

EXECUTIVE SUMMARY

Title: School Executive: Principal Evaluation Policies

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-C-003, TCP-C-005, and TCP-C-006
- SBE Policy Amendment
- SBE Policy (New)
- APA #16 NCAC 6C.0501
- APA Amendment
- APA (New)
- Other Session Law 2005-179 and Sections 7.28 and 7.29 of the 2005 Budget Bill

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

Description:

In December 2006 the State Board of Education adopted new standards for the evaluation of school executives: principals. Following adoption of the new standards, the Department of Public Instruction contracted with McREL to develop and validate a new evaluation instrument, which was approved by the Board last month. Related policies that would require school executives be evaluated annually using the new instrument, completion of state-approved training on the new instrument, and reporting of summative ratings on the new instrument were presented for discussion last month and are presented for approval this month.

Resources:

It is estimated that a web-based reporting system would cost \$22,500.

Input Process:

The proposed policies reflect discussion at the April meeting of the TCP (Twenty-First Century Professionals) meeting and recommendations from McREL.

Stakeholders:

Principals, Superintendents, Teachers

Timeline For Action:

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

Recommendations:

It is recommended that the Board approve the proposed policies related to the evaluation of School Executives: Principals.

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: Qualifications and Evaluation

Policy ID Number: TCP-C-005

Policy Title: Policy ~~establishing the Principal's Performance Appraisal Instrument Adopting the North Carolina School Executive Evaluation Rubric and Process for School Administrator Evaluation~~

Current Policy Date: ~~07/17/1987~~ 06/05/2008

Other Historical Information: ~~Previous Board dates: 07/17/1987~~

Statutory Reference: GS 115C-288, 391, 244, 245, 248

Administrative Procedures Act (APA) Reference Number and Category:

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

~~Based on the field test and appropriate revision, the principal's performance appraisal instrument was adopted for mandatory statewide implementation effective July 1988.~~

~~Effective with the 2008-09 school year, school executives: principals are to be evaluated annually using the *North Carolina School Executive Evaluation Rubric*. As part of the annual evaluation, a mid-year review is to be conducted.~~

Purpose

~~The intended purpose of the principal evaluation process is to focus on formative professional development in a collegial, non-threatening way to assess the principal's performance in relation to the Standards for School Executives. The principal will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering input from the various stakeholders with an interest in the leadership in the school. The input and evidence gathered by the principal is **not** intended to become part of a portfolio. Rather, it should provide a basis for self-assessment, goal-setting, professional development, and demonstration of performance on specific standards.~~

Process

~~The following outlines the principal evaluation process.~~

Step 1: Orientation

~~At the beginning of the school year, the superintendent/designee conducts a group orientation with all of the district principals. At this orientation, each principal will be provided a complete set of materials outlining the evaluation process.~~

Step 2: Pre-Evaluation Planning

Principals will, individually and without input from anyone else, complete a self-assessment using NC School Executive: Principal Evaluation Rubric. This self-assessment will serve as the basis for the preliminary goals form, which should be completed prior to Step 3.

Step 3: Meeting with Superintendent/Designee

Principals will meet individually with the district superintendent or a designee who has been delegated this responsibility to discuss the results of self evaluation, preliminary performance goals and the evidence and data to be gathered for the evaluation process. The principal and superintendent will agree on the data, evidence, and artifacts necessary to complete the evaluation process and confirm the principal's level of performance.

Step 4: Data Collection

The principal will collect the data agreed upon in step 3. This data may include the artifacts listed for each standard on the rubric; feedback from parents, students, and the school community; documentation of professional development completed during the year; and other data to document achievement of performance goals. The district superintendent/designee will visit the school during this period in order to observe the environment and interact with teachers and other members of the school community.

Step 5: Prepare a Consolidated Performance Assessment

The principal will synthesize the information obtained under Step 4 in order to prepare a consolidated assessment, or comprehensive view of performance throughout the year. This brief summary of the data and artifacts used to judge performance should be provided to the superintendent/designee well in advance of the performance discussion at which final performance levels will be discussed.

Step 6: Meeting Between Principal and Superintendent/Designee

The principal and superintendent/designee will meet at the school to discuss progress in completing the evaluation process. They will discuss the self-assessment, consolidated assessment, and superintendent's summary evaluation of the principal, which have been prepared in advance of the meeting. Should additional data or artifacts need to be brought into the discussion, the principal will have them readily available to share at that time. At this meeting, the principal and superintendent/designee will agree upon performance goals and recommendations for the Professional Growth Plan.

Training

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

Reporting

Annually LEAs are to provide the Department of Public Instruction with the summative ratings

of school executives on the *North Carolina School Executive Evaluation Rubric*. The Department of Public Instruction is to report annually to the State Board of Education on the implementation of the new evaluation instrument.

EXECUTIVE SUMMARY

Title: State Evaluation Committee Program Approval Recommendations

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

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

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

Description:

The State Evaluation Committee (SEC) on Teacher Education is charged with reviewing reports of on-site program approval visits and recommending program approval actions to the State Board of Education. Program approval recommendations for Appalachian State University, Brevard College, *Catawba College, *Chowan University, Mars Hill College, *Meredith College, Montreat College, *North Carolina Wesleyan College, *UNC-Pembroke, and *Western Carolina University are attached. Since last month, those institutions awaiting NCATE action (marked with *) have been granted continuing accreditation.

In addition, a recommendation to approve Charlotte-Mecklenburg Schools' proposed *New Leaders for New Schools Program* as an alternative school executive licensure program is attached.

Resources:

Approval does not involve resources.

Input Process:

Members of the State Evaluation Committee considered reports by the institution, reports by on-site reviewers, and discussions with institutional representatives at the SEC meeting. The Committee also talked with representatives of the LEAs submitting alternative licensure program proposals.

Stakeholders:

Teacher Education Programs, LEAs

Timeline For Action:

The recommendations were presented for discussion last month and are presented for approval this month.

Recommendations:

It is recommended that the program approval recommendations from the State Evaluation Committee on Teacher Education be approved as presented.

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- 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)

**State Evaluation Committee on Teacher Education
Program Approval Recommendations**

IHE	Type of Review	Programs(s) Reviewed	Recommended Action
Appalachian State University	Initial/Continuing	<ul style="list-style-type: none"> ▪ Behaviorally and Emotionally Disabled ▪ Mentally Disabled ▪ Learning Disabled ▪ Instructional Technology Specialist: Computers ▪ Speech-Language Pathology 	Full Approval for the graduate level programs in Exceptional Children (MD, BED, and LD), Instructional Technology Specialist–Computers, and Speech–Language Pathology to coincide with the institution’s program approval cycle.
Brevard College	Initial Review to Convert Temporary Authorization to Full Approval	All programs except Theatre Arts and Mathematics	Temporary Authorization be extended through June 30, 2009 with a focused visit to in the Spring 2009 Semester. If the concerns identified by the team in Fall 2007 are not found to be adequately addressed by the focused visit, the institution not be authorized to admit students to the programs after the 2008-09 school year.
Catawba College	Continuing	All programs except Birth-Kindergarten	Full Approval for all programs reviewed through 2014-2015.
Chowan University	Full Revisit	All programs	Full Approval for all programs reviewed through 2014-2015.
Mars Hill College	Initial	English-as-a Second Language	Full Approval to coincide with the institution’s program approval cycle
Meredith College	Continuing	All programs	Full Approval for all programs reviewed through 2014-2015.

**State Evaluation Committee on Teacher Education
Program Approval Recommendations**

IHE	Type of Review	Programs(s) Reviewed	Recommended Action
Montreat College	Continuing	Undergraduate Elementary Education	Provisional Approval for the 2008-09 year with: <ul style="list-style-type: none"> ▪ DPI to provide technical assistance to the institution by June 2008; ▪ the institution's submission of an acceptable plan for addressing concerns cited by the team to the SEC by August 2008; and ▪ an on-site review to verify the plan has been implemented in Spring 2009.
North Carolina Wesleyan College	Continuing	All programs except Special Education: General Curriculum	Full Approval for all programs reviewed through 2014-2015.
UNC-Pembroke	Continuing	All programs	Full Approval for all programs reviewed through 2014-2015.
Western Carolina University	Continuing	All programs except English-as-a Second Language	Full Approval for all programs reviewed through 2014-2015.
Charlotte-Mecklenburg Schools	Alternative Licensure Program	School Executive Preparation Program	Approval of the proposal under the provisions of SBE policy TCP-B-006.

Appalachian State University

I. Previous Actions

Initial approval of teacher education programs at Appalachian State University was granted by the North Carolina State Board of Education (SBE) in 1965. Subsequent five-year approvals were granted in 1969, 1974, and 1979. In 1985, Full Approval was granted to all programs through 1991-92, except Mental Retardation (M) , which received a one-year Provisional Approval with the stipulation that a report be submitted by August 1, 1986 that addressed all the standards found to be deficient in the Visitation Team Report and that an on-site team verify the report specifically related to (a) Standard B-8, Supervision of Professional Laboratory Experience Program, (b) Standard C-7, Faculty Preparation, and (c) the graduate program in Mental Retardation. After an on-site visit in May 1986, in which all previously cited standards were satisfactorily addressed, Full Approval was restored to the program to coincide with the 1991-92 approval cycle. As a result of the 1990 NCATE/NCDPI review, Full Approval was recommended for all programs for five years (1991-92 through 1995-96). In 1993, Temporary Authorization was granted for Reading as an add-on program at the undergraduate level. Subsequent Temporary Authorizations included Birth-Kindergarten (A) in 1994, School Administrator at the doctoral level in 1994, and Home Economics (M) and Cross-Categorical (M) in 1995. In August 1997, the SBE granted Full Approval for all undergraduate and graduate programs for five years (1996-97 through 2000-2001) with results of the annual assessment of the professional studies program component to be presented to the State Evaluation Committee. In May 1998, Temporary Authorization was granted to add English as a Second Language (A). In 1999-2000, all masters program were revised to comply with the Excellent School Act, and Birth-Kindergarten (M) was granted Temporary Authorization. Prior to the April 2001 NCATE/DPI on-site visit, the certificate of advanced study (CAS) program in Curriculum Instruction Specialist was discontinued due to low enrollment. As a result of the NCATE/NCDPI review April 2001 all programs were granted Full Approval through 2005-2006. The undergraduate programs in Special Education were aligned with the new standards for General and Adapted Curriculum in 2004. Prior to the Spring 2006 NCATE/NCDPI visit, the ESL add-on program and the graduate program in Social Studies Education were discontinued. The Speech-Language Pathology program was not reviewed and the completion of the review of the Educational Media: Instructional Technology – Computers program was delayed. The Spring 2006 NCATE/NCDPI resulted in Full Approval of all reviewed programs. In the fall of 2006, Temporary Authorization was granted for three Exceptional Children’s programs: Mentally Disabled, Behaviorally and Emotionally Disabled, and Specific Learning Disabilities. The programs reviewed in this report are: Exceptional Children (Mentally Disabled [MD], Behaviorally and Emotionally Disabled [BED], and Specific Learning Disabilities [LD]), Instructional Technology Specialist – Computers, and Speech – Language Pathology.

II. Candidates for Professional Licensure

The numbers of students formally admitted to and enrolled in the graduate level programs in Exceptional Children (MD, BED, and LD), Instructional Technologist–Computers, Speech–Language Pathology at the time of the visit follow.

Program Area	Graduate
Exceptional Children: MD, BED, and LD	45
Instructional Technologist – Computers	83
Speech-Language Pathology	89

III. Praxis Performance of Program Completers

Since the last visit, the aggregated Praxis II pass rates exceeds 70% on required exams.

IV. Methods Faculty Licensure

All individuals identified by the institution as methods faculty for the programs reviewed hold an appropriate license.

V. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team and discussion with institutional representatives, the Committee recommends:

Full Approval for the graduate level programs in Exceptional Children (MD, BED, and LD), Instructional Technology Specialist–Computers, and Speech–Language Pathology to coincide with the institution’s program approval cycle.

BREVARD COLLEGE

I. Previous Actions

In May 2004, Brevard College submitted a request for Temporary Authorization to initiate a teacher education program. The College proposed undergraduate programs in the following areas: Elementary Education, Secondary English, Secondary Mathematics, Secondary Comprehensive Science, Secondary Comprehensive Social Studies, Middle Grades Language Arts, Middle Grades Mathematics, Middle Grades Science, Middle Grades Social Studies, K-12 Art, K-12 Music, K-12 Physical Education, and K-12 Theater Arts. Content specialists were asked to review the specialty area program folios submitted by the institution. A three-member team was sent to the campus in June 2004 to assess compliance with the Institutional Standards for Temporary Authorization and the Program Approval Standards. The on-site visit included interviews with faculty, staff, administrators, and local school personnel; review of manuals and other documents prepared by the institution; and review of library and instructional materials available to support the program. The visit was treated as a technical assistance review. In September 2004, the institution submitted additional information addressing areas for improvement noted in the technical assistance report and another three-member team was sent to the campus to assess compliance with the Institutional Standards for Temporary Authorization and the Program Approval Standards. The September 2004 review did not include the Middle Grades programs in Language Arts, Mathematics, Science, and Social Studies which the institution decided not to pursue at that time. In January 2005 the State Board of Education granted Temporary Authorization for programs in English, Physical Education, Social Studies, and Theater Arts effective with the Spring 2005 Semester. Subsequently, the institution was granted temporary authorization to add programs in Elementary Education, Mathematics, Comprehensive Science, Art, and Music. In Fall 2007, a comprehensive on-site review of the programs was conducted by a team representing the State Board of Education and a team representing the Teacher Education Accreditation Council (TEAC).

II. Programs Offered

The institution has Temporary Authorization to offer the following programs at the undergraduate (A) level:

- Elementary Education
- English Education (9-12)
- Mathematics Education (9-12)
- Comprehensive Science Education (9-12)
- Comprehensive Social Studies Education (9-12)
- Art Education (K-12)
- Music Education (K-12)
- Theatre Arts Education (K-12)
- Physical Education (K-12)

The programs in Theatre Arts and Mathematics were not reviewed at the time of the visit because no candidates had been admitted to or completed the programs.

III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted to and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only
Elementary Education	6	1
English Education	1	0
Science Education	2	1
Social Studies Education	1	0
Art Education	0	2
Music Education	2	
Physical Education	1	1
Total	13	5

IV. Praxis Performance of Program Completers

The institution has not had sufficient numbers of test-takers in any specialty area for pass rates to be reported.

V. Performance of Program Completers in the Initial Licensure Program

No completers have been employed long enough to have completed the Initial Licensure Program process.

VI. Methods Faculty Licensure

All individuals identified by the institution as methods faculty are appropriately licensed.

VII. Teacher Accreditation Council (TEAC) Action

TEAC has not yet accredited Brevard College.

VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team, additional materials submitted by the institution, and discussion with institutional representatives, the Committee recommends:

Temporary Authorization be extended through June 30, 2009 with a focused visit to in the Spring 2009 Semester. The Committee further recommends that if the concerns identified by the team in Fall 2007 are not found to be adequately addressed by the focused visit the institution not be authorized to admit students to the programs after the 2008-09 school year.

The concerns of the team focused on the following:

- Lack of input from others in the development of the conceptual framework
- Inconsistency in the application of program admission requirements and policies
- Lack of an assessment system
- Limited evidence of candidate work with families
- Diversity of faculty and candidates
- Lack of a consistent structure for the placement and evaluation of candidates in early field experience

CATAWBA COLLEGE

I. Previous Actions

Teacher education programs at Catawba College were initially approved by the State Board of Education for a three-year period in 1964. Five-year approval was granted in 1967 and 1973. In 1977, all Teacher Education programs were granted five-year approval with the exception of Social Studies and Music which were given two-year Provisional Approval. The Provisional status was removed from the Social Studies program in 1978 and the approval period was aligned with the other Teacher Education programs through 1981-82. Full approval for new undergraduate programs in Health Education and Social Work was obtained in 1979, along with removal of Provisional Approval of the Music Education program. In 1982, Full Approval was granted to all programs. In 1983-84 Full Approval was reinstated for the Academically Gifted Education program to coincide with the existing five-year cycle, 1982-83 through 1986-87. A request for an extension was granted through 1987-88. In 1988, Full Approval was granted for all undergraduate programs through 1991-92 with the stipulation the Division of Teacher Education Services verifies implementation of institutional responses to citations in the visiting team report. In 1990, Full Approval was granted to graduate programs in Early Childhood Education, Intermediate Education (subsequently transitioned to Elementary Education) and Middle Grades Education (concentrations in Language Arts and Mathematics) to coincide with a 1987-88 through 1991-92 approval cycle. In April 1991, Temporary Authorization was granted to add a licensure program in Mentally Handicapped Education. In July 1991, the College dropped programs in Learning Disabilities, Biology, Comprehensive Science and Middle Grades Science from its program inventory. In 1992, the College achieved full accreditation by the National Council for Accreditation of Teacher Education (NCATE) and the State Board of Education for five years, 1992-93 through 1996-97 with the stipulation that written documentation regarding implementation of efforts cited in the rejoinder to address all not met standards be supplied to the Division of Teacher Education Services by Spring 1993. In July 1993, Temporary Authorization was granted to re-institute undergraduate licensure programs in Biology, Chemistry, and Comprehensive Science and to add Science to undergraduate Middle Grades concentrations. In 1997, the College received Continuing Accreditation from NCATE and Full Approval from the State Board of Education of all undergraduate and graduate programs for five years, 1997-98 through 2001-02. In April of 1998, Temporary Authorization was granted for the undergraduate Comprehensive Science Program. The college was also received Temporary Authorization for programs in Middle Grades Science, Biology (9-12), Chemistry (9-12), and Comprehensive Science (9-12). On August 7, 1997, the Sate Board granted Full Approval for all undergraduate and graduate programs for five years, 1997-98 through 2001-02. In 1998 the State Board of Education and NCATE granted all institutions a one-year extension of program approval/accreditation. In October, 1999 the State Board of Education granted Full Approval to the programs in Middle Grades Science, Biology (9-12), Comprehensive Science (9-12) and Chemistry (9-12). In September 2003 the State Board of Education granted Full Approval for all programs through 2007-08.

II. Programs Levels Offered

<u>Area</u>	<u>Add-on</u>	<u>Levels</u>	
		<u>A</u>	<u>M</u>
<i>Birth-Kindergarten*</i>		X	
Elementary Education (K-6)		X	X
Middle Grades (6-9)			
Language Arts		X	
Mathematics		X	
Science		X	
Social Studies		X	
Secondary Education (9-12)			
English		X	
Mathematics		X	
Comprehensive Science		X	
Biology		X	
Chemistry		X	
Comprehensive Social Studies		X	

<u>Area</u>	<u>Add-on</u>	<u>Levels</u>	
		<u>A</u>	<u>M</u>
Special Subjects (K-12)			
Reading	X		
Music		X	
Physical Education		X	

* *Temporary Authorization – Program Not Reviewed*

III. Candidates for Professional Licensure

The numbers that follow reflect the candidates formally admitted and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only	Graduate
Elementary	17	1	36
Middle Grades Education	2	0	
English	2	0	
Mathematics	2	0	
Comprehensive Science	2	1	
Biology			
Chemistry			
Comprehensive Social Studies	6	0	
Reading		14	
Music	2	2	
Physical Education	5	0	

IV. Praxis Performance of Program Completers

For those program areas with sufficient numbers of test takers to report, the institution has exceeded the required pass rate of 70% in all areas except as noted below.

Area	Report Year	# Taking Exam	Pass Rate
Physical Education	2003-2004	4	50%

V. Performance of Program Completers in the Initial Licensure Program

Catawba College has met the requirement for a 95% conversion rate in the Initial Licensure Program.

VI. Methods Faculty Licensure

All individuals identified by the institution as methods faculty hold a current North Carolina teaching license in areas applicable to their methods assignments.

VII. NCATE Accreditation Action

NCATE's Unit Accreditation Board (UAB) is expected to act on continuing accreditation in late April.

VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team, additional materials submitted by the institution, and discussion with institutional representatives, the Committee recommends:

Full Approval for all programs reviewed through 2014-2015.

CHOWAN UNIVERSITY

I. Previous Actions

In October 1994 a team from the North Carolina Department of Public Instruction (NCDPI) conducted an on-site visit to Chowan College for Temporary Authorization of eight new teacher education programs. In 1995 the State Board of Education granted Temporary Authorization for an undergraduate program in Elementary Education for three years (1995-1996 through 1997-1998) with the understanding that the institution would begin the three-year process for achieving full NCATE Accreditation/State approval and would host the visit during the 1997-1998 academic year. A Temporary Authorization Visit to review the Mathematics (9-12), English (9-12), and Physical Education (K-12) was conducted on April 25-26, 1996. Temporary Authorization was granted to undergraduate programs in English, Mathematics, and Physical Education to coincide with the College's established three-year cycle (1995-1996 through 1997-1998). Technical Assistance Visits by DPI staff and content area consultants were conducted in Spring 1997, in Fall 1997, and Spring 1998 to review the program in preparation for the full NCATE/NCDPI visit. The concurrent NCATE/NCDPI visit was delayed until Fall 1998 because the institution was undergoing the SACS accreditation process. In November 1998 an NCATE/NCDPI accreditation team visited Chowan College. Based on that visit, Full Approval for all programs, except Physical Education, was extended through 2003. The Physical Education program was approved with the stipulation that evidences be provided showing that all competencies were being met. In July 2000 and July 2001 respectively the Music (K-12) program and Comprehensive Social Studies (9-12) program were granted Temporary Authorization. In 1998 the State Board of Education and NCATE granted all institutions a one-year extension of program approval/accreditation. The institution was visited in Fall 2004. Based on that visit, the institution discontinued programs in English (9-12) and Mathematics (9-12) and the State Board of Education granted Provisional Approval through 2006-2007 to programs in Elementary Education, Comprehensive Social Studies, Music, and Physical Education with a full revisit to occur not later than Spring 2007. Technical Assistance Visits occurred at the institution on October 3-4, 2005, April 11-12, 2006, and April 30-May 1, 2007. The institution received a one semester delay to prepare for the full revisit which occurred on October 27-31, 2007. During the 2004-2007 interim the name of the institution was changed from Chowan College to Chowan University.

II. Programs Offered

The program offers the following programs at the undergraduate (A) level:

- Elementary Education (K-6)
- Comprehensive Social Studies
- Music (K-12)
- Physical Education

III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted to and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only
Elementary Education	7	0
Comprehensive Social Studies	0	0
Music	1	0
Physical Education	2	0

IV. Praxis Performance of Program Completers

For the specialty areas which had sufficient numbers of test takers to report, the institution exceeded the required pass rate of 70% in all areas except as noted below.

Area	Year	# of Taking Test	Pass Rate
Elementary Education	2004-2005	4	50%

V. Performance of Program Completers in the Initial Licensure Program

Since the inception of the Initial Licensure Program, Chowan University has met the requirement for 95% conversion.

VI. Methods Faculty Licensure

All individuals identified by the institution as methods faculty hold current North Carolina licenses in areas applicable to their instructional methods assignments.

VII. NCATE Accreditation Action

NCATE's Unit Accreditation Board (UAB) is expected to act on continuing accreditation in late April.

VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team, additional materials submitted by the institution, and discussion with institutional representatives, the Committee recommends:

Full Approval for all programs reviewed through 2014-2015.

MARS HILL COLLEGE
English as a Second Language (A)

I. Previous Actions

After a long history as a junior college, Mars Hill became a senior college with the addition of a junior class in 1962 and a senior class the following year. It was first accredited as a senior college by the Southern Association of Colleges and Schools in 1964. A team representing the North Carolina State Board of Education (SBE) first visited the college in April 1973. Following the review, all programs for which approval was sought were approved for a five-year period extending through 1977-78 school year. A subsequent visit was made in March 1978. Full Approval was granted at that time for all programs. In 1983, the SBE granted Full Approval for all programs through 1987-88. In 1988, the SBE granted Full Approval for all programs through 1992-93. In 1992, the institution was accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the SBE granted Full Approval for all programs through 1996-97. In 1997, the institution was granted Continuing Accreditation with Probation by NCATE and in 1988 the SBE granted provisional approval for all programs with the stipulation that the College achieve continuing unit accreditation from NCATE or the equivalent within two years. In November 1999, Mars Hill hosted a Technical Assistance visit to prepare for their NCATE visit in the spring of 2000. As a result of a Spring 2000 visit, Mars Hill College was granted Continuing Accreditation by NCATE and in May 2001, the SBE granted Full Approval for all programs based on the outcome of the NCATE accreditation visit. This approval was through the Fall of 2004 to coincide with the NCATE accreditation cycle. In May 2001, Mars Hill College was granted Temporary Authorization to begin licensure programs in Spanish and English as a Second Language (ESL) add-on. In 2003, Temporary Authorization was granted for an ESL stand alone program and a Special Education: General Curriculum program. In 2005, NCATE and the SBE granted reaccreditation to Mars Hill College. The purpose of the current visit was to review the ESL program to remove Temporary Authorization.

II. Candidates for Professional Licensure

At the time of the visit, 3 undergraduate and 17 licensure-only students were formally admitted to and enrolled in the ESL program.

III. Praxis Performance of Program Completers

The Praxis II pass rate for the program is 100%.

IV. Methods Faculty Licensure

All the individuals identified as methods faculty for the program hold appropriate current North Carolina licenses.

V. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team, additional materials submitted by the institution, and discussion with institutional representatives, the Committee recommends:

Full Approval for the English As a Second Language program to coincide with the institution's program approval cycle.

MEREDITH COLLEGE

I. Previous Actions

Meredith College received initial approval for teacher education programs in January 1965. Subsequent five-year approvals were granted in 1969, 1974, and 1980. Based on a request from Meredith College, the 1985-86 visit was postponed until the Fall of 1986. In 1987, Full Approval was granted through 1991-92 for all undergraduate and graduate programs except School Social Work and Chemistry. Chemistry was given a status report and action on School Social Work was deferred. In August 1988, the North Carolina State Board of Education (SBE) restored Full Approval for all undergraduate programs through 1991-92. Based on the successful joint NCATE/DPI visit in 1990, accreditation was granted by NCATE and Full Approval was granted by the SBE for all undergraduate programs for five years (1989-90 through 1994-95). The Board granted Full Approval for all programs, except middle grades education for five years 1996-97 through 2000-01. Provisional Approval was recommended for the middle grades program for three years (1996-97 through 1998-99). In May 1999, Temporary Authorization was granted to the undergraduate Birth-Kindergarten program. In 1999, the North Carolina State Board of Education granted Full Approval to the undergraduate theater arts education and English as a Second Language add-on programs to coincide with the institution's current approval cycle. In 1999-2000, all master's programs were revised to comply with the Excellent Schools Act. In 2000, the North Carolina State Board of Education granted Full Approval to the undergraduate middle grades education program to coincide with the institution's current approval cycle. In 2001, the State Board of Education granted Full Approval to the undergraduate programs in Birth-Kindergarten and Physical Education. Because the Birth-Kindergarten and Physical Education programs were approved in spring 2001 they were not reviewed when the fall 2001 NCATE/DPI visit occurred. In September 2002 the State Board of Education granted Full Approval to the undergraduate and graduate programs through 2006-07. In the fall 2002, the business education program was discontinued. In fall 2006, the School Social Work program was discontinued. In spring of 2007, the Science program (9-12) was discontinued.

II. Programs Offered

	Add-On	Level(s)	
		A	M
Birth-Kindergarten		X	
Elementary		X	X
Middle Grades			
Language Arts		X	
Mathematics		X	
Science		X	
Social Studies		X	
English (9-12)		X	
Mathematics (9-12)		X	
Comprehensive Social Studies (9-12)		X	
Reading	X		X
Art		X	
Dance		X	
Music		X	
Theatre Arts		X	
Physical Education		X	
Second Languages Education			
French		X	
Spanish		X	
English-As-A-Second Language		X*	X
Family and Consumer Sciences		X	

*Under Temporary Authorization**

III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted to and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only	Graduate
Birth-Kindergarten	8		
Elementary	35	16	6
Middle Grades Education			
Language Arts	3		
Mathematics	0		
Science	0		
Social Studies	2		
English (9-12)	3		
Mathematics (9-12)	3		
Comprehensive Social Studies	2		
Reading		0	11
Art (K-12)	5	3	
Dance (K-12)	1	1	
Music (K-12)	6	1	
Theatre Arts (K-12)	1		
Physical Education (K-12)	4	1	
Second Languages Education			
Spanish (K-12)	3		
French (K-12)	1		
English as a Second Language (K-12)	1	1	13
Family & Consumer Science (7-12)	2		
Total	80	23	30

IV. Praxis Performance of Program Completers

Since the last visit the aggregated Praxis II pass rate across all specialty areas exceeds 70%.

V. Performance of Program Completers in the Initial Licensure Program

Meredith College has met the requirement for the 95% conversion rate in the Initial Licensure Program.

VI. Methods Faculty Licensure

All individuals identified by the institution as methods faculty hold current licensure in areas appropriate to their assignments.

VII. NCATE Accreditation Action

NCATE's Unit Accreditation Board (UAB) is expected to act on continuing accreditation in late April.

VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team, additional materials submitted by the institution, and discussion with institutional representatives, the Committee recommends:

Full Approval for all programs reviewed through 2014-2015.

MONTREAT COLLEGE

I. Previous Approval Actions

Montreat College began as a four-year liberal arts institution. In 1959 the institution was restructured as a junior college and the name "Anderson" was added to yield an institutional name of Montreat-Anderson College. In 1986 the College became a four-year institution once again, and the name changed back to Montreat College in 1995. The State Board of Education granted the College Temporary Authorization to begin a teacher education program in 1991. In April, 1996 Montreat College conducted a joint NCATE/NCDPI program review resulting in Full Approval for all programs through 2000-01. Temporary Authorization was granted for the Elementary Education program in August, 1999. A licensure program in Mathematics Education was granted Temporary Authorization in February, 1999. In 2001, Montreat College discontinued its programs in English (9-12) and Social Studies Education (9-12). The Elementary Education program received Full Approval from the State Board of Education in October, 2001. A joint NCATE/NCDPI visit occurred in April, 2002. It was the decision of the College, at the time of the visit, to discontinue the program in Mathematics Education (9-12). During the 2002 visit Elementary Education was not reviewed because the program had been approved in October 2001. In January 2003 the State Board of Education granted Full Approval for the Elementary Education program through 2006-2007. During the summer of 2006, the institution was granted Temporary Authorization to offer a master's level program in Elementary Education.

II. Programs Levels Offered

The institution offers elementary education at both the undergraduate and graduate levels. The graduate level program is under temporary authorization and was not reviewed at this time.

III. Candidates for Professional Licensure

At the time of the visit, there were 13 students admitted to and enrolled in the undergraduate elementary education program.

IV. Praxis Performance of Program Completers

The Elementary Education Program has at least a 70% annual pass rate on the Praxis II exam since the last visit except as noted below.

<u>Year</u>	<u># Taking Exam</u>	<u>Pass Rate</u>
2002-2003	7	57%

V. Performance of Program Completers in the Initial Licensure Program

Since the inception of the Initial Licensure Program, Montreat College has met the 95% conversion rate requirement.

VI. Methods Faculty Licensure

Five of the six individuals identified by the institution as methods faculty hold a current North Carolina license.

VII. NCATE Accreditation Action

NCATE granted Montreat College Accreditation with Conditions through Fall 2009.

VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team, additional materials submitted by the institution, and discussion with institutional representatives, the Committee recommends:

Provisional Approval for the 2008-09 year with:

- **DPI to provide technical assistance to the institution by June 2008;**
- **the institution's submission of an acceptable plan for addressing concerns cited by the team to the SEC by August 2008; and**
- **an on-site review to verify the plan has been implemented in Spring 2009.**

The concerns of the team focused on:

- Lack of evidence that the Core, Diversity, and Technology Standards are met, and limited evidence that the Specialty Area Standards are met.
- Lack of evidence that candidates work with families to support student learning.
- Progression in the program is not limited until students are admitted.
- The program collects data, but does not have an assessment system that analyzes data and uses that data for program improvement.
- The field experiences during methods classes are not supervised and evaluated.

NORTH CAROLINA WESLEYAN COLLEGE

I. Previous Actions

Teacher Education Programs at North Carolina Wesleyan College were first approved in June 1968. The institution was revisited in 1971 and granted five-year approval. A re-visit in October 1975 resulted in three-year Provisional Approval; in 1977, final Full Approval was restored through 1979-80. In 1981, North Carolina Wesleyan College was placed on three-year Provisional Approval. As a result of a visit on April 5, 1983, Full Approval was restored for all undergraduate teacher education programs through 1986-87. In August 1984, the State Board of Education approved the undergraduate program in Middle Grades Education to coincide with approval for all other programs through 1986-87, and gave the Intermediate Education program Provisional Approval. The 1984-85 visit to review the Intermediate program was postponed and rescheduled to coincide with the full visit in 1986-87. All programs were reviewed in 1986 and placed on two-year Provisional Approval. As a result of the follow-up visit on October 18, 1988, Full Approval was restored to all undergraduate programs. Based on the results of an on-site full visit in October 1991, the State Board of Education granted Full Approval to all programs for five years, 1992-93 through 1996-97, with the stipulation that an on-site review be conducted by June 30, 1993 to verify implementation of institutional responses to NOT MET standards. After the on-site review in April, 1993, all programs were given Full Approval for five years, 1992-93 through 1996-97. On August 7, 1997 the State Board of Education granted Full Approval for all programs for five years 1997-98 through 2001-02. In September 2003 the State Board of Education granted Full Approval for all programs through 2007-08. The Teacher Education Program received Temporary Authorization to offer Special Education: General Curriculum in 2005.

II. Programs and Levels Offered

The institution offers the following programs at the undergraduate (A) level:

Elementary Education (K-6)

Middle Grades Education (6-9)

Language Arts
Mathematics
Science
Social Studies

Secondary Education (9-12)

English
Mathematics
Comprehensive Social Studies
History

Exceptional Children (K-12)

Special Education: General Curriculum *

* Temporary Authorization – program not reviewed

III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only
Elementary Education (K-6)	14	1
Middle Grades Language Arts (6-9)	2	1
Middle Grades Mathematics (6-9)	1	0
Middle Grades Science (6-9)	0	0
Middle Grades Social Studies (6-9)	1	0
English (9-12)	1	0
Mathematics (9-12)	3	0
Comprehensive Social Studies (9-12)	2	0

IV. Praxis Performance of Program Completers

The institution has exceeded the required pass rate of 70% in all areas.

V. Performance of Program Completers in the Initial Licensure Program

North Carolina Wesleyan College has met the requirement for a 95% conversion rate in the Initial Licensure Program.

VI. Methods Faculty Licensure

All individuals identified by the institution as methods faculty hold current North Carolina licenses appropriate to their assignments.

VII. NCATE Accreditation Action

NCATE's Unit Accreditation Board (UAB) is expected to act on continuing accreditation in late April.

VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team and discussion with institutional representatives, the Committee recommends:

Full Approval for all programs reviewed through 2014-2015.

UNIVERSITY OF NORTH CAROLINA-PEMBROKE

I. Previous Actions

Initial Approval was granted Pembroke State University's program for the preparation of public school personnel in the Fall of 1964. Additional programs were developed and, following a re-visit, approval was granted to coincide with the period of approval previously granted to the University. All programs were again approved in 1974. In 1977 all programs were approved with the exception of Music Education which was granted Full Approval concurrent with approval granted to all programs through 1981-82. Full Approval was granted to all undergraduate and graduate programs in 1983, with the exception of Biology Education, which was granted a one-year Provisional Approval. Full Approval for the Biology Education and Middle Grades programs was granted in 1984 to run concurrently with the period of approval previously granted to the University. In 1985, the Early Childhood and Intermediate programs were placed on a one-year provisional through 1985-86. Following a re-visit, Full Approval was granted for the Early Childhood and Intermediate programs to coincide with other approval actions through 1987-88. In 1988, all undergraduate and graduate teacher education programs were placed on one-year provisional approval (1988-89), with the stipulation that all deficient standards be satisfactorily addressed and verified by a State Visitation Committee prior to August 31, 1989. In June 1989, Full Approval was restored to all graduate programs through 1991-92. Action on undergraduate programs was deferred for one year (1989-90) in order for an on-site team to verify implementation of proposed plans to address cited standards. In June 1990, Full Approval was restored to all undergraduate programs to coincide with a 1988-89 through 1991-92 approval cycle. In 1992 Full Approval was granted to all undergraduate and graduate programs by the National Council for Accreditation of Teacher Education (NCATE) and the State Board of Education (SBE) for five years, 1992-93 through 1996-97. In 1992, Temporary Authorization was granted for a Counselor Education program. In 1994, the University discontinued licensure programs in Business Education, Vocational Business Education. In 1995, the University discontinued licensure in School Administrator and Curriculum-Instructional Specialist. Following an on-site visit in 1994, the Counselor Education program was granted FULL APPROVAL by the SBE to coincide with the University's approval cycle. On July 1, 1996, Pembroke State University officially became The University of North Carolina at Pembroke. On August 7, 1997, the State Board granted Full Approval for all undergraduate and graduate programs for five years, 1997-98 through 2001-02. In 1998 the State Board of Education and NCATE granted all institutions a one-year extension of program approval/accreditation. In 2000, Temporary Authorization was granted for the Pre-school Add-on program. In January of 1999, the State Board granted Full Approval to the undergraduate program in Birth-Kindergarten to coincide with the university's current teacher education program approval cycle. In October of 2001, Temporary Authorization was granted for the English as a Second Language program. In February 2004 Full Approval was granted to all programs through 2007-08.

II. Programs Offered

	Add-On	Level(s)	
		A	M
Birth-Kindergarten Education		X	
Preschool Add-on	X		
Elementary Education		X	X
Middle Grades Education			
Language Arts		X	X
Mathematics		X	X
Science		X	X
Social Studies		X	X
Secondary Education (9-12)			
English Education		X	X
Mathematics Education		X	X
Comprehensive Science		X	X
Biology*		X	X
Comprehensive Social Studies		X	X

**No students were currently enrolled in the program at the time of the visit. The program is currently transitioning to the Comprehensive Science program.*

	Level(s)	
	Add-On	A M
Special Subject Areas (K-12)		
Reading		X
Art Education		X X
Music Education		X X*
Physical Education		X X
English as a Second Language	X*	
Exceptional Children (K-12)		
General Curriculum		X*
Special Service Personnel (K-12)		
School Administrator		X*
School Counselor		X

**Temporary Authorization*

III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted to and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only	Graduate
Birth-Kindergarten Education	24	22	
Preschool School add on		10	
Elementary Education	90	28	42
Middle Grades Education	4	8	16
English Education (9-12)	6	1	25
Mathematics Education (9-12)	9	0	8
Comprehensive Science (9-12)	6	0	18
Comprehensive Social Studies	13	1	20
Reading	0	0	61
Art (K-12)	8	2	24
Music (K-12)	12	0	6
Physical Education (K-12)	9	2	34
English as a Second Language		1	
Exceptional Children (K-12): General Curriculum	12	9	
Curriculum and Instructional Specialist		20	66
School Administrator			
School Counselor		0	58
Total	185	114	378

IV. Praxis Performance of Program Completers

Since the last visit, the aggregated Praxis II pass rate across all specialty areas exceeds 70%.

V. Performance of Program Completers in the Initial Licensure Program

The University of North Carolina at Pembroke has met the requirement for the 95% conversion rate in the Initial Licensure Program.

VI. Methods Faculty Licensure

All the individuals identified by the institution as methods faculty hold current licensure in areas appropriate to their assignments.

VII. NCATE Accreditation Action

NCATE's Unit Accreditation Board (UAB) is expected to act on continuing accreditation in late April.

VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team, additional information submitted by the institution, and discussion with institutional representatives, the Committee recommends:

Full Approval for all programs reviewed through 2014-2015.

WESTERN CAROLINA UNIVERSITY

I. Previous Actions

Western Carolina University was granted initial approval by the State Board of Education in 1965. Subsequent approvals were granted in 1970, 1975, and 1980. In 1986 the Board granted Full Approval through 1991-92 for all teacher education programs except the following which were placed on provisional status for a two-year period (1986-87 through 1987-88) with the stipulation that all deficient standards be satisfactorily addressed and verified by a State Visitation Team in 1987-88: (1) undergraduate programs in Science, Speech Communication, Theatre Arts, Trade and Industrial, Early Childhood, Intermediate Education, English and Foreign Languages; (2) undergraduate and graduate programs in Social Studies, Mathematics, Home Economics, English as a Second Language, and Middle Grades; and (3) graduate programs in Reading, School Counselor, Media, Art, Emotionally Handicapped, General Special Education, and Industrial Arts. By action of the State Board of Education in July 1988, Full Approval was restored to all undergraduate and graduate programs through 1991-92. In November 1991, a joint NCATE/DPI accreditation visit was held and all programs at the undergraduate and graduate levels were approved by NCATE and the State Board of Education for five years (1992-93 through 1996-97). In November 1996, a joint NCATE/DPI continuing accreditation visit was held and all programs at the undergraduate and graduate levels were approved by NCATE and the State Board of Education for five years (1997-98 through 2001-2002). In 1998, the State Board of Education and NCATE granted all institutions a one-year extension to allow time for revisions of graduate programs to comply with the Excellent Schools Act. In 1999, the State Board of Education granted Full Approval to the undergraduate Birth-Kindergarten program to coincide with the institution's current approval cycle. In 2002, the institution discontinued the undergraduate program in French. In September 2003 the State Board of Education granted Full Approval through 2007-08.

II. Programs Offered

	Add-On	Level(s)		S	D
		A	M		
Birth-Kindergarten Education		X	X*		
Elementary Education		X	X		
Middle Grades Education					
Language Arts		X	X		
Mathematics		X	X		
Science		X	X		
Social Studies		X	X		
Secondary Education (9-12)					
English Education		X	X		
Mathematics Education		X	X		
Comprehensive Science		X			
Biology			X		
Chemistry			X		
Comprehensive Social Studies		X	X		
Special Subject Areas (K-12)					
Reading	X				
Art Education		X	X		
Music Education		X	X		
Physical Education		X	X		
Second Languages Studies: Spanish		X			
English as a Second Language			X*		
Exceptional Children (K-12)					
Academically Gifted	X*		X*		
Behaviorally-Emotionally Disabled			X		
Mentally Disabled			X		
Severely/Profoundly Mentally Disabled			X		
Specific Learning Disabilities			X		
General Curriculum		X			
Adapted Curriculum		X			

	Level(s)				
	Add-On	A	M	S	D
Special Service Personnel (K-12)					
School Administrator			X	X	X
School Counselor			X	X	
School Psychologist				X	
Speech-Language Pathology				X	

**Temporary Authorization*

III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted to and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only	Graduate
Birth-Kindergarten Education	12	1	
Elementary Education	164	15	28
Middle Grades Education	32	73	19
English Education (9-12)	21	10	16
Mathematics Education (9-12)	12	6	5
Comprehensive Science (9-12)	11	2	11
Comprehensive Social Studies	33	6	8
Reading	0	12	
Art (K-12)	27	1	11
Music (K-12)	26	0	5
Physical Education (K-12)	23	2	18
Second Languages Education: Spanish (K-12)	4	1	
Exceptional Children (K-12)			
GC and/or AC	19	7	
Behaviorally-Emotionally Disabled			7
Mentally Disabled		3	42
Specific Learning Disabilities			21
Academically or Intellectually Gifted		U = 13; G = 7	
School Administrator			325
School Counselor			28
School Psychologist			19
Speech-Language Pathology			52
Total	384	159	692

IV. Praxis Performance of Program Completers

Since the last visit, the aggregated Praxis II pass rate across all specialty areas exceeds 70%.

V. Performance of Program Completers in the Initial Licensure Program

Western Carolina University has met the requirement for the 95% conversion rate in the Initial Licensure Program.

VI. Methods Faculty Licensure

All the individuals identified by the institution as methods faculty hold current licensure in areas appropriate to their instructional methods assignments.

VII. NCATE Accreditation Action

NCATE's Unit Accreditation Board (UAB) is expected to act on continuing accreditation in late April.

VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team and discussion with institutional representatives, the Committee recommends:

Full Approval for all programs reviewed through 2014-2015.

Charlotte-Mecklenburg Schools

The Charlotte-Mecklenburg Schools submitted a proposal to implement a *New Leaders for New Schools (NLNS)* program that will lead to NC licensure as a school executive. The proposal addressed how CMS will recruit and support participants in the program. The proposal also indicated that in addition to supporting the outside evaluation conducted by NLNS, CMS will design its own evaluation component incorporating formative and summative evaluations. The evaluation will determine any mid-course modifications needed to improve the effectiveness of the program and the degree to which goals and objectives are being achieved. Assessments of objectives and the level of program implementation will be conducted at key program intervals. These assessments will utilize a variety of quantitative and qualitative data collection methodologies. Quantitative analysis will be reported, including reports of descriptive statistics related to the demographic distribution of applicants, records of participation in program activities (including retention/promotion), and cost analyses. Qualitative analysis will include feedback from participants, host principals, and administrators regarding program implementation, satisfaction with program components/participation, relevance of curriculum, and participant perceptions about the NLNS ability to prepare them for school leadership. The qualitative analysis also will include constructing an implementation checklist to identify key elements of the program, their planned implementation dates, and person(s) responsible for implementation. The checklist will be used to monitor any variation from planned implementation.

New Leaders for New Schools is a national community of results-oriented leaders with an unwavering commitment to ensuring every child achieves academic excellence and reaches his or her full potential. Their mission is to ensure high academic achievement for every student by attracting and preparing outstanding leaders and supporting the performance of the urban schools they lead at scale. New Leaders has created a program that serves as a new pathway for passionate and resourceful educators to become principals in high-need communities across the country. Their leadership development and school support program includes intensive recruitment, training, coaching, ongoing support and resources, and a lifelong membership in a network of colleagues nationwide. Currently, 430 New Leaders serve more than 200,000 urban students in the following cities and regions: Baltimore/Prince George's County, Chicago, Milwaukee, Memphis, New Orleans, New York, Oakland/Bay Area, and Washington, D.C.

The first year of the New Leaders for New Schools program is designed to prepare New Leaders Residents with the skills, knowledge, and experience they need to successfully lead urban public schools. The Residency year begins with Summer Foundations - an intensive training institute incorporating demanding academic study and intensive skill development in instructional and organizational leadership, taught by outstanding educators and national education and business leaders. During the academic year, New Leaders start a year-long, full-time, paid Residency in an urban public district or charter school, working alongside a mentor principal as an empowered school leader. Throughout the Residency, New Leaders for New Schools engages highly skilled and experienced experts and practitioners to support the growth of all New Leaders. With the support of a Leadership Coach (successful former principals now serving on the New Leaders staff), Residents are full members of school leadership teams and are directly responsible for raising student achievement and leading teachers. New Leaders continue coursework and complete four week-long Foundations Seminars that build upon the summer curriculum and further develop leadership skills. New Leaders for New Schools works with partners to place and appropriately match New Leaders to high-need urban schools where their skills can best be leveraged to meet student needs. New Leaders for New Schools provide on-the-job coaching and support designed to enable them to successfully promote high levels of student achievement once they are placed in their schools.

Based on the proposal submitted by CMS, additional materials submitted by NLNS, and discussion with representatives of CMS, the Committee recommends:

The proposal be approved for implementation under the provisions of SBE policy TCP-B-006.

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

Policy Identification

Priority: Quality Professionals

Category: Teacher Education

Policy ID Number: TCP-B-006

Policy Title: Policy Defining Innovative/Experimental Programs for School Administrator Preparation

Current Policy Date: 07/01/2007

Other Historical Information: Previous board date: 10/01/1992, 05/06/1999, 08/01/2000

Statutory Reference: GS 115C-12(9)a; NC Constitution, Article IX, Section 5

Administrative Procedures Act (APA) Reference Number and Category:

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

INNOVATIVE/EXPERIMENTAL PROGRAMS FOR SCHOOL ADMINISTRATOR PREPARATION

- (a) An innovative/experimental program for school administrator preparation is an alternative to the regular approved program and involves public schools and the Department of Public Instruction in the planning and implementation of programs.
- (b) A school system or IHE shall receive approval by the SBE before it implements an alternative program. The department shall issue a license to all individuals who complete these approved programs who are recommended by the school system or IHE and who otherwise meet licensure requirements.
- (c) When the department receives a proposal to establish an alternative program, it will review the proposal, including making on-site visits with agencies as required. The State Evaluation Committee on Teacher Education will review the proposal and information from the on-site visit and recommend to the SBE whether or not the proposed program should be approved.
- (d) The SBE may approve programs which meet the following standards:
 - (1) The program is planned, developed, implemented and evaluated by a school system or IHE and has been reviewed by the State Evaluation Committee on Teacher Education. The proposed innovation is sound and has the potential for strengthening the preparation process for school administrators.
 - (2) The program is appropriately organized and administered. There is a structure for the oversight and management of the program which ensures flexibility and accountability.

- (3) The program has sufficient and appropriate human, fiscal, and physical resources.
 - (4) The program has defined entry requirements and levels of competency expected.
 - (5) The program addresses the needs of the students.
 - (6) The program includes exit levels of competence, a procedure for recommending licensure, and a follow-up process.
 - (7) The program has clearly defined measurable expected outcomes/results.
- (e) The SBE will evaluate approved innovative/experimental programs annually based on a written report submitted by the school system or IHE and/or by an on-site State visitation team to assure that the program is producing prospective school administrators who can function effectively in the public schools of the State. Based on the annual report the SBE may continue or terminate the innovative/experimental program.

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;

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: Approval of Guilford County Schools Alternative Licensure Program for Lateral Entry Teachers

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-B-010
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other SL 2007-376

Presenter(s): Dr. Kathy Sullivan (Senior Policy Analyst, Office of the State Board of Education), Dr. Peggy Thompson (Chief Human Resources Officer, Guilford County Schools), and Dr. Amy Holcombe (Executive Director of Talent Development, Guilford County Schools)

Description:

In August 2007 the State Board of Education adopted a policy that provides for school systems or community colleges and/or colleges and universities in conjunction with a school system to establish innovative/experimental alternative licensure programs for lateral entry teachers. Guilford County Schools has proposed an alternative licensure program for lateral entry teachers. The proposal has been reviewed by the State Evaluation Committee on Teacher Education and the NC Professional Teaching Standards Commission. It is presented for discussion this month and will be presented for approval in July.

Resources:

NA

Input Process:

As prescribed by SBE policy TCP-B-010, the proposal from the Guilford County Schools has been reviewed by the State Evaluation Committee on Teacher Education and the NC Professional Teaching Standards Commission. Both groups recommend approval.

Stakeholders:

Lateral Entry Teachers, Guilford County Schools

Timeline For Action:

The proposed program is presented for discussion in June and will be presented for approval in July. Guilford County Schools will implement the program upon SBE approval.

Recommendations:

It is recommended that the Board approve the alternative licensure program proposed by the Guilford County Schools under the provisions of SBE policy TCP-B-010.

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)

Guilford County Schools Alternative Licensure Program Summary

CONTEXT

Each year, Guilford County Schools spends thousands of dollars recruiting and hiring teachers. In the past two years, over 30% of the new teachers hired held lateral entry certification. The attrition rate of these lateral entry teachers is as high as 25%-- elevated compared to that of traditionally trained teachers.

The loss of lateral entry candidates is costing the district in personnel support, training, and recruiting dollars. The implementation of GCS Alternative Certification Track (GCS ACT) would allow the school system to bundle existing teacher support systems with licensure services to leverage existing resources and provide a more cohesive support system for our teachers with the end goal of stabilizing our teaching faculty by reducing attrition.

SCOPE OF THE PROGRAM

GCS Alternative Certification Track (GCS ACT) would offer lateral entry candidates the option of selecting an 18 month-long, locally customized licensure and support program as an alternative to a university affiliated program or RALC program of study. GCS ACT is designed around core North Carolina Professional Teaching Standards and supports the guiding mission of the North Carolina State Board of Education that NC public schools will be led by 21st Century professionals.

GCS ACT has the capacity to customize the developmental experiences of lateral entry teachers so that their skills and knowledge align tightly with the NC Professional Teaching Standards. This tight alignment will ensure that teachers are prepared to meet the needs of 21st century students. Additionally, it will prepare teachers to use the NC Rubric for Teacher Evaluation as a tool for reflection and continuous growth.

UNIQUE PROGRAM ASPECTS

The GCS Alternative Certification Track will have several unique aspects, including a more rigorous entry requirement, an alignment to North Carolina's new teaching standards recently developed by the North Carolina Professional Teaching Standards Commission and approved by the State Board of Education, a process that affords customization while ensuring quality, and a rigorous program evaluation. Unique program aspects are delineated below.

FOCUSED AUDIENCE

GCS ACT is a program directed at a very specific audience. While many lateral entry teachers seek graduate credit or even a master's degree, this program is directed at those candidates that are **ONLY** seeking licensure. For those candidates who are seeking graduate credit and a degree, GCS will provide candidates assistance in finding an appropriate university program.

PROGRAM ENTRY REQUIREMENTS

Eligibility requirements for lateral entry candidates statewide include a relevant degree from a regionally accredited institution of higher education, a minimum 2.5 Grade Point Average, and specialized requirements per the licensure area. For example, elementary education and special education lateral entry candidates must present passing PRAXIS II scores prior to employment.

The GCS ACT program will have a more rigorous standard, accepting only those teachers who meet the following minimum requirements:

- Be eligible for a lateral entry license in the state of North Carolina
 - Hold a relevant degree or have a minimum of 24 semester hours of relevant coursework
- Preferably, a 3.0 or above overall GPA
- Successfully pass the GCS Screening Process (On-line and interview screening)

A locally responsive licensure program will be mutually beneficial to the lateral entry teachers and school system that hires, supports, and retains them. Of the utmost importance, our students will benefit from having high quality, stable faculties in all of our schools.

PROVIDES AN INDIVIDUAL PATHWAY TO LICENSURE (IPL)

Upon employment with Guilford County Schools, each lateral entry candidate will meet with a Licensure Specialist to design their Individual Pathway to Licensure (IPL). The IPL will account for previous training, content coursework, and formal testing (PRAXIS) that the candidate has completed. Each candidate will participate in a 40 hour Summer Training that will provide specific knowledge and skills needed to be effective. Courses will be adaptable based on the previous experiences of these candidates.

CO-TEACHING MODEL

GCS ACT uses a co-teaching model to strengthen the connection between theory and practice. Each course will be taught by a GTCC professor and a GCS master teacher. The GCS master teacher will preferably have a Master's degree, hold National Board Certification, and will have 10 or more years of teaching experience. Using this model, the GTCC professor will ensure the rigor of the college curriculum content while the GCS practicing master teacher will aid in contextualizing the curriculum for GCS employees.

PORTFOLIOS TO BUILD REFLECTIVE PRACTITIONERS

Participants will maintain an electronic portfolio that contains relevant artifacts aligned to the North Carolina Professional Teaching Standards on an ongoing basis throughout each course. The portfolio will enable participants to analyze their progress as practitioners, and will provide a method of formal documentation for purposes of program completion. Reflection on their experiences will become a part of the process for program fulfillment. Annually, performance evaluations and updated individual growth plans (IGP) will be contained in the portfolio. The portfolio will be reviewed by a committee of GTCC faculty, GCS Human Resources faculty, and GCS Induction and Success Mentors each year.

PROFESSIONAL LEARNING COMMUNITIES COHORTS

To ensure that each teacher is a part of a unique "professional learning community (PLC)," all teachers will be assigned to a PLC upon entry into the program. Each PLC will group teachers by grade level and/or subject area. The cohorts will serve as a support network throughout the program and will allow for customization of course content to meet the immediate needs of each teacher.

AFFORDABLE AND READILY AVAILABLE OPTIONS

GCS ACT will provide multiple opportunities for program completion at a reduced cost to the individual through our partnership with GTCC. The program content will be offered multiple times during the school year at times convenient to candidates. The typical candidate will be able to successfully complete the entire licensure program within 18 months (two summers and one school year).

Based upon the initial review and IPL design, candidates will be asked to take locally administered courses designed to meet the unique needs of lateral entry teachers and that strengthen their pedagogical knowledge and skill. They may also be required to take college courses that strengthen content knowledge. Licensure area competencies that extend beyond the scope of GCS ACT will be the cost responsibility of the teacher.

PROGRAM EVALUATION

Critical to the success of GCS ACT is a rigorous program evaluation. The program evaluation will ensure integrity of the process through formal and informal measures. This evaluation will include the following indicators:

- 1) Yearly retention data of teacher candidates
- 2) Performance evaluation from administrators

- 3) Student performance data (for tested courses only)
- 4) Survey data from candidates on program satisfaction
- 5) Survey data from mentors and principals on performance
- 6) Focus group data from candidates
- 7) Program completion rates

The following table shows evaluation benchmarks that will be used to determine program success.

INDICATOR	BASELINE	YEAR 1	YEAR 2	YEAR 3
1. Lateral Entry Teacher Retention	75%	80%	85%	90%
2. Lateral Entry Teachers Scoring Proficient or Higher on summative teacher evaluation	N/A	85%	88%	91%
3. Lateral Entry Teachers with VAD at mean (NDD) or higher for tested courses	N/A	85%	88%	91%
4. GCS ACT Teacher Participant Program Evaluations (satisfied or above overall score)	N/A	90%	93%	96%
5. Principal/Mentor Program Evaluations (satisfied or above overall score)	N/A	90%	93%	96%
6. Focus Groups	Qualitative data will be analyzed and shared.			
7. Program Completion Rate	N/A	80%	85%	90%

IMPLEMENTATION PROCESS

GCS ACT would launch the first group of lateral entry teachers, in the summer of 2008. The second cohort would begin in summer 2009 as cohort 1 is simultaneously reaching completion. From that point forward, the program will operate at full capacity.

Dates	Chronology of Events
December 2007	- Submit program proposal to State Board of Education
Spring 2008	- Upon approval, advertise GCS ACT to lateral entry hires during the spring and summer of 2008 as a licensure option - GTCC Instructors and GCS trainers finalize the development of the Foundations and Framework for Teaching Seminar Series courses to be delivered in the summer and fall of 2008
Summer 2008	- Foundations course is offered
August 2008 – June 2009	- Four sections of the Framework for Teaching Seminar Series are offered

Dates	Chronology of Events
	<ul style="list-style-type: none"> - Licensure Specialist designs remaining IPL coursework with all GCS ACT lateral entry teachers - GTCC Instructors finalize the development of all Building Blocks courses - Advertise GCS ACT to lateral entry hires during the spring and summer of 2009
Summer 2009	<ul style="list-style-type: none"> - Building Blocks courses are offered throughout the summer to cohort 1 - Foundations course is offered to cohort 2
August 2009 – June 2010	<ul style="list-style-type: none"> - Four sections of the Framework for Teaching Seminar Series are offered - Licensure Specialist designs remaining IPL coursework with all GCS ACT lateral entry teachers in cohort 2 - Advertise GCS ACT to lateral entry hires during the spring and summer of 2010
2010-forward	<ul style="list-style-type: none"> - GCS ACT would continue adding cohorts in a cyclical manner - Instructors will revise and perfect courses based upon participant feedback and identified needs of the lateral entry program.

PROCESS FOR OBTAINING LICENSURE THROUGH GCS ACT

1. Credentials are evaluated by the Office of Employment prior to employment to determine the eligibility for lateral entry licensing.
2. New teachers apply for lateral entry licenses as part of pre-employment procedures with HR Staffing Operations.
3. A lateral entry license and accompanying letter of requirements are issued to the LEA by NCDPI licensure section.
4. The LEA prescribes an Individual Pathway to Licensure (IPL) outlining required coursework for all GCS ACT program participants. Any core content courses needed outside of GCS ACT will be taken at a partner institution with an approved teacher education program offering licenses in the specific subject area. Candidates will be required to submit a college transcript upon completion of the course(s). Grades must be at least a “C” or better. Candidates will be fully responsible for all financial costs of these additional content courses.
5. Teachers are responsible for completion of all coursework within the maximum three-year period. The typical GCS ACT participant will complete all program requirements within 18 months.
6. Upon completion of the program, the LEA will send recommendation to DPI to issue a clear NC teaching license.

GCS ACT COURSE DESCRIPTIONS

Foundations for Teaching in Guilford County Schools

Designed for newly-hired Guilford County School lateral entry teachers and will cover the basic information needed to encourage a successful beginning to the first academic year in Guilford County Schools. Topics include instructional preparation and presentation, time management, learning expectations, evaluation, curriculum principles and planning, policies and procedures, as well as contemporary educational trends and issues.

Framework for Teaching Seminar Series I (Scheduled and coordinated by GCS)

The first Framework for Teaching Seminar will assist first-semester GCS lateral entry teachers in their transition into the education profession. New lateral entry teachers will be supported through a series of orientation sessions, seminars, symposiums, and mentor services. Included topics will be skills-based and time-sensitive.

Framework for Teaching Seminar Series II (Scheduled and coordinated by GCS)

The second Framework for Teaching Seminar will extend the support to second-semester GCS lateral entry teachers as they continue to transition into the education profession. New lateral entry teachers will be supported through a series of orientation sessions, seminars, symposiums, and mentor services. Included topics will be skills-based and time-sensitive.

Classroom Leadership and Management

This course is designed for Guilford County School Lateral Entry teachers and is *mandatory for all ACT program participants*. Competencies in motivating and increasing student learning through the development of positive interpersonal relationships in the classroom, effective classroom organization and instruction, and altering unproductive student behavior will be addressed. In this course, lateral entry teachers will reflect on previous behavior management strategies used and develop and/or improve behavior management plans for use in their classrooms that are cohesive with the given school's behavior code.

Meeting the Needs of Diverse Learners

This course is designed for Guilford County School Lateral Entry teachers. This course will provide lateral entry teachers with a broad sense of knowledge and skills that will facilitate their effectiveness in meeting the needs of diverse learners through appropriate instructional, curricular, and behavioral strategies. Topics include discussions of how culture, language, socio-economic status, special needs, religion, gender, and sexual orientation affect teaching and learning.

Designing Effective Teaching and Learning Experiences

This course is designed for Guilford County School Lateral Entry teachers. This course is a study of the teaching and learning process within the school environment. Topics include the evaluation of teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts; discussions on how curricular materials can be designed and used to enhance student learning and motivation; classroom organization for engaging learning experiences; and age-appropriate teaching strategies.

Facilitating Learning Using Best Practices

This course is designed for Guilford County School Lateral Entry teachers. This course provides lateral entry teachers an introduction to learning theory, learning styles, multiple intelligences, and motivational factors involved in the learning process. Proven best practices for teaching will be discussed and methods for applying these to practical classroom situations will be demonstrated.

Using Data to Inform Instructional Decisions

This course is designed for Guilford County School Lateral Entry teachers. This course will address methods appropriate for assessing students' individual learning needs in an assessment- and performance-based curriculum, and constructing, implementing, and evaluating, short- and long-term instructional plans in specific content area(s) to meet those needs. Lateral entry teachers will learn how to select, construct, score, analyze and interpret assessments. Topics include basic principles and practical applications of educational testing, writing test questions, constructing test forms, and analyzing test data.

**GUILFORD COUNTY SCHOOLS ALTERNATIVE CERTIFICATION TRACK
PROGRAM OF STUDY**

SEQUENCE	COURSE NAME	COURSE LENGTH	COURSE TIMES	TOTAL COURSE HOURS	AUDIENCE
SUMMER I	Foundations of Teaching and Learning	10 Summer Days July 28-August 8	9:00-2:30	40	All GCS ACT Teachers
FALL	Frameworks for Success I	5 Saturdays Fall 2008	8:30-3:30	30	All GCS ACT Teachers
SPRING	Frameworks for Success II	5 Saturdays Spring 2009	8:30-3:30	30	All GCS ACT Teachers
SUMMER II* (in sequence)	Classroom Leadership and Management	5 Summer Days June 2009	8:30-3:30	30	Prescribed in Plan of Study
	Meeting the Needs of Diverse Learners	5 Summer Days June 2009	8:30-3:30	30	Prescribed in Plan of Study
	Designing Effective Teaching and Learning Experiences	5 Summer Days July 2009	8:30-3:30	30	Prescribed in Plan of Study
	Facilitating Learning Using Best Practices	5 Summer Days July 2009	8:30-3:30	30	Prescribed in Plan of Study
	Using Data to Inform Instructional Decisions	5 Summer Days July 2009	8:30-3:30	30	Prescribed in Plan of Study
	TOTALS		45 DAYS		250

*Summer II courses are assigned during the end-of-year portfolio review conference. At this time, if a GCS ACT teacher has shown *exceptional* mastery of an NC Professional Teaching Standard as demonstrated through artifacts, evidences, evaluations, mentor recommendation, and principal recommendation, s/he could potentially be exempted from an *individual* Summer II course.

GCS ACT INDIVIDUAL PATHWAY TO LICENSURE (IPL)

Teacher Name:	Social Security: xxx-xx- _____
School:	Site Based Mentor:
Licensure Area:	GCS ACT Start Date:
Praxis II Completion Requirement: <input type="checkbox"/> Before Program <input type="checkbox"/> After Program	Additional Semester Hours of Content Coursework Needed: _____ (attached)

Foundations and the Framework Seminar Series are seminal to lateral entry success and are required for all GCS ACT participants. At the completion of your first year of teaching, your Licensure Specialist will meet with you to design your Building Blocks experience. At that time, the Licensure Specialist may recommend exempting additional coursework based upon your receipt of a rating of “accomplished” or above on individual standards and principal recommendations.

GCS ACT is aligned with the North Carolina Professional Teaching Standards:

1. Teachers demonstrate leadership
2. Teachers establish a respectful environment for a diverse population of students
3. Teachers know the content they teach
4. Teachers facilitate the learning for their students
5. Teachers reflect on their practice

REQUIRED	DATE	PROGRAM COMPONENT	NC PROFESSIONAL TEACHING STANDARDS					FACE TO FACE HOURS	COST
			1	2	3	4	5		
■	Summer I	Foundations- GTCC	1	2		4		40	\$63
■	Fall	Framework for Teaching I Seminar Series- GCS	1	2	3	4	5	30	\$0
■	Spring	Framework for Teaching II Seminar Series- GCS	1	2	3	4	5	30	\$0
■	May/June	IPL Review and Final Phase Planning Session with Licensure Specialist- GCS						1	\$0

PHASE II: BUILDING BLOCKS

	Summer II	Classroom Leadership and Management- GTCC	1					30	\$63
		Meeting the Needs of Diverse Learners- GTCC		2				30	\$63
		Designing Effective Teaching and Learning Experiences- GTCC			3			30	\$63
		Facilitating Learning Using Best Practices- GTCC				4		30	\$63
		Using Data to Inform Instructional Decisions- GTCC					5	30	\$63

PROGRAM SUMMARY

251

\$378

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Twenty-First Century Professionals

Category: Teacher Education

Policy ID Number: TCP-B-010

Policy Title: Policy Defining Innovative/Experimental Programs for Lateral Entry Teacher Licensure

Current Policy Date: 08/01/2007

Other Historical Information: Previous board date:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

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

INNOVATIVE/EXPERIMENTAL PROGRAMS FOR LATERAL ENTRY TEACHER LICENSURE

- (a) An innovative/experimental program for lateral entry teacher licensure is an alternative to the regular approved program and involves public schools, the Department of Public Instruction, and the NC Professional Teaching Standards Commission in the planning and implementation of programs.
- (b) A school system, community college, or college/university shall receive approval by the SBE before it implements an alternative program. The Department of Public Instruction shall issue a license to all individuals who complete these approved programs who are recommended by the school system, community college, or college/university and who otherwise meet licensure requirements.
- (c) When the Department of Public Instruction receives a proposal to establish an alternative program, it will review the proposal in consultation with the NC Professional Teaching Standards Commission, including making on-site visits with agencies as required. The State Evaluation Committee on Teacher Education will review the proposal and information from the on-site visit and recommend to the SBE whether or not the proposed program should be approved.
- (d) The SBE may approve programs which meet the following standards:
 - (1) The program is planned, developed, implemented and evaluated by a school system, or by a community college/college/university in conjunction with a school system and has been reviewed by the State Evaluation Committee on Teacher Education. The proposed innovation is sound and has the potential for strengthening the preparation process for lateral entry teachers.

- (2) The program is appropriately organized and administered. There is a structure for the oversight and management of the program which ensures flexibility and accountability.
 - (3) The program has sufficient and appropriate human, fiscal, and physical resources.
 - (4) The program addresses the needs of the students.
 - (5) The program includes exit levels of competence, a procedure for recommending licensure, and a follow-up process.
 - (6) The program has clearly defined measurable expected outcomes/results.
- (e) The SBE will evaluate approved innovative/experimental programs annually based on a written report submitted by the school system or IHE and/or by an on-site State visitation team to assure that the program is preparing lateral entry teachers who can function effectively in the public schools of the State. Based on the annual report, the SBE may continue or terminate the innovative/experimental program.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2007

SESSION LAW 2007-376
SENATE BILL 1115

AN ACT DIRECTING THE STATE BOARD OF EDUCATION TO ESTABLISH A PILOT PROGRAM FOR LATERAL ENTRY TEACHERS.

The General Assembly of North Carolina enacts:

SECTION 1. The State Board of Education shall adopt policies and procedures to pilot innovative programs for lateral entry teachers. A local school administrative unit, community college, or college or university may be granted approval by the State Board of Education to pilot an innovative program for lateral entry teachers. The Department of Public Instruction shall issue a license to all individuals who complete these approved programs who are recommended by the local school administrative unit, community college, or college or university and who otherwise meet licensure requirements. The policies and procedures shall be adopted no later than December 15, 2007.

If a lateral entry teacher leaves a unit with an approved innovative program before completing the program and is hired to teach in another local school administrative unit in the State, that teacher shall receive credit for any work completed as part of the program.

SECTION 2. The State Board of Education shall report to the Joint Legislative Education Oversight Committee on the effectiveness of the pilot innovative programs by October 15, 2010. The reports shall include any recommendations regarding the continuation, expansion, or elimination of the pilot program.

SECTION 3. This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 31st 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 6:14 p.m. this 19th day of August, 2007

EXECUTIVE SUMMARY

Title: Approval/Adoption of the Teacher Evaluation Instrument

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

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

Presenter(s): Dr. Jean Williams (Vice President of Research and Evaluation, McREL [Mid-continent Research for Education and Learning]) and Ms. Carolyn McKinney (Executive Director, NC Professional Teaching Standards Commission)

Description:

In June 2007 the State Board of Education adopted new standards for the evaluation of teachers. Following adoption of the new standards, the Department of Public Instruction contracted with McREL to develop and validate a new evaluation instrument. A new instrument has been developed, piloted, and validated. The new instrument is presented for discussion this month and will be presented for approval next month.

Resources:

NA

Input Process:

McREL has been working with the NC Professional Teaching Standards Commission on the development and validation of the new instrument. The instrument was piloted in 11 school systems.

Stakeholders:

Teachers, Principals

Timeline For Action:

The new evaluation instrument is presented for discussion this month and will be presented for approval next month. Pending Board approval, the new instrument will be implemented in 13 LEAs (selected on a volunteer basis) in the 2008-09 school year. It will be implemented in half of the remaining LEAs in the 2009-10 school year and the remaining LEAs in the 2010-2011 school year.

Recommendations:

It is recommended that the Board approve the proposed new evaluation instrument for teachers.

Audiovisual equipment requested for the presentation:

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

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

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

**LEAs Implementing the New Evaluation Instrument
in the 2008-09 School Year**

<u>LEAs in Development Pilot</u>	<u># of schools</u>
Alexander	10
Alleghany	4
Camden	4
Cherokee	14
Elkin City	3
Iredell/Statesville	34
Wilson	<u>23</u>
	92

<u>LEAs not in Development Pilot</u>	<u># of schools</u>
Hertford	5
Jones	6
Orange	13
Rutherford	18
Scotland	22
Newton-Conover	<u>7</u>
	71

North Carolina Teacher Evaluation System

Rubric for Evaluating Teachers

The following rubric was developed to align with and exemplify the North Carolina Professional Teaching Standards approved by the North Carolina State Board of Education on June 6, 2007. The rubric is designed to be used in conjunction with the standards descriptions and is accompanied by a form to aid principals in conducting teacher observations as well as a teacher self-assessment tool and a form to summarize the ratings of the principal and teacher. These materials form the core of the North Carolina Teacher Evaluation process.

Teachers' performance will be noted on one of four levels: *Developing*, *Proficient*, *Accomplished* or *Distinguished*. These levels are cumulative across the rows of the rubric. The *developing* teacher exemplifies the skills expected of a teacher who is new to the profession or an experienced teacher who is working in a new content area or grade level, or a new skill.

A "*proficient*" teacher must exhibit the skills and knowledge described under the "*developing*" header as well as those under "*proficient*." Likewise, a "*distinguished*" teacher exhibits all of the skills and knowledge described for that element, or across the entire row. Occasionally, a teacher might not demonstrate evidence of proficiency on a particular element. In that case the column: *Not Evident/ Not demonstrated* would be selected. A principal would use this option if, during an observation, the lesson did not lend itself to a demonstration of a particular skill or knowledge. This column may also be used to document evidence that a teacher is performing at a level below expectations or below standard. If that column is chosen, then a comment must be made as to why it was selected.

Draft

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Rubric for Evaluating Teachers

Standard 1: Teachers demonstrate leadership

Observation	Self-Assessment	a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.				
		Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
✓	✓	Understands how they contribute to students graduating from high school.	...and Takes responsibility for the progress of students to ensure that they graduate from high school.	...and Communicates to students the vision of being prepared for life in the 21 st century.	...and Encourages students to take responsibility for their own learning.	
	✓	Uses data to understand the skills and abilities of students.	Provides evidence of data driven instruction throughout all classroom activities. Establishes a safe and orderly classroom.	Evaluates student progress using a variety of assessment data. Creates a classroom culture that empowers students to collaborate.	Uses classroom assessment data to inform program planning. Empowers and encourages students to create and maintain a safe and supportive school and community environment.	
		b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.				
✓	✓	Attends professional learning community meetings.	...and Participates in professional learning community.	...and Assumes a leadership role in professional learning community	...and Collaborates with colleagues to improve the quality of learning in the school.	
	✓	Displays awareness of the goals of the school improvement plan.	Participates in developing and/or implementing the school improvement plan.	Collaborates with school personnel on school improvement activities.	Assumes a leadership role in implementing school improvement plan throughout the building.	

Observation	Self-Assessment	c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working relationships in the school. They actively participate in and advocate for the decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
		Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
✓	Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	...and Contributes to the: <ul style="list-style-type: none"> • improvement of the profession through professional growth. • establishment of positive working relationships • school's decision-making processes as required. 	...and Promotes positive working relationships through professional growth activities and collaboration.	...and Seeks opportunities to lead professional growth activities and decision-making processes.		
		d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiative to improve the education of students.				
✓	Knows about the policies and practices affecting student learning.	...and Supports positive change in policies and practices affecting student learning.	...and Participates in developing policies and practices to improve student learning.	...and Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.		
		e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the <i>Code of Ethics for North Carolina Educators</i> (effective June 1, 1997) and the <i>Standards for Professional Conduct</i> adopted April 1, 1998. (www.ncptsc.org)				
✓	Understands the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>and Demonstrates ethical behavior through adherence to the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>and Knows and upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>and Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and encourages others to do the same.		

Examples of Artifacts:

- Lesson Plans
- School Improvement Planning
- Participation In The Teacher Working Condition Survey
- Surveys
- Journals
- Service on Committees
- Professional Learning Communities
- National Board Certification
- Student Handbooks
- Relevant Data
- Membership In Professional Organizations
- Discipline Records
- Student Work
- Class Rules And Procedures
- Formal and Informal Mentoring

Draft

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

Observation	Self-Assessment	a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers provide an environment for student learning that is inviting, respectful, supportive, inclusive, and flexible.				
		Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
✓		Appreciates and understands the need to establish nurturing relationships.	...and Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	...and Maintains a positive and nurturing learning environment.	...and Encourages and advises others to provide a nurturing and positive learning environment for all students.	
		b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. Teachers strive to understand how a student’s culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.				
✓		Acknowledges that diverse cultures impact the world.	...and Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	...and Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	...and Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.	
✓		Demonstrates awareness of the diversity of students in the classroom.	...and Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student’s development and attitudes.	...and Consistently incorporates different points of view in instruction.	...and Capitalizes on diversity as an asset in the classroom.	
		c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contribution of each student in the learning environment by building positive, appropriate relationships.				
✓		Holds high expectations of students.	...and Communicates high expectations for all students.	...and Encourages and values contributions of students, regardless of background or ability.	...and Helps students hold high expectations for themselves and their peers.	

Observation	Self-Assessment	d. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.				
		Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
✓		Recognizes that students have a variety of learning needs.	...and Collaborates with specialists who can support the special learning needs of students.	...and Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.	...and Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.	
✓		Is knowledgeable of effective practices for students with special needs.	...and Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.	...and Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	...and Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.	
		e. Teachers work collaboratively with the families and significant adults in the lives of their students Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school, the home, and the community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students..				
	✓	Responds to family and community concerns.	...and Communicates and collaborates the home, and community for the benefit of students.	...and Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	...and Promotes trust and understanding throughout the school community.	

Examples of Artifacts:

- Student profiles
- Student surveys
- Cooperate with ESL teachers
- Lessons that integrate international content
- Documentation of referral data and use of IEPs
- Communications with parents/ community
- Professional development on cultural attitudes and awareness.
- Use of technology to incorporate cultural awareness into lessons

Standard 3: Teachers know the content they teach

Observation	Self-Assessment	a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> . In order to enhance the <i>North Carolina Standard Course of Study</i> , teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills.				
		Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.				
		Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
✓		Demonstrates an awareness of the <i>North Carolina Standard Course of Study</i> and references it in the preparation of lesson plans.	...and Understands the <i>North Carolina Standard Course of Stud</i> , uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.	...and Develops and applies strategies based on the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.	...and Assists colleagues in applying such strategies in their classrooms.	
✓		<i>Elementary</i> : Begins to integrate literacy instruction in selected lessons.	...and <i>Elementary</i> Integrates effective literacy instruction throughout the curriculum.	...and <i>Elementary</i> Evaluates and reflects upon the effectiveness of literacy instruction.	...and <i>Elementary</i> Makes necessary changes to instructional practice to improve student learning.	
✓		<i>Secondary</i> : Recognizes the importance of integrating literacy strategies within the content areas.	...and <i>Secondary</i> Incorporates a wide variety of literacy skills within content areas to enhance learning.	...and <i>Secondary</i> Evaluates and reflects upon the effectiveness of literacy instruction within content areas.	...and <i>Secondary</i> Makes necessary changes to instructional practice to improve student learning.	
		b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.				
✓		Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	...and Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	...and Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	...and Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.	

Draft

Observation	Self-Assessment	c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the <i>North Carolina Standard Course of Study</i> . Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.				
		Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
✓		Understand the links between grade/subject and the <i>North Carolina Standard Course of Study</i>and Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i>and Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i> . Relates content to other disciplines.	...and Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.	
✓		Displays global awareness.	...and Promotes global awareness and its relevance to the subjects.	...and Integrates global awareness activities throughout lesson plans and classroom instructional practices.	...and Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.	
		d. Teachers make instruction relevant to students. Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the <i>North Carolina Standard Course of Study</i> and 21st Century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.				
✓		Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21 st century.	...and Identifies relationships between the core content and 21st Century content.	...and Integrates core content and 21st Century content throughout lesson plans and classroom instructional practices.	...and Deepens students' understandings of 21st Century skills and helps them make their own connections and develop new skills.	

Examples of Artifacts:

- Display of creative student work
- Use of Standard Course of Study
- Lesson Plans
- Content Standards

Standard 4: Teachers facilitate learning for their students

Observation	Self-Assessment	a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.				
		Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
✓		Understands developmental levels of students and recognizes the need to differentiate instruction.	...and Understands developmental levels of students and appropriately differentiates instruction.	...and Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.	...and Encourages and guides colleagues to adapt instruction to align with students' developmental levels.	
✓			...and Assesses resources needed to address strengths and weakness of students.	...and Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.	...and Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.	
		b. Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.				
✓		Recognizes data sources important to planning instruction.	...and Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	...and Monitors student performance and responds to individual learning needs in order to engage students in learning.	...and Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.	

Draft

Observation	Self-Assessment	c. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.				
		Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
✓		Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	...and Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	...and Ensures the success of all students through the selection and utilization of appropriate methods and materials.	...and Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.	
		d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.				
✓		Assesses effective types of technology to use for instruction.	...and Demonstrates knowledge of how to utilize technology in instruction.	...and Integrates technology with instruction to maximize student learning.	...and Provides evidence of student engagement in higher level thinking skills through the integration of technology.	
		e. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions; think creatively; develop and test innovative ideas; synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.				
✓		Understands the importance of developing students' critical-thinking and problem solving skills.	...and Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.	...and Teaches students the processes needed to: <ul style="list-style-type: none"> • think creatively and critically, • develop and test innovative ideas, • synthesize knowledge, • draw conclusions, • exercise and communicate sound reasoning, • understand connections, • make complex choices, and • frame, analyze and solve problems. 	...and Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.	

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Observation	Self-Assessment	f. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.				
		Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
✓		Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	...and Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	...and Encourages students to create and manage learning teams.	...and Foster the development of student leadership and teamwork skills to be used beyond the classroom.	
		g. Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.				
✓		Demonstrates the ability to effectively communicate with students.	...and Uses a variety of methods for communication with all students.	...and Creates a variety of methods to communicate with all students. (was old Distinguished).	...and Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.	
✓		Provides opportunities for students to articulate thoughts and ideas.	...and Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	...and Establishes classroom practices, which encourage all students to develop effective communication skills.	...and Establishes school-wide and grade appropriate vehicles, such as speech contests or student seminars, to encourage students throughout the school to develop effective communication skills.	

Draft

Observation	Self-Assessment	h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions.				
		Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
✓		Uses indicators to monitor and evaluate student progress.	...and Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.	...and Uses the information gained from the assessment activities to improve teaching practice and student learning.	...and Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning.	
✓		Assesses students in the attainment of 21st Century knowledge, skills, and dispositions.	...and Provides evidence that students attain 21 st century knowledge, skills and dispositions.	...and Provides opportunities for students to assess themselves and others.	...and Encourages and guides colleagues to assess 21 st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.	

Examples of Artifacts:

- Lesson Plans
- Documentation of differentiated instruction
- Display of technology used
- Materials used to promote critical thinking and problem solving
- Professional Development
- Collaborative Lesson Planning
- Use of student learning teams

Standard 5: Teachers reflect on their practice

Observation	Self-Assessment	a. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.				
		Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
✓		Recognizes the need to improve student learning in the classroom.	...and Provides ideas about what can be done to improve student learning in their classroom.	...and Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.	...and Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.	
		b. Teachers link professional growth to their professional goals. Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.				
✓		Understands the importance of professional development.	...and Participates in professional development aligned with professional goals.	...and Participates in professional development activities aligned with goals and student needs.	...and Applies and implements knowledge and skills attained from professional development consistent with its intent.	
		c. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.				
✓		Is knowledgeable of current research-based approaches to teaching and learning.	...and Considers and uses a variety of research-based approaches to improve teaching and learning.	...and Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.	...and Adapts professional practice based on data and evaluates impact on student learning.	

Examples of Artifacts:

- Lesson plans
- Completion of professional development
- Formative assessments
- Participation in professional learning community
- Student work
- Formative and summative assessment data
- Professional growth plan

EXECUTIVE SUMMARY

Title: Licensing Physical Education and Health Teachers

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

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

Presenter(s): Ms. Nadine Ejire (Assistant Chief, Licensure Section) and Ms. Helga Fasciano (Section Chief K-12 Program Areas)

Description:

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

Resources:

NA

Input Process:

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

Stakeholders:

Physical Education and Health teachers

Timeline For Action:

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

Recommendations:

It is recommended that the Board approve: 1) the addition of a license area in physical education and health and 2) that the Board authorize Licensure to issue individuals who hold licenses in physical education the new license in physical education and health upon the recommendation of the employing LEA.

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: ~~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, 12/06/2007, 02/07/2008, 04/03/2008

Statutory Reference:

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

Administrative Procedures Act (APA) Reference Number and Category:

POLICIES ON GENERAL LICENSURE REQUIREMENTS

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

1.00 Licensure Required

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

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

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

Current license areas issued by the Department are:

Administrative

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

Student Services

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

Teaching Areas

Elementary

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

Middle Grades

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

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

Secondary (9-12)

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

Special Subjects (K-12)

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

*May be issued to individuals who hold a license in physical education upon the recommendation of the employing LEA.

Career-Technical Education

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

++ endorsements

^ no longer issued

Exceptional Children

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

1.60 Endorsement

An endorsement is an attachment to a full license area, which allows the individual to teach a specific subject on a half-time or less basis. Endorsements shall be issued by the Department of Public Instruction based on a minimum of eighteen semester hours in the specific content area.

Effective June 30, 2006, endorsements will no longer be issued in and can not be used for teaching at the elementary grades level or at the middle and high school levels in license areas required for teaching the core academic subjects.

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

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

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

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

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