



## **Appeals Process for National Board Certification Participation Fee Repayment**

In February 2000, in compliance with Session Law 1999-237, Section 8.7. (a) and (b) [subsequently codified as GS 115C-296.2], the Board approved an appeals process for the repayment of the National Board Certification participation fee. A seven (6) member appeals panel was approved. The panel was to meet on an as-needed basis to consider appeals.

An appeals panel was convened August 24, 2007 to consider appeals from 38 teachers who withdrew, did not teach the year following, failed to complete the process and did not attempt. Panel members were:

- Mr. Danny Holloman, Director, NC Center for Recruitment, Retention, Recognition & Professional Advancement, Panel Chair
- Mr. James Bell, 2007-08 NC Teacher of the Year
- Ms. Diana Beasley, 2006-07 NC Teacher of the Year, Appalachian State University
- Ms. Carol Midgett, UNC-Wilmington, NBCT
- Ms. Adriane Mingo, Southwest Region Teacher-on-Loan, Charlotte/Mecklenburg Schools, NBCT
- Ms. Denise Scronce, Sandhills/South Central Region Teacher-on-Loan, Clinton City Schools, NBCT

Ms. Laura Crumpler, Attorney General's Office and Ms. Jeanne Washburn, Program Assistant for National Board Certification, were present at the panel meeting.

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### **GS 115C-296.2 National Board for Professional Teaching Standards Certification**

#### **(d) Repayment by a Teacher Who Does Not Complete the Process.**

A teacher for whom the State pays the participation fee who does not complete the process shall repay the certification fee to the State.

Repayment is not required if a teacher does not complete the process due to the death or disability of the teacher. Upon the application of the teacher, the State Board of Education may waive the repayment requirement if the State Board finds that the teacher was unable to complete the process due to the illness of the teacher, the death or catastrophic illness of a member of the teacher's immediate family, parental leave to care for a newborn or newly adopted child, or other extraordinary circumstances.

#### **(e) Repayment by a Teacher Who Does Not Teach for a Year After Completing the Process.**

A teacher for whom the State pays the participation fee who does not teach for a year in a North Carolina public school after completing the process shall repay the certification fee to the State. Repayment is not required if a teacher does not teach in a North Carolina public school for at least one year after completing the process due to the death or disability of the teacher. Upon application of the teacher, the State Board of Education may extend the time before which a teacher must either teach for a year or repay the participation fee if the State Board finds that the teacher is unable to teach the next year due to the illness of the teacher, the death or catastrophic illness of a member of the teacher's immediate family, parental leave to care for a newborn or newly adopted child, or other extraordinary circumstances.

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The repayment fee for teachers who do not complete the process without withdrawing is \$2300. The fee for withdrawal is either \$300 or \$500 depending on the year of withdrawal.



# 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:** ~~06/07/2007~~ 12/06/2007

### 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

### Statutory Reference:

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

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

**(Note: Only relevant sections of the policy have been reprinted here.)**

## POLICIES ON GENERAL LICENSURE REQUIREMENTS

### 1.70 Lateral Entry License

An individual who has not completed an approved teacher education program may be licensed under the following lateral entry provisions:

- (1) Be selected for employment by a North Carolina school system;
- (2) Hold at least a bachelor's degree from a regionally accredited college or university in the subject area in which they are employed to teach or hold at least a bachelor's degree from a regionally accredited college or university and have satisfied Praxis II testing requirements for the license area and meet the requirements to be designated "highly qualified" as prescribed by No Child Left Behind. To be designated "highly qualified," elementary and exceptional children's teachers must pass a rigorous state assessment (currently Praxis II exams). To be designated "highly qualified," middle school, high school, and special subject area teachers (e.g., art, music, second languages) must hold a bachelor's or master's degree in the specific area, or have 24 semester hours in the area, or pass a rigorous state assessment (currently Praxis II exams) in the area.
- (3) Have a minimum cumulative grade point average (GPA) of 2.5 or have five years of experience considered relevant by the LEA, or have passed the Praxis I exams and

have attained one of the following:

- a) a GPA of at least 3.0 on all work completed in the senior year;
- b) a GPA of at least 3.0 in the major; or
- c) a GPA of at least 3.0 in a minimum of 15 semester hours of course work completed within the last 5 years.

A person who holds a lateral entry license shall complete a program that includes the following components:

- (1) completion of an approved teacher education program in the area of licensure at a college or university or completion of a program of study outlined by the Regional Alternative Licensing Centers;

Prescribed academic *content* coursework that is available through community colleges may be used to satisfy licensure requirements. General pedagogy competencies can be satisfied as follows.

General Pedagogy Competencies	Completed Through
Educational/Instructional Technology	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Understanding the Learner: Human Growth and Development	Approved Teacher Education Program or Community College
Learning Theory; Learning Styles; Motivation; How Children/Adolescents Learn	Approved Teacher Education Program or Community College
Meeting Special Learning Needs; Exceptionalities; Diversity	Approved Teacher Education Program
Literacy/Reading Methods	Approved Teacher Education Program
Instructional Methods	Approved Teacher Education Program
School Policies/Procedures	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Home/School/Community Collaborations	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Classroom Management/Organizing the Classroom to Maximize Learning	Approved Teacher Education Program or Community College or Local Education Agency (if employed)

- (2) attaining passing score on appropriate PRAXIS subject exam(s) during the first three school years of holding the lateral entry license if the exam(s) was/were not the basis of qualifying for the license;
- (3) completion of a staff development program that includes a two-week training course prior to beginning the work assignment;

- (4) completion of a cumulative of six semester hours of course work in the approved program each school year;
- (5) successful completion of at least a three-year initial licensure program in the lateral entry license area;
- (6) completion of all above requirements within 3 years of becoming eligible for a lateral entry license and recommendation of the IHE or RALC for clear licensure.

Individuals who possess five or more years of experience considered relevant by the LEA and satisfy testing requirements (currently Praxis II) for the licensure area within the first year of teaching shall be issued a Standard Professional 1 License upon:

- a. Completion of the NC TEACH modules or the equivalent through an approved teacher education program: 1) The Teacher, The Learner, and The School; 2) Diversity; 3) Content Area Pedagogy. (Note: The NC TEACH modules are offered and administered through NC colleges and universities with approved teacher education programs. **and**
- b. Completion of the NC TEACH module on Instructional Technology or the equivalent through an approved teacher education program, community college, or through professional development offered by the LEA; **and**
- c. Completion of one year of successful teaching as verified by the employing LEA.

The employing school system shall formally commit to supporting the lateral entry teacher by:

- (1) providing a two-week orientation that includes:
  - a. lesson planning,
  - b. classroom organization,
  - c. classroom management, including positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint,
  - d. an overview of the ABCs Program including the standard course of study and end-of-grade and end-of-course testing, and
  - e. the identification and education of children with disabilities.
- (2) assignment of a mentor on or before the first day on the job;
- (3) providing working conditions that are appropriate for all novice teachers;
- (4) giving regular focused feedback to the teacher for improving instruction; and
- (5) assisting the individual in accessing prescribed course work and professional development opportunities.

### **1.75 Lateral Entry for Licensed Educators**

At the request of an employing school system, an individual who holds a clear (non-restricted) license in a teaching, administrative, supervisory, or student services area may be issued a lateral entry license in a teaching area provided he/she meets the federal requirements to be designated highly qualified in the teaching area. Licensed educators who are issued a lateral entry license shall be subject to the requirements for lateral entry teachers detailed in Section 1.70 of this policy.



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

**Policy Identification**

**Priority:** Twenty-First Century Professionals

**Category:** Teacher of the Year

**Policy ID Number:** TCP-E-000

**Policy Title:** Policy on the State and Regional Teachers of the Year position(s)

**Current Policy Date:** ~~07/11/1996~~ 12/06/2007

**Other Historical Information:** Previous board dates: 06/06/1990, 05/05/1994, 07/11/1996

**Statutory Reference:** 115C-11(a2)

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

Any public school classroom teacher holding a continuing license, prekindergarten through grade twelve, is eligible to participate in the Teacher of the Year Program. For the purpose of the Teacher of the Year program, a classroom teacher is defined as a person who spends not less than one-half time (three or more hours per day) five days a week for six or more calendar months during a fiscal year in a classroom teaching students. Personnel whose major responsibilities are administrative or supervisory are not eligible. In addition, school counselors, school psychologists, and school social workers are ineligible. Media coordinators are also ineligible unless they meet the criteria for eligibility as listed above. The regional finalist named state teacher of the year may be replaced by the first runner-up in the region.

The state teacher of the year will serve as the North Carolina Ambassador for Education during the fiscal year of his/her award recognition. The state teacher of the year will also serve ex officio as advisor to the State Board of Education for two years. The state teacher of the year will receive a one-time stipend of \$7,500 as an incentive recognition of service. Effective with the fiscal year 2008-09, upon returning to the classroom after his/her year as North Carolina Teacher of the Year, the teacher will retain the three-step or 6% (if the teacher has twenty-seven (27) years or more of experience) salary increase above the base pay. This incentive will remain in place as long as the teacher remains in the classroom in an instructional role. The teacher will also have the option of eleven or twelve months of employment. The additional one or two months may include work on local, regional and state initiatives; working with beginning teachers; serving on local, regional and state committees; developing and delivering professional development; or other functions as assigned by the employing LEA. The teacher will be responsible for signing a waiver form to indicate his/her intentions regarding the additional months of employment.

Each of the regional finalists will remain in the classroom and serve as the spokesperson in that region or other regions of the state providing recruitment and other services to enhance the profession of teaching; ~~on a limited basis, for up to ten (10) days; as well as~~ be given the opportunity to participate in one national professional conference of no more than five (5) days; ~~be provided substitute, travel and subsistence support for the fifteen (15) days~~ by the state; and receive a one-time stipend of \$5,000 as an incentive recognition of service. The \$5,000 stipend will only be awarded if the regional finalist remains in the classroom the year following.

EXECUTIVE SUMMARY

Title: Report from the Center for School Leadership Development on Professional Development Planned for the 2007-08 School Year

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution \_\_\_\_\_
- General Statute #115C-12(26) and GS 116-11(12a)
- SBE Policy # \_\_\_\_\_
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other Session Law 2005-276 Section 9.34 (a) and (b)

Presenter(s): Dr. Mike Williams (Executive Director, Center for School Leadership Development)

Description:

The General Statutes require the State Board of Education, in collaboration with the UNC Board of Governors, to identify and make recommendations regarding meaningful professional development programs for professional public school employees. In June 2007, the SBE identified a number of professional development needs and asked that by September 1<sup>st</sup>, the Center for School Leadership Development identify the specific needs which it could assist in addressing. It also asked that specific strategies and measures be identified. The report from the Center for School Leadership Development in response to this request will be distributed and discussed at the Board meeting.

Resources:

NA

Input Process:

NA

Stakeholders:

The UNC Center for School Leadership Development, LEAs

Timeline For Action:

The report is presented for information.

Recommendations:

NA

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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 \_\_\_\_\_

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

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## **Background**

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In the 2005 Session, the General Assembly revised the responsibilities of the State Board of Education relative to the evaluation of reports submitted by the Board of Governors under G.S. 116-11(12a). Section 31.4.(a) of G.S. 115C-12(26) was rewritten as follows:

The State Board of Education, in collaboration with the Board of Governors of The University of North Carolina, shall identify and make recommendations regarding meaningful professional development programs for professional public school employees. The programs shall be aligned with State education goals and directed toward improving student academic achievement. The State Board shall annually evaluate and, after consultation with the Board of Governors, make recommendations regarding professional development programs based upon reports submitted by the Board of Governors under G.S. 116-11(12a).

In the 2005 Session the responsibilities of the Board of Governors of The University of North Carolina for professional development for public school employees [G.S. 116-11(12a)] were rewritten as follows:

The Board of Governors of The University of North Carolina shall implement, administer, and revise programs for meaningful professional development for professional public school employees based upon the evaluations and recommendations made by the State Board of Education under G.S. 115C-12(26). The programs shall be aligned with State education goals and directed toward improving student academic achievement. The Board of Governors shall submit to the State Board of Education an annual report evaluating the professional development programs administered by the Board of Governors.

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## **Information Requested**

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In June 2007, the State Board requested that by September 1, 2007 the Center for School Leadership Development:

1. identify specific professional development needs from the topics/lists provided below that it can assist in addressing in the 2007-08 school year;
2. identify specific strategies/activities that will be used to address the identified needs in the 2007-08 school year; and
3. identify the measures that will be utilized to evaluate the impact of the strategies/activities for the 2007-08 school year.

Professional development needs include the following:

*1. Areas needing continued/on-going professional development*

- Reading (i.e. reading foundations, teaching reading to struggling readers in upper elementary grades, reading and writing in content areas)
- Mathematics (i.e. research-based math strategies, math content for elementary teachers)
- Science (i.e. inquiry-based science instruction, science content for elementary teachers)
- Instructional interventions (i.e. models such as RTI or Instructional Consultation)

- Implementing the Balanced Curriculum
- Curriculum development (i.e. differentiated curriculum, project-based curriculum, interdisciplinary curricula)
- Behavior training (system-wide/school-wide)
- Classroom Based Assessment and Progress Monitoring
- Data-driven decision making
- Professional Learning Communities

2. *Areas needing specific support (based on increased graduation requirements)*

- Biology
- US History
- Civics/Economics
- All mathematics courses (specifically, teaching higher mathematics to all students)
- Second language study
- Middle and high school reading (Adolescent Literacy)
- Strengthening instruction for the most academically advanced students

3. *Support for state initiatives*

- High School reform efforts (i.e. Learn and Earn, High School redesign, leadership for New Schools)
  - Leadership for Turnaround schools
  - 21st Century Skills (i.e. international studies, information and communication technologies, financial literacy, second language acquisition, civic literacy)
  - Teacher Support (i.e., use of Teacher Working Conditions Survey data, for teachers in hard to staff schools and Turnaround schools, beginning teachers, National Board Certification candidates, and lateral entry teachers – specifically in middle grades, math, science, English as a second language and exceptional children’s teachers)
  - Leadership development based on the new administrator standards
  - 21<sup>st</sup> Century pedagogy – project-based learning, collaboration, blended curricula, focus on relevance and student engagement, innovation
  - 21<sup>st</sup> Century assessments – creating and using technology-enhanced formative assessments to inform instructional practice
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