

**EXECUTIVE SUMMARY**

**Title:** Policy On Eligibility For State Teacher Of The Year

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # QP-E-000
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other 115C-11(a2)

**Presenter(s):** Mr. Philip Price (Associate Superintendent, Financial and Business Services)  
Mr. Danny Holloman (Section Chief, Center for Recruitment and Retention)

**Description:**

Currently, the SBE policy is titled Policy on the Regional Teacher of the Year position. The policy does not provide any information on the eligibility requirement for the State Teacher of the Year. The policy is being revised to define eligibility requirements.

**Resources:**

NA

**Input Process:**

The proposal is based on discussions by DPI staff, the TCP committee and the review of other state requirements.

**Stakeholders:**

LEAs, Teachers of the Year

**Timeline For Action:**

A proposed policy was presented for action last month and per further conversations and policy revisions, is presented for action/approval this month.

**Recommendations:**

It is recommended that the Board adopt the policy on eligibility for State Teacher of the Year.

-----  
**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: Danny Holloman (807-3375)

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

**Policy Identification**

**Priority:** ~~Quality Teachers, Administrators, and Staff~~ Twenty First Century Professionals

**Category:** Teacher of the Year

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

**Policy Title:** Policy on Eligibility of the ~~State~~ Regional Teacher of the Year ~~position~~

**Current Policy Date:** ~~07/11/1996~~03/07/2008

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

**Statutory Reference:**

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

~~To be eligible for selection as a Teacher of the Year, a person must hold a Standard Professional 2 (SP2) license, be employed full-time and spend at least 70% of his or her time in direct instruction of North Carolina public school students. 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 receive a one-time stipend of \$7,500 as an incentive recognition of service.~~

~~Each of the regional finalists will remain in the classroom and serve as the spokesperson in that region 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.~~

**EXECUTIVE SUMMARY**

**Title:** Standards for School Executive Preparation Programs

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # QP-B-002
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other Session Law 2007-517

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

**Description:**

Based on the new standards for teachers, school executives, and superintendents, colleges and universities with approved teacher and administrator preparation programs are re-visioning their programs. Revised programs will be submitted to the Board for approval not later than July 1, 2009. Standards for the new school executive preparation programs reflect statutory requirements and recommendations from the Ad Hoc Committee on School Leadership in the 21<sup>st</sup> Century.

**Resources:**

NA

**Input Process:**

The proposed standards reflect statutory requirements. An advisory group of representative stakeholders has been working on the re-visioning of programs and the program assessment instrument.

**Stakeholders:**

Colleges and Universities with School Executive Preparation Programs

**Timeline For Action:**

The proposal is presented for discussion this month and will be presented for approval next month. Institutions will submit their redesigned programs to the Board for approval not later than July 1, 2009.

**Recommendations:**

It is recommended that the Board approve the proposed standards for School Executive preparation programs.

-----  
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:** Teacher Education

**Policy ID Number:** TCP-B-002

**Policy Title:** Policy defining guidelines and competencies for approved teacher education programs

**Current Policy Date:** ~~06/07/2007~~04/03/2008

**Other Historical Information:** Previous Board dates: 04/05/1995, 09/07/1995, 07/11/1996, 08/07/1996, 07/09/1998, 11/05/1998, 02/04/1999, 04/01/1999, 03/07/2002, 10/03/2002, 11/07/2002, 06/05/2003, 06/03/04, 09/02/2004, 04/07/2005, 11/03/2005, 01/05/2006, 04/06/2006, 06/07/2007

**Statutory Reference:** Session Law 2007-517

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

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

Please refer to the insert **Standards and Indicators for Teacher Education Programs**. This Manual is available from the:

~~NC Department of Public Instruction  
Division of Human Resource Management  
Teacher Education Section  
NC State Board of Education  
633002 Mail Service Center  
Raleigh, NC 27699-633002~~

Questions regarding the **Standards and Indicators for Teacher Education Programs** should be directed to:

(919) 807-3~~355~~608.

The Standards and Indicators can be accessed at the following website:

<http://www.ncpublicschools.org/humanrsrcs/downloads/specialtystandards.pdf>

## Standards for Programs for the Preparation of School Administrators

To be approved by the State Board of Education, School Executive Preparation Programs must:

1. Be aligned with the Standards for the Evaluation of School Executives adopted by the State Board of Education and specifically address the use of the results of the NC Teacher Working Conditions Survey.
2. Provide evidence of a high level of institutional commitment, including dedicated resources, for administrator preparation program improvements and redesign.
3. Use cross-functional work teams to determine a common curriculum framework that (i) is designed to align with defined standards, (ii) includes rigorous core courses, and (iii) produces administrators who meet the defined standards. The cross-functional work teams shall include school-based personnel, faculty from schools of education and other disciplines from institutions of higher education, and representatives of State agencies;
4. Use cross-functional work teams to design and periodically update specific standards regarding placement, required activities, and evaluations of clinical experiences. These standards shall include appropriate training for the school leaders who agree to accept and supervise interns.
5. Develop written agreements between the institution of higher education and a local school administrative unit to govern their shared responsibility for (i) recruitment and preparation of school administrators, especially with regard to clinical experiences including the internship, and (ii) a new administrator's success once employed.
6. Require authentic partnerships between adjunct faculty and full-time faculty to fully address the need for both practical, field-based experience and academic, theory-based experience.
7. Require all candidates to complete a year-long internship.
8. Require the development of portfolios for emerging leaders that provide evidence that they are applying their training to actual school needs and challenges.

**GENERAL ASSEMBLY OF NORTH CAROLINA**

**SESSION 2007**

**SESSION LAW 2007-517**

**HOUSE BILL 536**

**AN ACT DIRECTING THE STATE BOARD OF EDUCATION TO ADOPT NEW STANDARDS FOR SCHOOL ADMINISTRATOR PREPARATION PROGRAMS.**

The General Assembly of North Carolina enacts:

**SECTION 1.** G.S. 115C-284 is amended by adding a new subsection to read:

"(c2) The State Board of Education shall adopt new standards by July 1, 2008, for school administrator preparation programs. The new standards shall:

- (1) Be aligned with the revised standards for the evaluation of school executives and specifically address the use of the results of the Teacher Working Conditions Survey;
- (2) Require evidence of a high level of institutional commitment, including dedicated resources, for administrator preparation program improvements and redesign;
- (3) Require the use of cross-functional work teams to determine a common curriculum framework that (i) is designed to align with defined standards, (ii) includes rigorous core courses, and (iii) will produce administrators who meet the defined standards. The cross-functional work teams shall include school-based personnel, faculty from schools of education and other disciplines from institutions of higher education, and representatives of State agencies;
- (4) Require the use of cross-functional work teams to design and periodically update specific standards regarding placement, required activities, and evaluations of clinical experiences. These standards shall include appropriate training for the school leaders who agree to accept and supervise interns;
- (5) Require written agreements between the institution of higher education and a local school administrative unit to govern their shared responsibility for (i) recruitment and preparation of school administrators, especially with regard to clinical experiences including the internship, and (ii) a new administrator's success once employed;
- (6) Require authentic partnerships between adjunct faculty and full-time faculty to fully address the need for both practical, field-based experience and academic, theory-based experience. These partnerships may require a change in the institution of higher education's definition of scholarly activity and its reward system;
- (7) Require all candidates to complete a year-long internship; and
- (8) Require the development of portfolios for emerging leaders that provide evidence they are applying their training to actual school needs and challenges.

Institutions of higher education shall redesign their school administrator preparation programs to meet the new standards and report to the State Board of Education on the redesign by July 1, 2009."

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

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

s/ Beverly E. Perdue  
President of the Senate

s/ Joe Hackney  
Speaker of the House of Representatives

s/ Michael F. Easley  
Governor

Approved 1:23 p.m. this 30<sup>th</sup> day of August, 2007

EXECUTIVE SUMMARY

Title: Adoption of a Praxis II Test for Licensure in Latin and Deletion of Expired Testing Requirements

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): Ms. Nadine Ejire (Assistant Chief, Licensure Section)

Description:

Currently, NC does not have a test for individuals seeking licensure in Latin. Individuals seeking the license must complete an approved program that includes at least 24 semester hours in the content area. An appropriate test has been identified and is presented for adoption as an option for individuals who already hold a clear teaching license and are seeking to add Latin to their license and for teachers who are seeking to become "highly qualified" to teach Latin. It would become a requirement for lateral entry teachers of Latin.

The proposal also updates the policy to reflect current testing requirements for exceptional children's teachers. The portion of the policy being deleted expired December 31, 2007.

Resources:

NA

Input Process:

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 seeking licensure as Latin teachers

Timeline For Action:

The proposal is presented for discussion this month and will presented for approval next month. The new test will become available upon Board approval. It will become a requirement for lateral entry teachers of Latin July 1, 2008.

Recommendations:

It is recommended that the Board adopt the proposed exam and passing score as an option for individuals who hold a clear teaching license and are seeking to add Latin to their license and for teachers who are seeking to become "highly qualified" to teach Latin. It is recommended that the Board adopt the test as a requirement for lateral entry teachers of Latin. It is also recommended that the Board approve the deletion of expired testing requirements.

-----  
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: Nadine Ejire (807-3310)

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

**Policy Identification**

**Priority:** Twenty-First Century Professionals

**Category:** Licensure

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

**Policy Title:** Policies on Testing Requirements

**Current Policy Date** ~~06/07/2007~~ 04/03/2008

**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, 12/07/2006, 03/01/2007, 05/05/2007, 06/07/2007

**Statutory Reference:**

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

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

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 composite score of 522 on the PPST Reading, Writing, and Mathematics exams, or a composite score of 960 on the CBT Reading, Writing, and Mathematics exams, shall be deemed to have satisfied this requirement.

\* Note: ETS no longer offers the CBT Reading, Writing, or Mathematics exams; however, the scores for the CBT tests are reportable for ten years.

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 who hold a clear teaching license can also add a language area to the license by earning a rating of at least "Intermediate High" proficiency on the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Test, and, if available, the Writing Proficiency Test.

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	<del>none</del> 0600	<del>570</del>
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 0435 & 0234 - 303 (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	0544 and 0511***	0544 = 144 0511 = 148
Special Education: General Curriculum	88091	0542 and 0511***	0542 = 159 0511 = 148
Behaviorally/Emotionally Disabled	88085	0371 and 0511***	0371 = 147 0511 = 148
Cross Categorical	88001	0352 and 0511***	0352 = 136 0511 = 148
Hearing Impaired	88088	None	
Mentally Disabled	88081	0321 and 0511***	0321 = 144 0511 = 148
Severely Profoundly Mentally Disabled	88002	0321 and 0511***	0321 = 144 0511 = 148
Learning Disabled	88086	0381 and 0511***	0381 = 139 0511 = 148
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

AREA OF LICENSURE	CODE	REQUIRED TESTS	REQUIRED SCORE ON SUBJECT ASSESSMENT
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 Licensure Assessment	155
School Administrator—Principal	012	School Leaders 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.

~~\*\*\* Test 0511 is acceptable as of June 7, 2007. It becomes a requirement January 1, 2008. Until January 1, 2008, the following tests are acceptable:~~

<del>AREA OF LICENSURE</del>	<del>CODE</del>	<del>REQUIRED TESTS</del>	<del>REQUIRED SCORE ON SUBJECT ASSESSMENT</del>
<del>Special Education: Adapted Curriculum</del>	<del>88092</del>	<del>0351 and 0544 or 0353 and 0544</del>	<del>0351 = 143 0353 = 143 0544 = 144</del>
<del>Special Education: General Curriculum</del>	<del>88091</del>	<del>0351 and 0542 or 0353 and 0542</del>	<del>0351 = 143 0353 = 143 0542 = 159</del>

<del>AREA OF LICENSURE</del>	<del>CODE</del>	<del>REQUIRED TESTS</del>	<del>REQUIRED SCORE ON SUBJECT ASSESSMENT</del>
<del>Behaviorally/Emotionally Disabled</del>	<del>88085</del>	<del>-0351 and -0371 or 0353 and 0371</del>	<del>-0351 = 143 0353 = 143 0371 = 147</del>
<del>Cross-Categorical</del>	<del>88001</del>	<del>-0351 and -0352 or 0353 and 0352</del>	<del>-0351 = 143 0353 = 143 0352 = 136</del>
<del>Mentally Disabled</del>	<del>88081</del>	<del>-0351 and -0321 or 0353 and 0321</del>	<del>-0351 = 143 0353 = 143 0321 = 144</del>
<del>Severely Profoundly Mentally Disabled</del>	<del>88002</del>	<del>-0351 and -0321 or 0353 and 0321</del>	<del>-0351 = 143 0353 = 143 0321 = 144</del>
<del>Learning Disabled</del>	<del>88086</del>	<del>-0351 and -0381 or 0353 and 0381</del>	<del>-0351 = 143 0353 = 143 0381 = 139</del>

## Latin (0600)

<i>Test at a Glance</i>				
Test Name	Latin			
Test Code	0600			
Time	2 hours (total test): five sections			
Pacing	Suggested time: Section 1—25 minutes; Section 2—60 minutes; Section 3—15 minutes; Section 4—10 minutes; Section 5—10 minutes			
Number of Questions	120			
Format	Multiple-choice questions based on printed materials			
	Content Categories (Knowledge and Skills Tested)	Approximate Number of Questions	Approximate Percentage of Examination	Suggested Time (in Minutes)
	I. Grammar	30	25%	25
	II. Reading Comprehension, Translation, and Literary Skills	48	40%	60
	III. Roman Civilization	18	15%	15
	IV. English Word Study, Derivatives, and Cognates	12	10%	10
	V. Pedagogy and Professional Matters	12	10%	10

## About This Test

The Latin test is designed to assess whether an examinee has the competencies and knowledge necessary for a beginning teacher of Latin for grades K–12. The 120 multiple-choice questions measure examinees' competence in various language skills (grammar; reading and translation of Latin literature; English word study, derivatives, and cognates), and their knowledge of Roman civilization, pedagogy, and professional matters. Questions are derived from topics typically covered in college-level Latin courses.

Macros are provided on all Latin words throughout the test.

## Latin (0600)

# Knowledge and Skills Tested

Representative descriptions of the knowledge and skills tested in each category are provided below.

### 1. Grammar

- Grammar questions focus on the test-takers' ability to identify and analyze Latin forms and syntax
  - They measure the ability to make morphological changes to a given Latin word or phrase by such means as declining or conjugating the form
  - They measure the ability to provide the correct structural and lexical completion of a sentence
  - They measure the ability to replace part or all of a sentence with an alternate structure that is closest to the original meaning
  - They measure the ability to identify the grammatical form or function of a word or phrase in the context of a literary passage

### 2. Reading Comprehension, Translation, and Literary Skills

- Content is based on four to six authentic 40- to 100-word passages drawn from classical and later Latin, unedited and unadapted
  - Each of the passages is followed by related questions, in English, about the content of the passage, the translation of individual lines or phrases, the grammatical form and function of words or phrases from the passage, and literary analysis of the passage
  - Translation questions measure the ability to translate individual lines or phrases in the context of a literary passage
  - There may also be questions related to the passage that measure knowledge of Roman civilization, word study, or pedagogical approaches
  - Two of the reading selections are poetry, approximately 20–80 words in length, with at least one representative passage by Vergil, Horace, Ovid, or Catullus
  - Of the remaining prose selections, at least one is a representative passage by Cicero, Livy, Pliny, Caesar, Sallust, or Nepos
  - Glossaries are provided for words that may be unfamiliar to a beginning teacher of Latin, and whose meaning may be difficult to infer from the context

### 3. Roman Civilization

- Content covers aspects of Roman culture: mythology; private and public life; government and law; history; geography; religion; art, architecture and archaeology; literary facts; philosophy; and education

### 4. English Word Study, Derivatives, and Cognates

- Derivations of Latin-based English words: Latin roots, prefixes, suffixes, and definitions of Latin-based English words

### 5. Pedagogy and Professional Matters

- Professional resources helpful to the teacher of Latin
  - Aspects of teaching Latin: pronunciation and meter, language analysis, and pedagogical approaches
  - Curriculum and materials: journals and other publications, electronic resources
  - Professional resources: organizations, conferences, and services

## Latin (0600)

### Sample Test Questions

The 120 questions in the Latin test are divided into five sections. The knowledge and skills tested in each section are: Section 1—Grammar; Section 2—Reading Comprehension, Translation, and Literary Skills; Section 3—Roman Civilization; Section 4—English Word Study, Derivatives, and Cognates; Section 5—Pedagogy and Professional Matters.

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

#### Section 1—Grammar

(Suggested time: 25 minutes for approximately 30 questions)

##### Part A

Directions: For each question below, choose the one appropriate Latin form, and fill in the corresponding space on the answer sheet.

1. The perfect indicative of *es* is  
(A) *fuisti*  
(B) *potes*  
(C) *fuissēs*  
(D) *esse*

##### Part B

Directions: For each incomplete sentence below, choose the one completion that yields a meaningful and grammatically correct Latin sentence, and fill in the corresponding space on the answer sheet.

2. *Vēnit \_\_\_\_\_ ad Cūriam, ut ambō Cicerōnem audirent.*  
(A) *puerum*  
(B) *cum puerō*  
(C) *puerī*  
(D) *ut puerō*

##### Part C

Directions: For each Latin sentence below, choose the one word or phrase that, when substituted for the underlined word or phrase, best keeps the meaning of the original sentence, and fill in the corresponding space on the answer sheet.

3. *Iūlia est sapientior sorōre.*  
(A) sorōrī  
(B) e sorōre  
(C) sorōrem  
(D) quam soror

## Latin (0600)

### Section 2—Reading Comprehension, Translation, and Literary Skills

(Suggested time: 60 minutes for approximately 48 questions)

**Directions:** This section consists mostly of reading comprehension, grammar, and translation questions, based on passages from Latin literature. At the end of each set, there may be one or more questions that require outside knowledge (information not contained in the passage) about Roman civilization and mythology, English word study, or Latin pedagogy.

Read the passage carefully for comprehension before answering the questions. For each question, choose the one most appropriate response, and fill in the corresponding space on the answer sheet.

#### *An Eyewitness Account of an Earthquake*

Per multōs diēs priōrēs, tremor terrae sentiēbātur, minus formīdolōsus<sup>1</sup> quia Campāniae solitus; sed illā nocte ita invaluit<sup>2</sup>, ut nōn modo movērī omnia sed ēverti vidērentur. Irrūpit<sup>3</sup> cubiculum meum māter; surgēbam ipse, ad eam excitandam sī dormīret. Cōnsēdimus in āreā<sup>4</sup> domūs, quae mare ā tēctīs modicō spatiō dividēbat; ego, ut timōrem mātris meā sēcūrītāte lēnīrem<sup>5</sup>, poposcī librum et quasi per ōtium legere coepī.

<sup>1</sup> formīdolōsus, -a, -um: *frightening*

<sup>2</sup> invalēscō, invalēscere, invalui: *strengthen, increase*

<sup>3</sup> irrumpō, irrumpere, irrūpī, irruptum: *burst into*

<sup>4</sup> ārea, ārae, f.: *courtyard*

<sup>5</sup> lēniō, lēnīre, lēnīvī, lēnītum: *alleviate*

For Questions 4 and 5, base your answer only on what is stated or implied in the passage.

4. According to the author, why was the *tremor* (line 1) *minus formīdolōsus* (line 2)?
- (A) It was weaker than the others.  
(B) It was not felt by anyone.  
(C) Tremors often occurred in that area.  
(D) Tremors were considered good omens.
5. The clause *ut timōrem . . . lēnīrem* (lines 7–8) is
- (A) a result clause  
(B) a purpose clause  
(C) an indirect question  
(D) an indirect command

Question 6 requires outside knowledge.

6. The earthquake described in this passage took place in the area closest to the ancient city of
- (A) Pompeii  
(B) Athens  
(C) Carthage  
(D) Rome

## Latin (0600)

### Section 3—Roman Civilization

(Suggested time: 15 minutes for approximately 18 questions)

Directions: This section consists of questions based on various aspects of Roman civilization. For each question, choose the one most appropriate response, and fill in the corresponding space on the answer sheet.

7. An *aedilis* was in charge of
- (A) oratorical contests
  - (B) tax collection
  - (C) jury selection
  - (D) public games
8. Which of the following deities did both the Greeks and the Romans call by the same name?
- (A) Apollo
  - (B) Neptune
  - (C) Jupiter
  - (D) Venus

### Section 4—English Word Study, Derivatives, and Cognates

(Suggested time: 10 minutes for approximately 12 questions)

Directions: The questions in this section ask you to explain or define underlined English words that are derived from Latin. For each question, choose the one most appropriate response, and fill in the corresponding space on the answer sheet.

9. Without the lacrimal gland, mammals would be unable to
- (A) digest
  - (B) perspire
  - (C) produce tears
  - (D) produce milk

10. The English words “project,” “inject,” and “dejected” are derived from the Latin verb

- (A) *iaceō, iacēre*
- (B) *iaciō, iacere*
- (C) *iungō, iungere*
- (D) *iuvō, iuvāre*

### Section 5—Pedagogy and Professional Matters

(Suggested time: 10 minutes for approximately 12 questions)

Directions: The questions in this section ask you about various aspects of teaching Latin, such as pedagogy, language analysis, pronunciation, meter, and knowledge of the teaching profession. For each question, choose the one most appropriate response, and fill in the corresponding space on the answer sheet.

11. A student is searching for sources of first-hand information on the way of life of the ancestors of the English and the Germans. The teacher would most likely direct the student first to works by
- (A) Cicero
  - (B) Quintilian
  - (C) Livy
  - (D) Tacitus
12. Which of the following organizations has a teaching materials and resource center for secondary school Latin?
- (A) The American Philological Association
  - (B) The American Classical League
  - (C) The American Council on the Teaching of Foreign Languages
  - (D) The Modern Language Association
13. What is the metrical scheme of the first four feet of the following hexameter line of Vergil’s *Aeneid*?

*Dēsine mēque tuīs incendere tēque querēlis*

- (A) dactyl, dactyl, dactyl, spondee
- (B) dactyl, dactyl, spondee, dactyl
- (C) spondee, dactyl, dactyl, spondee
- (D) dactyl, spondee, dactyl, dactyl

## Latin (0600)

### Answers

1. Choice A is the correct answer. The perfect indicative is formed on the perfect stem (*fu-*), from the third principal part (*fuī*) with the distinctive personal endings - *i*, -*isti*, -*it*, -*imus*, *istis*, -*erunt*. *Es*, second person singular (-*s*), requires the corresponding second person singular ending (-*isti*).
2. Choice B is the correct answer; it is the only choice that yields a sentence (“He/she came with the boy”) that makes sense with *ambo* and the plural verb *irent* in the second clause. An ablative of accompaniment requires *cum* + the ablative.
3. Choice D is the correct answer because, after a comparative adjective (*sapientior*, “wiser”), the second element compared is expressed either by the ablative (*sorōre*) or by *quam* and a noun in the same case as the first element compared (*Iūlia* and *soror* are both in the nominative).
4. Choice C is the correct answer; the shaking (*tremor*) was less frightening (*minus formidolōsus*) because it was common in Campania (*Campaniae solitus*).
5. Choice B is the correct answer. Purpose can be expressed by *ut* + the subjunctive. The lack of appropriate context or signal words in the text makes the other choices incorrect.
6. Choice A is the correct answer. This passage was written by Pliny the Younger. It is part of his description of the eruption of Mt. Vesuvius in A.D. 79 that buried Pompeii and Herculaneum.
7. Choice D is the correct answer because *aedilēs* were in charge of public works, including games.
8. Choice A is the correct answer because Apollo was a Greek god whom the Romans worshipped and called by his Greek name.
9. Choice C is the correct answer because the English word “lacrimal”, derived from the Latin word *lacrima* (a tear), means “of, relating to, or constituting the glands that produce tears” or “marked by tears.”
10. Choice B is the correct answer. The fourth principal part of *iaciō* as it appears in compounds is *iectum*. This yields the English stem “ject” (thrown), from which “project,” “inject,” and “dejected” are derived.
11. Choice D is the correct answer. Tacitus’s *Germānia* deals with the ancestors of the Germans, and *Agricola* deals with Tacitus’s father-in-law Agricola, governor of Britain.
12. Choice B is the correct answer; the American Classical League has an extensive Teaching Materials and Resource Center for teachers of secondary school Latin.
13. Choice B is the correct answer. Vergil’s *Aeneid* was written in dactylic hexameter. In this line, the scansion hinges on the word *incendere*, which contains four syllables. The last two e’s of *incendere* are short because they are each followed by a single consonant. Therefore the second syllable of *incendere* must be long, leaving -*is* *m* as the remaining foot, a spondee.

**EXECUTIVE SUMMARY**

**Title: Addition of Elementary Level (Grades K-6) Licensure Areas in Reading, English-As-A-Second Language, and Special Education: Cross-Categorical**

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

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

**Presenter(s):** Ms. Nadine Ejire (Assistant Chief, Licensure Section)

**Description:**

The Licensure Section is receiving applications from teachers from other states who have completed programs focused on the elementary grades (K-6) in Reading, in English as a Second Language, and in Special Education: Cross-Categorical. NC’s licenses in these areas are K-12. A proposal to add elementary (K-6) level licenses in Reading, in English as a Second Language, and in Special Education: Cross-Categorical is presented for discussion. The proposed additions would facilitate the licensing of teachers from other states.

**Resources:**

NA

**Input Process:**

The proposal is based on requests that are being received by the Licensure Section.

**Stakeholders:**

LEAs, Individuals from other states seeking NC licensure

**Timeline For Action:**

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

**Recommendations:**

It is recommended that the Board approve the addition of licensure areas in Elementary Reading (K-6), Elementary English as a Second Language [ESL] (K-6), and Elementary (K-6) Special Education: Cross-Categorical.

-----  
**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: Nadine Ejire (807-3310)

# 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~~ 04/03/2008

### Other Historical Information:

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

### Statutory Reference:

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

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

## POLICIES ON GENERAL LICENSURE REQUIREMENTS

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

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

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

Current license areas issued by the Department are:

#### Administrative

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

#### Student Services

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

## Teaching Areas

### **Elementary**

Birth-Kindergarten (B-K)  
Preschool Add-on\*  
Elementary (K-6)  
Elementary Second Language++

[Reading \(K-6\)](#)

[English as a Second Language \[ESL\] \(K-6\)](#)

[Special Education: Cross-Categorical \(K-6\)](#)

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

### **Middle Grades**

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

### **Secondary (9-12)**

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

### **Special Subjects (K-12)**

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

## Career-Technical Education

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

++ endorsements

## Exceptional Children

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

^ no longer issued



---

---

## School Executive Evaluation Instrument Implementation Plan

---

---

**Discussion of Implementation Plan** with superintendents at Superintendent's Quarterly meeting on March 12, 2008 and at the Summer Leadership Meeting on June 30, 2008.

**Implementation** of "Train-the-Trainer" model – McREL provides five days of in-depth training sessions for (2) 30 member Cadres of Professionals who will train throughout the state. Dates: May 5 – 9 and May 12 – 16, 2008

**Cadres deployed** to provide two-day trainings to LEAs regionally during the months of June and July of 2008. Dates provided for LEA trainings: June 23 - 24, June 25 - 26, July 7 - 8, July 9 - 10, July 14 - 15, July 16 -17, July 21 - 22, and July 23 - July 24.

**Advisory Group Committee** formation – A group of superintendents, school executives, and teachers will be selected to provide input and clarify and guide the professional development needed to ensure the successful implementation of the evaluation instrument. This group will meet in August 2008.

**DPI's Office of Professional Development** will provide support to LEAs implementing the new evaluation instrument. Customized professional development will be built from the Standards for School Executives. It will be available to school executives and their supervisors beginning in the Fall 2008 and extending throughout the course of the implementation plan.

**DPI's Office of Professional Development** will create a survey for LEAs to solicit feedback on the School Executive evaluation instrument implementation. Launch date: Fall 2008.

---

---

## Teacher Evaluation Instrument Implementation Plan

---

---

**Letter of Invitation to Participate in Phase I Implementation** sent to superintendents, February 22, 2008. Responses due to Carolyn McKinney by March 20<sup>th</sup>. Selection of LEAs by March 31, 2008.

**Discussion of Implementation Plan** with superintendents at Superintendent's Quarterly meeting on March 12, 2008 and at the Summer Leadership Meeting on June 30, 2008

**Implementation** of "Train-the-Trainer" model – McREL provides four days of in-depth training sessions for (2) 30 member cadres of professionals who will train throughout the state. Dates: July 28 – July 31 and August 4 – 7, 2008.

**Cadres deployed** to provide training to LEAs on the implementation of the teacher evaluation instrument to the 15-18 districts involved in Phase I of the implementation plan (2008-09 school year). This training will be held during August 2008. During the 2008-09 school year, the cadre will provide training to Phase II LEAs<sup>1</sup> and during the 2009-2010 school year the cadre will provide training to Phase III LEAs<sup>2</sup>

**Advisory Group Committee** formation – A group of superintendents, school executives, and teachers will be selected to provide input and clarify and guide the professional development needed to ensure the successful implementation of the instrument. This group will meet in August of 2008.

**DPI's Office of Professional Development** will provide support to LEAs implementing the new teacher evaluation instrument. Customized professional development will be built from the Standards for Teachers. It will be available to teachers and their supervisors beginning in the Fall of 2008 and extending throughout the course of the implementation plan.

---

<sup>1</sup> Approximately 50 LEAs implementing the instrument in the 2009-2010 year

<sup>2</sup> The remaining (approximately 50) LEAs implementing the instrument in the 2010-2011 school year.