

EXECUTIVE SUMMARY

Title: Revision of the License Renewal Requirements to Reflect Legislation

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-A-005
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other Senate Bill 1292, Session 2007

Presenter(s): Mr. Larry Simmons (Chief, Licensure Section) and Dr. Kathy Sullivan (Senior Policy Analyst, SBE Office)

Description:

In July the General Assembly enacted legislation directing the State Board of Education to adopt a policy requiring teachers to take credits in their academic subject area as part of the license renewal process. Proposed revisions to license renewal requirements to reflect this legislation are attached. The proposed revisions would become effective for teachers renewing their licenses on or after July 1, 2009.

Resources:

N/A

Input Process:

The proposed revisions reflect recently ratified legislation

Stakeholders:

LEAs, Teachers

Timeline For Action:

The proposed revisions were presented for discussion last month and are presented for approval this month. The proposed revisions will apply to teachers renewing their licenses on or after July 1, 2009.

Recommendations:

It is recommended that the proposed revisions to the license renewal policy be approved by the State Board.

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-005

Policy Title: Policies regarding renewal requirements

Current Policy Date: ~~08/04/2005~~ 10/04/2007

Other Historical Information: Previous board dates: 01/14/1998, 07/09/1998, 01/09/2003, 06/05/2003, 05/05/2005, 6/30/2005, 08/04/2005

Statutory Reference: Session Law 2002-178

Administrative Procedures Act (APA) Reference Number and Category:

16 NCAC 6C.0307

***** Begin Policy *****

5.00 General Requirements

Standard Professional 2 licenses shall be issued with five-year renewal cycles. Holders must renew their licenses at the end of each five-year period. Credit earned for renewal purposes shall apply to the person's license field(s) and professional duties.

Renewal or reinstatement of a license shall be based on 15 units of renewal credit. A unit of credit shall be equal to one-quarter hour or two-thirds of a semester hour of IHE credit, ten clock hours of professional development, or one school year of teaching experience.

Five-year renewal cycles shall be initially based on the completion of credit requirements to qualify for licensure, the completion of licensure renewal requirements, or a valid license held from another state. A new five-year renewal cycle is established for a Standard Professional 2 license when an expired license is renewed. A new five-year renewal cycle also is established upon the completion of program requirements for converting a Standard Professional 1 license to a Standard Professional 2 license.

Individuals with expired, non-provisional North Carolina licenses shall be eligible for a three-year Standard Professional 1 or Standard Professional 2 license based on the need of the employing LEA. At least 15 renewal credits must be completed during the three years, with a minimum of 5 credits required each year. At the end of the three-year cycle, if all 15 credits have been completed, the license will be issued with a new five-year dating cycle or the license remains expired until all renewal credits have been earned. Only an employing school system

can request reinstatement of a license for a person who holds an expired license. This shall not be an option for currently employed individuals who have not met renewal requirements.

5.10 LEA Employees

LEA employees shall maintain an individual growth plan. During each five-year cycle, individuals shall participate in professional development activities based on level(s) of expertise, from beginning to accomplished, in the areas of content knowledge, content pedagogy, assessment, diverse learners, leadership, technology, and others. An LEA may require a minimum number of hours in integrating technology to improve student learning. Individuals teaching kindergarten through eighth grade must complete three renewal credits in reading methods courses during each five-year renewal cycle. This reading methods requirement applies to individuals renewing their licenses on or after July 1, 2003. Teachers of grades kindergarten through twelve must complete three renewal credits in their academic subject areas, including strategies to teach those subjects, during each five-year renewal cycle. This subject area requirement applies to individuals renewing their licenses on or after July 1, 2009. Teachers completing the National Board Certification process or the National Board Certification renewal process during their renewal cycle are not required to complete the three renewal credits in their subject area. School administrators must earn at least 5 renewal credits during each renewal cycle focused on the principal's role in teacher effectiveness, teacher evaluations, teacher support programs, teacher leadership, teacher empowerment, and teacher retention. This requirement for school administrators applies to individuals renewing their licenses on or after July 1, 2007.

These persons may also obtain renewal credit for the following activities:

- a) college or university credit;
- b) teaching experience (one unit for each year);
- c) earning National Board for Professional Teaching Standards certification or completion of the National Board for Professional Teaching Standards certification process (fifteen units of renewal credit);
- d) completing National Board for Professional Teaching Standards Certification renewal (five units of renewal credit);
- e) completion of activities that meet the following criteria (one unit of renewal credit per ten clock hours):
 - i. The activity shall be delivered in a minimum of 10 clock hours over time with on-the-job application, feedback, and follow-up.
 - ii. The activity shall have identified goals and objectives that are designed to increase knowledge or skills in the person's license area or job assignment.
 - iii. The activity shall include focused content and instruction that are sequenced to develop specified competencies of a specific population.
 - iv. The activity shall be conducted by instructional personnel approved by the sponsoring school unit or employer.
 - v. The activity shall include a focused evaluation designed to gauge the change in learner knowledge or skill and to guide the development of future programs.
- f) independent study of no more than five units of renewal credit per five-year period which meets the following criteria:

- i. Teachers and other licensed personnel help to develop local independent study procedures which the superintendent shall keep on file and periodically send to each licensed employee; and
- ii. The employee and the superintendent or his or her designee shall plan the experience in advance, including identification of competencies to be acquired and an evaluation to determine satisfactory achievement of those competencies.

LEAs and governing boards of schools shall assure that all local courses, workshops, and independent study activities which do not carry IHE credit meet the standards contained in this policy. LEAs must adopt a procedure to determine the appropriateness of credit in advance of renewal activities. In determining appropriateness, the LEA must consider direct relationship to critical job responsibilities, school improvement plans, and SBE strategic priorities to properly establish credit for the activity. Each LEA must report on participation in and effectiveness of professional development to the North Carolina Professional Teaching Standards Commission on an annual basis.

LEAs may develop an alternative license renewal plan that is competency-based and results-oriented. The plan must describe the connection among professional development, the school improvement plan, and the individual's license area or job responsibilities through processes such as peer review and annual evaluation. The plan may waive specific hour requirements that a licensed employee must meet and focus instead on knowledge and skill acquired by participants. The plan must include outcome measures and must be submitted to the Department for review in advance of its implementation.

5.20 Non-LEA Employees

Persons who hold a NC license but who are not currently employed in the public schools or by governing boards of approved nonpublic schools may earn renewal credit through college or university coursework, or local courses and workshops on the same basis as currently employed persons. The Licensure Section shall evaluate the appropriateness of the credits.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2007

**SENATE BILL 1292
RATIFIED BILL**

AN ACT DIRECTING THE STATE BOARD OF EDUCATION TO ADOPT A POLICY REQUIRING TEACHERS TO TAKE CREDITS IN THEIR ACADEMIC SUBJECT AREA AS PART OF THE LICENSURE RENEWAL PROCESS.

The General Assembly of North Carolina enacts:

SECTION 1. The State Board of Education shall adopt a policy that requires:

- (1) Teachers of grades kindergarten through eight to take three renewal credits in their academic subject areas, including strategies to teach those subjects, during each five-year license renewal cycle and
- (2) Teachers in grades nine through twelve to take three credits in their academic subject areas, including strategies to teach those subjects, during each five-year license renewal cycle.

For teachers who are in the fourth or fifth year of their current five-year license renewal cycle, this policy shall apply beginning with the first year of their next five-year license renewal cycle. The State Board may provide for exceptions to this policy for teachers seeking certification or renewal of certification by the National Board for Professional Teaching Standards.

SECTION 2. This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 28th day of July, 2007.

Beverly E. Perdue
President of the Senate

Joe Hackney
Speaker of the House of Representatives

Michael F. Easley
Governor

Approved _____ .m. this _____ day of _____, 2007

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 Case: Forrister v. 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): Mr. Thomas J. Ziko (Special Deputy Attorney General)

Description:

Mr. Forrister filed a petition for a contested case to challenge the Department’s decision to deny his request for graduate level pay. The Administrative Law Judge ruled in favor of Mr. Forrister finding that the policy on which the denial was based is invalid since it has not been through rule-making.

Resources:

NA

Input Process:

The administrative hearing process allows each party to present evidence to an impartial fact-finder.

Stakeholders:

SBE, DPI, LEAs, Teachers

Timeline For Action:

The recommended final decision is presented for action on first reading.

Recommendations:

The State Board is requested to adopt the Final Decision presented by the Office of the Attorney General.

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