT]) for formal admission to approved teacher education program in North Carolina IHEs. The required scores follow:

|                  |     |
|------------------|-----|
| PPST Reading     | 176 |
| PPST Writing     | 173 |
| PPST Mathematics | 173 |
| CBT Reading      | 323 |
| CBT Writing      | 319 |
| CBT Mathematics  | 318 |

Individuals with a total SAT score of 1100 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Verbal test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Math test are

exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

Individuals with a composite ACT score of 24 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a composite ACT score of less than 24, but with a score of at least 24 on the English test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a composite ACT score of less than 24, but a score of at least 24 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

### **3.10 Testing Requirements for a North Carolina License**

Individuals seeking a North Carolina professional educator’s license must meet the testing requirements established by the State Board of Education to be issued a clear license. Current testing requirements are at the end of this section.

### **3.20 Adding Areas to an Existing License**

Individuals who hold a clear teaching license in one area can add an additional teaching area to the license by completing an approved teacher education program in the additional area and meeting the federal requirement to be “highly qualified” in the additional teaching area or by satisfying Praxis II testing requirements for the additional area.

Individuals adding administrative and/or student services areas must satisfy the Praxis II testing requirements for these areas.

| AREA OF LICENSURE              | CODE  | REQUIRED TESTS             | REQUIRED SCORE ON SUBJECT ASSESSMENT                    |
|--------------------------------|-------|----------------------------|---|
| <b>Preschool/Elementary</b>    |       |                            |   |
| Birth through Kindergarten     | 014   | None**                     |   |
| Elementary (K-6)               | 025   | 0011 and 0012              | 313 (total score)                                       |
| Preschool Add-on               | 015   | none                       |   |
| <b>Middle Grades</b>           |       |                            |   |
| Language Arts                  | 78180 | 0049                       | 145   |
| Mathematics                    | 78200 | 0069                       | 141   |
| Science                        | 78300 | 0439                       | 134   |
| Social Studies                 | 78400 | 0089                       | 149   |
| Agriculture                    | 78700 | none                       |   |
| Business                       | 78760 | none                       |   |
| Health Occupations             | 78720 | none                       |   |
| Family & Consumer Sciences     | 78710 | none                       |   |
| Marketing                      | 78730 | none                       |   |
| Technology                     | 78820 | none                       |   |
| <b>Secondary</b>               |       |                            |   |
| Anthropology                   | 433   | 0081 & 0084                | 320 (total score)                                       |
| Bible                          | 905   | none                       |   |
| Biology                        | 310   | 0235 & 0234                | 302 (total score)                                       |
| Business Education             | 600   | 0100                       | 580   |
| Chemistry                      | 330   | 0245 & 0483                | 307 (total score)                                       |
| Earth Science                  | 302   | 0571                       | 136   |
| Economics                      | 431   | 0081 & 0084                | 320 (total score)                                       |
| English                        | 100   | 0041 & 0043                | 321 (total score)                                       |
| French                         | 510   | 0171 & 0173                | 335 (total score)                                       |
| Geography                      | 410   | 0081 & 0084                | 320 (total score)                                       |
| German                         | 530   | 0181                       | 153   |
| History                        | 420   | 0081 & 0084                | 320 (total score)                                       |
| Latin                          | 590   | none                       |   |
| Mathematics                    | 200   | 0061 & 0065                | 281 (total score)                                       |
| Physics                        | 320   | 0260                       | 510   |
| Political Science              | 405   | 0081 & 0084                | 320 (total score)                                       |
| Russian                        | 580   | none                       |   |
| Science (comprehensive)        | 300   | 0435 & either 0483 or 0234 | 0435 & 0483 - 305<br>0435 & 0234 - 303<br>(total score) |
| Social Studies (comprehensive) | 400   | 0081 & 0084                | 320 (total score)                                       |
| Sociology                      | 432   | 0081 & 0084                | 320 (total score)                                       |
| Spanish                        | 520   | 0191 & 0192                | 327 (total score)                                       |

| AREA OF LICENSURE                     | CODE  | REQUIRED TESTS                       | REQUIRED SCORE ON SUBJECT ASSESSMENT   |
|---------------------------------------|-------|--------------------------------------|--|
| <b>Special Subject Areas (K-12)</b>   |       |                                      |  |
| Art                                   | 810   | 0131 & 0133                          | 322 (total score)                      |
| Dance                                 | 805   | none                                 |  |
| English as a Second Language          | 110   | 0360                                 | 520                                    |
| French                                | 511   | 0171 & 0173                          | 335 (total score)                      |
| German                                | 531   | 0181                                 | 153                                    |
| Health Specialist                     | 098   | 0550                                 | 640                                    |
| Junior ROTC                           | 999   | none                                 |  |
| Music                                 | 800   | 0111 & 0113                          | 299 (total score)                      |
| Physical Education                    | 090   | 0091                                 | 158                                    |
| Reading (bachelor's level)            | 190   | 0200                                 | 540                                    |
| Reading (graduate level)              | 190   | 0300                                 | 570                                    |
| Safety and Driver Education           | 096   | none                                 |  |
| Spanish                               | 521   | 0191 & 0192                          | 327 (total score)                      |
| Speech Communication                  | 109   | 0220                                 | 560                                    |
| Theater Arts                          | 108   | none                                 |  |
| <b>Exceptional Children</b>           |       |                                      |  |
| Academically Gifted                   | 88087 | none                                 |  |
| Special Education: Adapted Curriculum | 88092 | 0351 and 0544<br>or<br>0353 and 0544 | 0351 = 143<br>0353 = 143<br>0544 = 144 |
| Special Education: General Curriculum | 88091 | 0351 and 0542<br>or<br>0353 and 0542 | 0351 = 143<br>0353 = 143<br>0542 = 159 |
| Behaviorally/Emotionally Disabled     | 88085 | 0351 and 0371<br>or<br>0353 and 0371 | 0351 = 143<br>0353 = 143<br>0371 = 147 |
| Cross Categorical                     | 88001 | 0351 and 0352<br>or<br>0353 and 0352 | 0351 = 143<br>0353 = 143<br>0352 = 136 |
| Hearing Impaired                      | 88088 | none                                 |  |
| Mentally Disabled                     | 88081 | 0351 and 0321<br>or<br>0353 and 0321 | 0351 = 143<br>0353 = 143<br>0321 = 144 |
| Severely Profoundly Mentally Disabled | 88002 | 0351 and 0321<br>or<br>0353 and 0321 | 0351 = 143<br>0353 = 143<br>0321 = 144 |
| Learning Disabled                     | 88086 | 0351 and 0381<br>or<br>0353 and 0381 | 0351 = 143<br>0353 = 143<br>0381 = 139 |
| Visually Impaired                     | 88083 | 0280                                 | 550                                    |

| <b>Career-Technical Education</b>                        |       |  |     |
|--|-------|--|-----|
| Agricultural Education                                   | 700   | none                                   |     |
| Career Development Coordinator                           | 747   | none                                   |     |
| Handicapped/Disadvantaged                                | 770   | none                                   |     |
| Health Occupations Education                             | 720   | none                                   |     |
| Family & Consumer Sciences                               | 710   | 0120                                   | 540 |
| Marketing Education                                      | 730   | 0560                                   | 690 |
| Technology Education                                     | 820   | 0050                                   | 580 |
| Trade and Industrial Education                           | 740   | none                                   |     |
| Business Education                                       | 760   | 0100                                   | 580 |
| <b>Special Services Personnel</b>                        |       |  |     |
| Counselor  | 005   | 0420                                   | 570 |
| School Social Worker                                     | 006   | none                                   |     |
| School Psychologist                                      | 026   | 0400                                   | 620 |
| Media Coordinator  | 076   | 0310                                   | 610 |
| Audiologist  | 88003 | 0340                                   | 590 |
| Speech-Language Pathologist                              | 88082 | 0330                                   | 550 |
| Instructional Technology Specialist – Telecommunications | 074   | none                                   |     |
| <b>Administrative/Supervisory</b>                        |       |  |     |
| School Administrator—Superintendent                      | 011   | School Leaders<br>Licensure Assessment | 155 |
| School Administrator—Principal                           | 012   | School Leaders<br>Licensure Assessment | 155 |
| Curriculum-Instructional Specialist                      | 113   | 0410                                   | 590 |
| Instructional Technology Specialist – Computers          | 077   | none                                   |     |
| Media Supervisor   | 078   | 0410                                   | 590 |
| Career-Technical Education Director                      | 711   | 0410                                   | 590 |
| Exceptional Children Program Administrator               | 88099 | 0410                                   | 590 |

\*\* Although no test is required for the Birth-Kindergarten (B-K) license, B-K teachers may be designated “highly qualified” to teach kindergarten by earning a score of 155 or higher on Praxis test 0022.

## Early Childhood: Content Knowledge (0022)

| <i>Test at a Glance</i> |  |                                 |                                       |
|-------------------------|--|---------------------------------|---------------------------------------|
| Test Name               | Early Childhood: Content Knowledge                               |                                 |                                       |
| Test Code               | 0022   |                                 |                                       |
| Time                    | 2 hours  |                                 |                                       |
| Number of Questions     | 120  |                                 |                                       |
| Format                  | Multiple-choice questions; use of a calculator is not permitted. |                                 |                                       |
|                         | Content Categories   | Approximate Number of Questions | Approximate Percentage of Examination |
|                         | I. Language and Literacy   | 36                              | 31%                                   |
|                         | II. Mathematics  | 30                              | 25%                                   |
|                         | III. Social Studies  | 17                              | 13%                                   |
|                         | IV. Science  | 17                              | 13%                                   |
|                         | V. Health and Physical Education                                 | 10                              | 9%                                    |
|                         | VI. Creative and Performing Arts                                 | 10                              | 9%                                    |

### About This Test

The Praxis Early Childhood: Content Knowledge test is designed to assess the content knowledge prospective teachers of young children must have in order to support children's learning in the content areas. The test consists of 120 multiple-choice questions, each of which pertains to one of six content areas: language and literacy; mathematics; social studies; science; health and physical education; and creative and performing arts. Questions will assess whether the test taker knows the major concepts, skills, and tools of inquiry in the content areas; can apply knowledge of the content areas in the context of children's learning; knows the structure of the content areas; and knows how the content areas are interrelated.

The test does not emphasize knowledge of pedagogy, though some questions are framed in the context of children's learning.

The use of a calculator is not permitted.

## Early Childhood: Content Knowledge (0022)

### Topics Covered

Representative descriptions of topics covered in each category are provided below. Examinees may be asked to demonstrate their knowledge of those topics in four major ways:

- Demonstrate understanding of the central concepts, skills, and tools of inquiry in the content area
- Apply that knowledge in the context of children's learning
- Demonstrate understanding of the structure of the content areas
- Demonstrate understanding of the ways in which the content areas are interrelated

#### I. Language and Literacy (31%)

Demonstrate understanding of central concepts, skills, and tools of inquiry in language and literacy; apply that knowledge in the context of children's learning; demonstrate understanding of the structure of the content area of language and literacy; and demonstrate understanding of ways in which language and literacy are integrated across the content areas.

- Language Development  
Knowledge of oral language development and its role in literacy development
  - Phonetics, including phonological awareness, phonemic awareness, and phonics
  - The development of knowledge of pragmatic uses of language, syntax, and prose structure

- The processes of oral language development, including production and comprehension of language and the relationship between oral language development, reading and writing skills, and children's thinking and learning
- The ways in which English-language learners, bilingual children, and children with English-language dialectal differences develop and use language
- The major indicators of common speech and language delays and disorders, such as articulation problems
- Reading and Literature  
The process of learning to read, reading strategies and skills, and the features of children's literature
  - The alphabetic principle, including how children begin to develop and build on the alphabetic principle, and the differences in this principle for children learning English and children learning other languages, and for bilingual children
  - The steps and processes of learning to read (e.g., print awareness, concepts of print and book reading, making predictions, word-recognition skills, fluency)
- Major skills and strategies of reading comprehension (e.g., identifying main ideas, predicting, paraphrasing, questioning, making connections in a text)
- Strategies for reading new and difficult words (e.g., phonics, context, language structure, pictures)
- Children's literature, including the features of children's literature that facilitate early reading development, principles for selecting literature, and knowledge of various genres and types of literature
- Strategies for responding to themes, patterns, and forms of literature
- The major indicators of common reading difficulties (e.g., delays in learning to read, dyslexia, comprehension difficulties)
- Spelling  
The process of learning to spell
  - Spelling development, from invented to conventional spelling
  - Relationships between sounds of speech and the spelling of words and between sight words and reading and writing development

## Early Childhood: Content Knowledge (0022)

- Writing

The process of learning to write, writing forms and modes, and conventions of written English

- Writing stages (scribbling, letterlike shapes, script, print)
- Writing forms and modes (e.g., various purposes, audiences)
- Steps in the writing process (brainstorming, writing, editing, revising, rewriting)
- Conventions of written English (e.g., sentence construction, punctuation, grammar)
- The role of writing in the development of reading skills
- The motivation to write and the factors influencing motivation

### II. MATHEMATICS (25%)

Demonstrate understanding of central concepts, skills, and tools of inquiry in mathematics; apply that knowledge in the context of children's learning; demonstrate understanding of the structure of the content area of mathematics; and demonstrate understanding of ways in which mathematics is integrated across the content areas.

Note: Mathematics questions on the test assess test takers' understanding of fundamental mathematical skills and concepts central to the early childhood and early elementary curriculum, as described in the topic list below. Most questions are posed in the context of children's learning; few questions present purely computational math problems.

- Mathematical Thinking Skills

Fundamental mathematical thinking skills, how they are interrelated, and how they are used in completing various mathematical exercises

- Problem-solving skills (e.g., using investigation and experimentation to find answers to everyday mathematical problems)
- Reasoning skills (e.g., making conjectures, drawing logical conclusions, using models)

- Communication skills (e.g., connecting everyday language to mathematical language and symbols; presenting, discussing, reading, writing, and listening related to mathematics)
- Connection-making skills (e.g., applying mathematics to other subject areas; using mathematics in daily life)
- Representation skills (e.g., creating and using representations to organize, record, and communicate mathematical ideas)

- Numbers and Operations

Number sense and the meaning of operations

- Numbers, ways of representing numbers, relationships between numbers, and number systems
- Meaning of operations and how they relate to one another

- Patterns and Relationships

The foundations of algebraic reasoning, including the study of patterns and relationships among quantities and the mathematical study of change

- Patterns and relationships
- The concept of change in mathematics

## Early Childhood: Content Knowledge (0022)

- **Geometry and Spatial Sense**  
The relationships among shapes and their properties and how they provide opportunities to reflect upon and interpret the physical environment
  - Characteristics and properties of two- and three-dimensional geometric shapes and the development of mathematical arguments about geometric relationships
  - The use of transformation and symmetry to analyze mathematical situations that children encounter in their daily lives
- **Measurement**  
Measurement and how it is used it to interpret the real world
  - The measurable attributes of objects and the units, systems, and processes of measurement
  - The use of appropriate techniques, tools, and formulas to determine measurements
- **Data**  
The purpose of and methods for the collection and analysis of data
  - The selection and use of simple statistical methods to analyze data
  - The collection, organization, and display of relevant data to answer questions
  - The development and evaluation of inferences and predictions that are based on data

### III. SOCIAL STUDIES (13%)

Demonstrate understanding of central concepts, skills, and tools of inquiry in social studies; apply that knowledge in the context of children's learning; demonstrate understanding of the structure of the content area of social studies; and demonstrate understanding of ways in which social studies is integrated across the content areas.

- **Identity and Individual Development**  
The process of exploring, identifying, and analyzing identity, individual development, and relationships to others
  - Self-awareness and how it develops
  - Interpersonal relationships (e.g., norms of social behavior)
  - Group social skills (e.g., conflict resolution)
  - Family and social influences (e.g., the ways in which social systems influence daily life and personal choices)
  - Institutions and how they influence individual identity, relationships, beliefs, and behaviors
- **Culture and Cultural Identity**  
The components of culture and why the study of culture is important
  - Ways in which families, groups, societies, and cultures address similar human wants, needs, and concerns

- Ways in which cultural perspectives shape experiences and perceptions
- Language, stories, folktales, music, and artistic creations as expressions of culture and influences on the behavior of people living in a particular culture
- Ways in which people from different cultures think about and deal with their physical environment and social conditions
- Unity and diversity within and across groups
- **People, Places, and Environments**  
Spatial thinking, geographic perspectives, and the relationships between human beings and their environment
  - Geographic concepts (e.g., region, measurement, directional terms, landmarks, distance, location)
  - Geographic literacy skills (e.g., the construction and use of maps, graphs, and charts)
  - Physical and human characteristics of different places and how they impact human behavior and experience (e.g., rain forest, desert, urban and rural communities)
  - The interdependence of living things, the environment, and the economy

## Early Childhood: Content Knowledge (0022)

- **Time, Continuity, and Change**  
The ways in which human beings seek to understand their historical roots and to locate themselves in time
  - Chronological thinking skills using an analysis of historical data (e.g., time lines, maps, graphs, and tables)
- **Civics and Government**  
Civic participation and how people create and change structures of power, authority, and governance
  - Key civics concepts (e.g., human dignity, justice, equality, tolerance, rule of law, citizenship)
  - Civic participation in the context of classroom, community, nation, and world (e.g., raising an issue, making an informed decision, considering other perspectives, balancing individual and group needs)

### IV. SCIENCE (13%)

Demonstrate understanding of central concepts, skills, and tools of inquiry in science; apply that knowledge in the context of children's learning; demonstrate understanding of the structure of the content area of science; and demonstrate understanding of ways in which science is integrated across the content areas.

- **Fundamental Concepts and Processes for Scientific Inquiry**  
The fundamental concepts and processes of scientific inquiry across and within the various scientific disciplines of physical science, Earth and space science, life science, and science and technology
  - Unifying science concepts (e.g., systems, cycles, constancy and change)
  - The scientific process (i.e., formulating questions, testing hypotheses, and communicating information to help explain the world)
  - Basic science skills (e.g., observing, describing, and classifying; making inferences; communicating and representing findings; using simple tools; collecting and using data)
- **Physical Science**  
The basic phenomena of the physical world
  - Properties of objects and materials (e.g., states of matter)

- Light, heat, electricity, and magnetism (e.g., reflection, refraction, and absorption of light; conduction and production of heat)
- Position and motion of objects (e.g., the position and motion of an object can be changed by exerting force; vibrating objects can produce sound)
- **Earth and Space Science**  
The basic phenomena of Earth and space
  - Objects in the sky, natural and human-made, and their properties, movements, and locations (e.g., Sun, Moon, stars, airplanes)
  - Changes in Earth and the sky (e.g., seasonal and daily weather patterns, erosion)
  - Properties of Earth materials (e.g., different physical and chemical properties of Earth materials, including solid rocks and soils, fossils, water, and gases)
- **Life Science**  
Living organisms and life systems
  - Basic characteristics of organisms (e.g., their basic needs and behaviors; the structures that support growth, survival, and reproduction)
  - The life cycles of organisms
  - The relationship between organisms and their environment

## Early Childhood: Content Knowledge (0022)

### V. HEALTH AND PHYSICAL EDUCATION (9%)

Demonstrate understanding of central concepts, skills, and tools of inquiry in health and physical education; apply that knowledge in the context of children's learning; demonstrate understanding of the structure of the content areas of health and physical education; and demonstrate understanding of ways in which health and physical education are integrated across the content areas.

- Health
  - Fundamental health concepts and skills
    - Health promotion, wellness, and disease prevention
    - Major risks to children's health and safety and the prevention of those risks
    - The basic structure and function of human body systems
    - The influence of physical, emotional, and social factors on personal health (e.g., family influences; pollution)
    - The impact of health on learning and development in the content areas

- Physical Education
  - Fundamental physical education concepts and skills
    - Motor skills and movement patterns, including knowledge of their typical developmental progression and activities that promote their development
    - Movement and body-awareness concepts and principles (e.g., flexibility, muscular strength)
    - How to achieve and maintain an appropriate level of physical fitness
    - The ways in which physical activity provides opportunities for learning, enjoyment, challenge, self-expression, and social interaction
    - The influence of physical, emotional, and social factors on physical fitness and activity level
    - The impact of physical activity and fitness on learning and development in the content areas

### VI. CREATIVE AND PERFORMING ARTS (9%)

Demonstrate understanding of central concepts, skills, and tools of inquiry in the creative and performing arts; apply that knowledge in the context of children's learning; demonstrate understanding of the structure of the content areas of the creative and performing arts; and demonstrate understanding of ways in which the arts are integrated across the content areas.

- Purposes and Functions of the Arts
  - How and why artworks are created, processes for responding to artworks, and the purposes of artworks
    - The artistic processes of creating, performing, and responding and their interrelationships
- Structure and Processes of Art
  - The basic elements, principles, and processes in visual art, music, dance, and theater
    - The components and elements of art (e.g., color, line, texture, pitch, tempo, rhythm)
    - Organizing principles of art (e.g., repetition, contrast, balance, unity, movement, pattern)

## Early Childhood: Content Knowledge (0022)

### Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

**Directions:** Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

#### LANGUAGE AND LITERACY

1. A small group of students with similar reading behaviors gather together for instruction that supports and extends their reading process. This approach to reading is called
  - (A) shared reading
  - (B) literature circles
  - (C) guided reading
  - (D) read-aloud
2. Ms. Baker reads aloud *Where the Wild Things Are*, a picture storybook in which a child encounters friendly monsters who inhabit the house at night. She then shows picture cards depicting scenes from the beginning, middle, and end of the story. Which of the following concepts of literary structure is she helping her students to understand?
  - (A) Plot sequence
  - (B) Point of view
  - (C) Character development
  - (D) Setting
3. A strategy used to develop reading comprehension skills would require
  - (A) identifying main ideas
  - (B) inventive spelling
  - (C) creating rhyming patterns
  - (D) phonics

#### MATHEMATICS

4. A prekindergarten teacher is doing a lesson on categorizing classroom objects into sets. Which of the following mathematical concepts must children have learned before attempting this activity?
  - (A) Understanding patterns and relationships
  - (B) Recognizing the position of whole numbers
  - (C) Comparing two- and three-dimensional shapes
  - (D) Matching values with their numerical representations
5. Ms. Fowler numbers each child as he or she arrives by calling out "First, second, third, fourth..." She is using which of the following types of number?
  - (A) Nominal
  - (B) Cardinal
  - (C) Ordinal
  - (D) Real

#### SOCIAL STUDIES

6. Children are learning about the geologic formation of mountain ranges and the way in which the elevation and steepness of the mountains in a range can reveal the range's relative age. Which of the following types of maps is most useful in determining whether one mountain range is older than another?
  - (A) A road map indicating the highest point of elevation within a mountain range
  - (B) A topographic map featuring contour lines
  - (C) An economic map using symbols to indicate natural resources within mountain ranges
  - (D) A climate map showing temperature zones within mountain ranges

## Early Childhood: Content Knowledge (0022)

### SCIENCE

7. Which of the following activities would be most effective in introducing kindergartners to the concept of how plants transport water?
- (A) Demonstrate how a celery stalk can be peeled lengthwise but not crosswise.
  - (B) Place celery stalks in water colored with a dye and observe the results.
  - (C) Collect rainwater in a rain gauge and compare the amount of rainfall to the plant's growth rate.
  - (D) Plant bean seeds in paper cups, place on the windowsill, and water daily.

### HEALTH AND PHYSICAL EDUCATION

9. Which of the following skills must be learned before a child can skip?
- (A) Hopping
  - (B) Running
  - (C) Walking backward
  - (D) Crab walking

### CREATIVE AND PERFORMING ARTS

8. A child is able to follow fast and slow songs by playing appropriate rhythm patterns on the drum. Which of the following attributes of music does the child understand?
- (A) Dynamics
  - (B) Pitch
  - (C) Tempo
  - (D) Harmony

## Early Childhood: Content Knowledge (0022)

### Answers

1. The correct answer is C. Guided reading is used with children who need support in constructing the meaning of the text. Shared reading, A, involves the teacher reading the story and the children joining in. This is a modeling strategy. Literature circles, B, provide for discussion about what students have read.

2. The correct answer is A. Although all answers describe an aspect of literary structure, only A, plot sequence, refers to the progression of events in a story, which would be indicated on the cards depicting the beginning, middle, and ending of the story.

3. The correct answer is A. Comprehension is a strategic process by which readers construct meaning. Therefore, identifying the main idea is a critical component of this process. The other answer choices are relevant to decoding printed material but not to comprehending text.

4. The correct answer is A. The recognition of patterns and relationships is necessary to categorization. A child may be able to sequence numbers, B, or match values with numerical representations, D, without relating the attributes of objects to one another, as is necessary in categorizing. Although some of the objects presented may be categorized by their dimension, C, merely distinguishing between two- and three-dimensional objects is not adequate for distinguishing the other attributes that comprise a category or form a basis of comparison.

5. The correct answer is C. Ordinal numbers tell the order of things in relation to a set first, second, third. Cardinal numbers, B, are used to show quantity, as in three kittens, twelve buttons. Nominal numbers, A, are used solely for identification and have no relation to numerical value zip codes, area codes. Real numbers, D, consist all rational and irrational numbers.

6. The correct answer is B. A topographic map containing contour lines indicates the elevation and steepness of an area of land, information necessary to determine the age of a mountain range. A road map, A, may provide the elevation of an individual peak in a range, but that information would not be adequate to show the elevation of the highest peak in a range. C, dealing with natural resources, does not contain any of the two necessary indicators, nor does D, which contains climate variables.

7. The correct answer is B, which concretely illustrates the pathway of plant water transportation up the celery stalk. Choices C and D may serve to model that plants drink, but not how. Choice A does not relate to how a plant transports water.

8. The correct answer is C. Tempo describes the rate of speed or pace of a piece of music. Dynamics, A, is its degree of softness or loudness; pitch, B, is its highness or lowness; and harmony, D, is the simultaneous combination of notes.

9. The correct answer is A. The ability to hop is a skill that is required for skipping. None of the other skills mentioned in B, C, or D is required for learning to skip.

**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 (Director, Human Resource Management Division)

**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.

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**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)  
\_\_\_\_\_

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 Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
 Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
 Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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\*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3355

**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.