

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 was presented for discussion last month and is presented for approval this 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 was presented for discussion last month and is presented for approval this 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.

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

*Person responsible for SBE agenda materials and SBE policy updates: 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>
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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 may exemplify 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 who needs a new skill in order to meet the standard.

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 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.

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 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.	Evaluates student progress using a variety of assessment data.	Uses classroom assessment data to inform program planning.	
✓	✓		Establishes a safe and orderly classroom.	Creates a classroom culture that empowers students to collaborate.	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 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
- Journals
- Student Handbooks
- Student Work
- School Improvement Planning
- Service on Committees
- Relevant Data
- Class Rules And Procedures
- Participation In The Teacher Working Condition Survey
- Professional Learning Communities
- Membership In Professional Organizations
- Formal and Informal Mentoring
- Surveys
- National Board Certification
- Discipline Records

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 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.	

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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 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 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.	
✓		<u>Elementary</u> : Begins to integrate literacy instruction in selected lessons.	...and <u>Elementary</u> Integrates effective literacy instruction throughout the curriculum.	...and <u>Elementary</u> Evaluates and reflects upon the effectiveness of literacy instruction.	...and <u>Elementary</u> Makes necessary changes to instructional practice to improve student learning.	
✓		<u>Secondary</u> : Recognizes the importance of integrating literacy strategies within the content areas.	...and <u>Secondary</u> Incorporates a wide variety of literacy skills within content areas to enhance learning.	...and <u>Secondary</u> Evaluates and reflects upon the effectiveness of literacy instruction within content areas.	...and <u>Secondary</u> 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.	

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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 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 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.	
		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.				
✓		Demonstrates awareness of the variety of methods and material s 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.	

Observation	Self-Assessment	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.				
		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓		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.	
		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.				
✓		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.	

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Draft

Observation	Self-Assessment	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.				
		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓		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.	...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 to encourage students throughout the school to develop effective communication skills.	
		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.				
✓		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 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

10

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Type of Executive Summary:

- Action Action on First Reading Discussion Information

Policy Implications:

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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 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.	Evaluates student progress using a variety of assessment data.	Uses classroom assessment data to inform program planning.	
✓			Establishes a safe and orderly classroom.	Creates a classroom culture that empowers students to collaborate.	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 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
- Journals
- Student Handbooks
- Student Work
- School Improvement Planning
- Service on Committees
- Relevant Data
- Class Rules And Procedures
- Participation In The Teacher Working Condition Survey
- Professional Learning Communities
- Membership In Professional Organizations
- Formal and Informal Mentoring
- Surveys
- National Board Certification
- Discipline Records

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 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.	

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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 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 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.	
✓		<u>Elementary</u> : Begins to integrate literacy instruction in selected lessons.	...and <u>Elementary</u> Integrates effective literacy instruction throughout the curriculum.	...and <u>Elementary</u> Evaluates and reflects upon the effectiveness of literacy instruction.	...and <u>Elementary</u> Makes necessary changes to instructional practice to improve student learning.	
✓		<u>Secondary</u> : Recognizes the importance of integrating literacy strategies within the content areas.	...and <u>Secondary</u> Incorporates a wide variety of literacy skills within content areas to enhance learning.	...and <u>Secondary</u> Evaluates and reflects upon the effectiveness of literacy instruction within content areas.	...and <u>Secondary</u> 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.	

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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 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 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.	
		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.				
✓		Demonstrates awareness of the variety of methods and material s 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.	

Observation	Self-Assessment	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.				
		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓		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.	
		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.				
✓		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.	

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Draft

Observation	Self-Assessment	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.				
		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓		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.	...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 to encourage students throughout the school to develop effective communication skills.	
		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.				
✓		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 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

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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" was presented for discussion last month. With Board approval of the new license area, 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. Until the new programs are in place, and to address the current situation, it is also 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. This grandfathers individuals who have been teaching health based on a physical education license and provides a transition until the new programs are in place.

Resources:

NA

Input Process:

The proposal is based on discussions with staff in the Department of Public Instruction and concerns expressed by stakeholders.

Stakeholders:

Physical Education and Health teachers

Timeline For Action:

The proposals were presented for discussion last month and are presented for approval this 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 until the new preparation programs are implemented.

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~~ 07/01/2008

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.

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.