

EXECUTIVE SUMMARY

Title: **Rubric for Preservice School Executive: Principal Programs**

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-B-004
- 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:

In January 2008 the State Board approved a comprehensive revision of the program approval process. In the revised process, the seven-year on-site review cycle will be replaced with an annual review of evidence that candidates recommended for licensure meet the NC School Executive Standards. Staff have worked with McREL to develop an assessment instrument for preservice candidates that is aligned with the new evaluation instrument for school executives. The instrument will be used to assess both individual candidates and school executive preparation programs.

Resources:

No additional resources are requested.

Input Process:

An ad hoc committee worked with McREL on the development of the instrument. Input on the instrument was solicited from school executive preparation programs throughout the development process. In addition, several focus groups of individuals participating in the school executive evaluation training were convened to provide input on the instrument.

Stakeholders:

Preservice school executives and school executive preparation programs

Timeline For Action:

The proposed instrument was presented for discussion last month and is presented for approval this month. The revised school executive programs are expected to be operational not later than Fall 2010.

Recommendations:

That the Board approve the proposed preservice school executive candidate and program evaluation rubric.

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 SCHOOL EXECUTIVE EVALUATION RUBRIC

Preservice Candidates

Standard 1: Strategic Leadership

School executives will create conditions that result in strategically re-imagining the school’s vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

1a. School Vision, Mission and Strategic Goals: The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.								
Emerging Candidate	AND	Developing Candidate	AND	Proficient Candidate	AND	Accomplished Candidate	AND	Not Demonstrated (Comment Required)
Understands the attributes, characteristics, and importance of school vision, mission, and strategic goals; and can apply this understanding to the analysis and critique of existing school plans.	AND	Develops his/her own vision of the changing world in the 21 st century that schools are preparing children to enter.	AND	Works with others to develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff. Maintains a focus on the vision and strategic goals throughout the school year.	AND	Designs and implements collaborative processes to collect and analyze data, from the <i>North Carolina Teacher Working Conditions Survey</i> and other data sources, about the school’s progress for the periodic review and revision of the school’s vision, mission, and strategic goals.	AND	
1b. Leading Change: The school executive articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.								
Emerging Candidate	AND	Developing Candidate	AND	Proficient Candidate	AND	Accomplished Candidate	AND	Not Demonstrated (Comment Required)
Is knowledgeable of research and theory associated with school change particularly the relationship between school vision, student achievement, and organizational change.	AND	Identifies changes necessary for the improvement of student learning.	AND	Works with others to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process.	AND	Adapts/varies leadership style according to the changing needs of the school and community. Effectively communicates the impact of change.	AND	

1c. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.				
Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
Understands statutory requirements regarding the School Improvement Plan.	<p style="text-align: center;">AND</p> Works with others to facilitate the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives. Uses the <i>North Carolina Teacher Working Conditions Survey</i> and other data sources to develop a framework for the School Improvement Plan.	<p style="text-align: center;">AND</p> Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan. Works with others to systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and objectives.	<p style="text-align: center;">AND</p> Works with others to facilitate the successful implementation of the School Improvement Plan aligned to the mission and goals set by the State Board of Education and the local Board of Education.	
1d. Distributive Leadership: The school executive creates and utilizes processes to distribute leadership and decision-making throughout the school.				
Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school.	<p style="text-align: center;">AND</p> Works with others to plan and provide leadership development activities for staff members.	<p style="text-align: center;">AND</p> Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles. Works with others to encourage teachers and support staff to assume leadership and decision-making roles in the school.	<p style="text-align: center;">AND</p> Works with others to encourage staff members to accept leadership opportunities beyond the school.	

Standard 2: Instructional Leadership

School executives set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work, and the sharing of this work throughout the professional community.

2a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Comprehends literature, research, and theory associated with learning, teaching, curriculum, instruction, and assessment.</p> <p>Is knowledgeable of: the <i>North Carolina Standard Course of Study</i>, state and federal standards for accountability, and best instructional practices.</p>	AND	<p>Draws from a variety of data, including student assessment data, to identify areas of strength and weakness in learning, teaching, curriculum, and instruction.</p>	AND	<p>Works with others to ensure that the alignment of learning, teaching, curriculum, instruction, and assessment is focused to maximize student learning.</p> <p>Works with others to create a culture in which it is the responsibility of all staff to make sure that students are successful.</p> <p>Works with others to reflect on data including the <i>Teacher Working Conditions Survey</i>, IGPs, student achievement, and other appropriate sources to create staff development through professional learning communities.</p> <p>Works with others to ensure that students are provided opportunities to learn and utilize best practices in the integrated use of 21st century instructional tools, including technology, to solve problems.</p>

2b. Focus on Instructional Time: The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Understands the need for teachers to have daily planning and duty-free lunch periods.</p> <p>Is knowledgeable of legal requirements regarding teacher planning time and duty-free lunch periods.</p> <p>Is knowledgeable of designs for age-appropriate school schedules which address the learning needs of diverse student populations.</p>	<p style="text-align: center;">AND</p> <p>Analyzes/evaluates a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher.</p>	<p style="text-align: center;">AND</p> <p>Adheres to legal requirements for planning and instructional time.</p> <p>Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs.</p>	<p style="text-align: center;">AND</p> <p>Works with others to ensure that teachers have the legally required amount of daily planning and lunch periods.</p> <p>Works with others to routinely and conscientiously implement processes to protect instructional time.</p> <p>Works with others to develop schedules that provide teachers with collaborative time to promote student learning.</p>	

Standard 3: Cultural Leadership

School executives will understand and act on the understanding of the important role a school’s culture plays in contributing to the exemplary performance of the school. School executives must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A school executive must be able to “re-culture” the school if needed to align with school’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school’s efforts to achieve individual and collective goals.

3a. Focus on Collaborative Work Environment: The school executive understands and acts on the understanding of the positive role that a collaborative work environment can play in the school’s culture.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
Comprehends literature, research, and theory associated with organizational climate, particularly as it is manifested in schools.	AND	Identifies characteristics of a collaborative work environment within the school. Analyzes data from the <i>Teacher Working Conditions Survey</i> and other data sources from parents, students, teachers, and stakeholders to diagnose and evaluate the teaching and learning environment within the school.	AND	Designs strategies for achieving a collaborative and positive work environment within the school. Seeks input from the School Improvement Team and other stakeholders to make decisions. Utilizes data gained from the <i>Teacher Working Conditions Survey</i> and other sources to identify perceptions of the work environment.	AND	Utilizes a collaborative work environment predicated on site-based management and decision-making, a sense of community, and cooperation within the school. Works with others to monitor the implementation and response to school policies and provide feedback to the School Improvement Team for their consideration. Works with others to initiate changes resulting from data gained from the <i>Teacher Working Conditions Survey</i> and other sources.	

3b. School Culture and Identity: The school executive develops and uses shared vision, values and goals to define the identity and culture of the school.

Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
<p>Understands research and scholarship on school culture and its relationship with meaningful school vision, values, and goals.</p> <p>Understands the many aspects of diversity as they apply to schools and their missions.</p>	AND	<p>Articulates how a shared vision, mission, values, beliefs, and goals have defined the identity and culture of the school.</p> <p>Articulates the influences of school demographics, equity, and diversity in determining the schools' mission, vision, and goals.</p>	AND	<p>Uses shared values, beliefs and a shared vision to promote a school culture of learning and success.</p> <p>Works with others to address diversity and equity as the school develops, monitors, and adjusts the school improvement plan.</p>	AND	<p>Works with others to establish a culture of collaboration, distributed leadership, and continuous improvement in the school which guides the disciplined thought and action of all staff and students.</p> <p>Works with others to foster a commitment to diversity and equity in the instructional program.</p>	

3c. Acknowledges Failures; Celebrates Accomplishments and Rewards: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.

Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
<p>Can identify a range of criteria by which school success may be judged and with techniques that have been shown to be effective in recognizing and acknowledging both successes and failures within a school.</p>	AND	<p>Works with others to recognize the importance of acknowledging failures and celebrating accomplishments of the school and staff.</p>	AND	<p>Works with others to use established criteria for performance as the primary basis for reward and recognition.</p>	AND	<p>Works with others to recognize individual and collective contributions toward attainment of strategic goals.</p>	

3d. Efficacy and Empowerment: The school executive develops a sense of efficacy and empowerment among staff which influences the school's identity, culture, and performance.							
Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
<p>Understands the importance of building a sense of efficacy and empowerment among staff.</p> <p>Understands the importance of developing a sense of well-being among staff, students, and parents/guardians.</p>	AND	Analyzes school contexts and cultures and identifies areas of both high and low levels of staff efficacy and empowerment.	AND	<p>Identifies strategies for building a sense of efficacy and empowerment among staff.</p> <p>Identifies strategies for developing a sense of well-being among staff, students, and parents/guardians.</p>	AND	<p>Works with others to utilize a variety of activities, tools and protocols to develop efficacy and empowerment among staff.</p> <p>Works with others to actively model and promote a sense of well-being among staff, students, and parents/guardians.</p>	

Standard 4: Human Resource Leadership

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School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place which result in recruitment, induction, support, evaluation, development, and retention of high performing staff. The school executive must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/guardians, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

4a. Professional Development/Learning Communities: The school executive ensures that the school is a professional learning community.							
Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
<p>Understands the importance of developing effective professional learning communities and results-oriented professional development.</p> <p>Understands the importance of continued personal learning and professional development.</p>	AND	Analyzes a school context/community, drawing from sources including the <i>North Carolina Teacher Working Conditions Survey</i> and student achievement data, to develop concrete suggestions or strategies for professional development that reflect characteristics of, and promote the use of, professional learning communities.	AND	<p>Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development.</p> <p>Routinely participates in professional development focused on improving instructional programs and practices.</p>	AND	Works with others to facilitate opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning.	

4b. Recruiting, Hiring, Placing and Mentoring of staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Understands theories and research on the recruitment, placement, and mentoring of school staff at all levels.</p> <p>Comprehends state and federal laws or regulations related to the recruitment, placement, and mentoring of school staff.</p>	<p>AND</p>	<p>Using a variety of data at the school level:</p> <ul style="list-style-type: none"> • Identifies school needs in recruiting new teachers and staff. • Identifies school needs in hiring new teachers and staff • Identifies school needs in placing new teachers and staff. • Identifies school needs in mentoring new teachers and staff. <p>AND</p>	<p>Supports, mentors, and coaches staff members and emerging teacher leaders.</p> <p>AND</p>	<p>Works with others to guide the learning community in establishing and implementing data-based goals for enhancing recruitment, employment, retention, mentoring, professional development, and support of all teachers and staff</p>

4c. Teacher and Staff Evaluation: The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Understands multiple tools and approaches to the evaluation of school staff.</p>	<p>AND</p>	<p>Demonstrates ability to adhere to legal requirements for teacher and staff evaluation.</p> <p>AND</p>	<p>Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice.</p> <p>Works with others to implement district and state evaluation policies in a fair and equitable manner.</p> <p>AND</p>	<p>Works with others to utilize multiple assessments to evaluate teachers and other staff members.</p> <p>Works with others to evaluate teachers and other staff in a fair and equitable manner and utilize the results of evaluations to improve instructional practice.</p>

Standard 5: Managerial Leadership

School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem-solving, communicating expectations, and scheduling that result in organizing the work routines in the building. The school executive must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of every day life is critical for staff to be able to focus its energy on improvement.

5a. School Resources and Budget: The school executive establishes budget processes and systems which are focused on, and result in, improved student achievement.										
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)		
Is knowledgeable of ethical budgeting and accounting procedures. Understands the school-based budgeting process as it relates to district, state, and federal guidelines.		AND	Works with others to utilize input from staff to establish funding priorities and a balanced operational budget for school programs and activities.		AND	Works with others to incorporate the input of the School Improvement Team in budget and resource decisions. Works with others to use feedback and data to assess the success of funding and program decisions.		AND	Works with others to design transparent systems to equitably manage human and financial resources.	
5b. Conflict Management and Resolution: The school executive effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.										
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)		
Understands factors that affect conflict and conflict resolution, and is aware of multiple strategies that can be used to resolve or manage conflict in a school setting.		AND	Demonstrates awareness of potential problems and/or areas of conflict within the school that affect students' learning and achievement.		AND	Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement.		AND	Works with others to provide opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues, particularly those that affect student achievement. Works with others to discuss with staff and implement solutions to address potentially discordant issues.	

5c. Systematic Communication: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
Understands the importance of open, effective communication in the operation of the school.	<p>AND</p> <p>Works with others to routinely involve the school improvement team in school wide communications processes.</p> <p>Works with others to design a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community.</p>	<p>AND</p> <p>Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community.</p> <p>Works with others to provide information in different formats in multiple ways through different media in order to ensure communication with all members of the community.</p>	<p>AND</p> <p>Works with others to ensure that all community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals.</p>	

5d. School Expectations for Students and Staff: The school executive develops and enforces expectations, structures, rules, and procedures for students and staff.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Understands the importance of clear expectations, structures, rules, and procedures for students and staff.</p> <p>Understands district and state policy and law related to student conduct, etc.</p>	<p>AND</p> <p>Works with others to collaboratively develop clear expectations, structures, rules, and procedures for students and staff through the School Improvement Team.</p>	<p>AND</p> <p>Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.</p> <p>Works with others to effectively implement district rules and procedures.</p>	<p>AND</p> <p>Works with others to systematically monitor issues around compliance with expectations, structures, and rules.</p> <p>Uses staff and student input to resolve issues related to expectations, structures, and rules.</p> <p>Works with others to regularly review the need for changes to expectations, structures, and rules.</p>	

Standard 6: External Development Leadership

A school executive will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community, and business representatives to participate as “stockholders” in the school such that continued investment of resources and good will are not left to chance.

6a. Parent and Community Involvement and Outreach: The school executive designs structures and processes which result in parent and community engagement, support and ownership for the school.										
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)		
Understands theory and research on parental and community engagement in schools, and can apply this both to the analysis/examination of school settings and to development of concrete strategies for improving involvement.		AND	Interacts with, and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school.		AND	Works with others to engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school.		AND	Works with others to implement processes that empower parents/guardians and all community stakeholders to make significant decisions.	
			Identifies the positive, culturally-responsive traditions of the school and community.							
6b. Federal, State and District Mandates: The school executive designs protocols and processes in order to comply with federal, state, and district mandates.										
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)		
Is knowledgeable of applicable federal, state, and district mandates. Understands district goals and initiatives directed at improving student achievement.		AND	Works with others to design protocols and processes to comply with federal, state, and district mandates.		AND	Works with others to ensure compliance with federal, state, and district mandates.		AND	Explains federal, state, and district mandates for the school community so that such mandates are viewed as opportunities for improvement within the school.	
			Works with others to develop strategies for implementing district initiatives directed at improving student achievement.			Continually assesses the progress of district initiatives and reports results to district-level decision-makers. Works with others to implement district initiatives directed at improving student achievement.			Works with others to develop district goals and initiatives directed at improving student achievement.	

Standard 7: Micro-political Leadership

School executives will build systems and relationships that utilize the staff’s diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence in order to realize the school’s vision for success. The executive will also creatively employ an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.

7a. School Executive Micro-political Leadership: The school executive develops systems and relationships to leverage staff expertise and influence in order to affect the school’s identity, culture, and performance.									
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
Understands theories of leadership and interpersonal relations that are relevant and can be applied by the effective school executive.	AND	Develops strategies to maintain high visibility and easy accessibility throughout the school.	AND	Works with others to build systems and relationships that utilize the staff’s diversity, ideological differences, and expertise to realize the school’s goals.	AND	Works with others to employ an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.			
Understands ethical leadership and the principles of fairness and equity as they apply to people, processes, and resources in schools.		Is aware of the expertise, power and influence of staff members, and demonstrates sensitivity to their personal and professional needs.							

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. Paula Collins and Dr. Kathy Sullivan (Senior Policy Advisors, Office of the State Board of Education)

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 “*health and physical education*” is presented for discussion. If approved by the Board, standards for *health and physical education* 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 the DPI Licensure Section to issue the new license to physical education teachers who meet the requirements detailed in the proposal. Additional clarification has been inserted into the proposed policy since last month (p.4).

Resources:

NA

Input Process:

The proposal is based on discussions with staff in the Department of Public Instruction. Feedback has been 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 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 *health and physical education* and 2) that the Board authorize the DPI Licensure Section to issue the new license to physical education teachers who meet the requirements detailed in the proposal.

Audiovisual equipment requested for the presentation:

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

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

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

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

Policy Identification

Priority: Twenty-First Century Professionals

Category: Licensure

Policy ID Number: TCP-A-001

Policy Title: Policies on General Licensure Requirements

Current Policy Date: ~~04/03/2008~~ 10/02/2008

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)
[Health and Physical Education \(K-12\)](#)
Safety and Driver Education
Speech Communication (K-12)
ESL (K-12)
Reading (K-12)
American Sign Language (K-12)
French (K-12)
Spanish (K-12)
German (K-12)
Japanese (K-12)
Russian (K-12)
Computer Education++ (K-12)
Junior ROTC

Career-Technical Education

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

++ endorsements

^ 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

1.40 In Field/Out-of-Field Assignments

All professional assignments shall be in the area of an individual's license. Any teaching assignment, other than remedial that is outside a person's area of licensing is considered to be "out-of-field." The LEA may assign any licensed teacher who is the best qualified to teach remedial

courses, regardless of licensure area.

The superintendent or personnel officer of the LEA must submit to the Licensure Section requests for provisional licensure to qualified individuals to cover out-of-field assignments. Effective June 30, 2006, provisional licenses will no longer be issued for the elementary grades level or at the middle and high school levels in license areas required for teaching the core academic subjects.

Individuals with a clear NC teaching license who have been teaching out-of-field in a subject area for a minimum of three years may be issued a clear license in that subject area based on the recommendation of the employing LEA and principal, and completion of one of the following:

- (a) the NC HOUSSE in the subject area; or
- (b) 24 semester hours in the subject area; or
- (c) the Praxis II exam(s) required for the subject area.

This includes individuals who have been teaching out-of-field on a provisional license.

Upon the recommendation of the employing LEA, individuals who are licensed to teach physical education and assigned to teach health may be issued the *Health and Physical Education K-12* license based on the following:

- (a.) one year of successful teaching of health in the public schools and
- (b.) completion of three renewal credits in health education completed through a recognized health education services provider, such as but not limited to, professional development/courses provided by universities, the Department of Public Instruction, the Department of Public Health, the NC School Health Training Center, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and LEA designed inservice conducted by a licensed health educator.

This provision for being issued a license in *Health and Physical Education K-12* expires June 30, 2012.

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: Teacher 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 -004, and TCP-C-006
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other

Presenter(s): Carolyn McKinney (Executive Director, NC Professional Teaching Standards Commission)

Description:

In June 2007 the State Board of Education adopted new standards presented by the NC Professional Teaching Standards Commission 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 approved at the June 2008 State Board meeting. Related policies that would require teachers 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 are presented for discussion this month.

Resources:

NA

Input Process:

The proposed policies reflect discussion with the North Carolina Professional Teaching Standards Commission and focus groups conducted by McREL. They also reflect alignment with the School Executive: Principal evaluation policies adopted by the State Board.

Stakeholders:

Teachers, Principals, Superintendents

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 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)

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Twenty-First Century Professionals

Category: Qualifications and Evaluation

Policy ID Number: TCP-C-004

Policy Title: Policy ~~establishing the Teacher Performance Appraisal Process adopting the North Carolina Teachers Evaluation Rubric and Process for Teacher Evaluation~~

Current Policy Date: ~~11/05/1998~~ ~~09/11/2008~~ ~~10/02/2008~~

Other Historical Information: Previous Board dates: 07/07/1987, 07/11/1996, ~~11/05/1998~~

Statutory Reference: GS 115C-333

Administrative Procedures Act (APA) Reference Number and Category:

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

Process:

~~(a) — All initially licensed and probationary status teachers will have three observations conducted by a school administrator and one by a teacher and a summative appraisal conducted on an annual basis.~~

~~(b) — Local school administrative units may develop alternative evaluation approaches for teachers and administrators who have attained career status.~~

~~(cb) — Whenever deemed necessary and appropriate, the local school administrative unit may conduct more than three observations for select personnel.~~

~~(c) — Effective with the 2008-09 school year, teachers in 13 North Carolina LEAs will be evaluated using the North Carolina Teacher Evaluation Rubric. At least half of the remaining districts will implement the new system beginning in 2009-2010. In 2010-2011 school year, all teachers in North Carolina will be evaluated using the new system.~~

Purpose

~~The intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee (hereinafter "principal") will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).~~

A local board shall use the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process.

Process

The North Carolina Teacher Evaluation Process shall include the following components:

Component 1: Orientation Training

Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

Component 2: Orientation

During an orientation session at the beginning of each Within two weeks of a teacher's first day of work in any school year, the principal will provide each the teacher who is scheduled to be evaluated during that school year with: with a copy of or directions for obtaining access to a copy of:

- A. A copy of tThe Rubric for Evaluating North Carolina Teachers;
- B. A copy of tThis policy; and
- C. A schedule for completing all the components of the evaluation process required for that teacher.

Copies may be provided by electronic means. For teachers employed after the beginning of the school year, the required orientation must be completed within two weeks of employment.

Component 23: Teacher Self-Assessment

Using the Rubric for Evaluating North Carolina Teachers, he or she shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 34: Pre-Observation Conference

The first observation shall be a formal, announced observation. Before the first observation, the principal shall meet with the teacher to discuss the teacher's self- assessment based on the Rubric for Evaluating North Carolina Teachers, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

Component 45: Observations

- A. A formal observation shall last at least forty-five minutes or an entire class period, which ever is shorter.
- B. Probationary Teachers
 - 1. The principal shall conduct at least three formal observations of all probationary teachers.
 - 2. A peer shall conduct one formal observation of a probationary teacher.
- C. Career Status Teachers
 - 1. During the year in which a career status teacher participates in a summative evaluation, the principal shall conduct three observations. LEAs shall establish an evaluation cycle for career teachers. The principal may adjust the schedule for the summative evaluation of a career teacher whenever it is deemed necessary.
 - 2. At least one observation shall be a formal observation. During the year in which a career status teacher participates in a summative evaluation, the principal shall conduct at least three observations.

During observations, the principal and peer (in the case of a probationary teacher) shall note the teacher's performance in relationship to of the applicable Standards on the Rubric for Evaluating North Carolina Teachers.

Component 56: Post-Observation Conference

The principal shall conduct a post-observation conference no later than three ten school days after the observation. During the post-observation conference, the principal and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

Component 67: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Professional Growth Plan, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric.

At the conclusion of the North Carolina Teacher Evaluation Process, the principal shall:

- A. Give a rating for each Element in the Rubric;
- B. Make a written comment on any Element marked "Not Demonstrated";
- C. Give an overall rating of each Standard in the Rubric;
- D. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;
- E. Review the completed Teacher Summary Rating Form with the teacher; and
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

A teacher's performance is deemed to be below standard or unsatisfactory if: (1) he or she is rated "Not Demonstrated" on any Standard on the Teacher Summary Rating Form; or (2) he or she is not rated as at least "Proficient" on all Standards on the Teacher Summary Rating Form for two sequential years.

Component 78: Individual Growth Plan Professional Development Plans

Every teacher shall develop an Individual Growth Plan designed to address areas in need of improvement and to enhance areas of strength. For those teachers who have been evaluated using the North Carolina Teacher Evaluation Process, the Individual Growth Plan shall reflect the results of that process. All growth plans shall include the elements to be addressed, actions to be taken to meet those expectations, expected outcomes, timeline for such actions, and when the IGP will be reviewed to determine progress toward meeting the expectations.

Individual Growth Plans

Teachers who are rated "Proficient" on all the Standards on the Teacher Summary Rating Form shall develop an Individual Growth Plan designed to improve performance on specifically identified Standards and Elements with the goal of achieving a "Distinguished" rating on all Standards.

Monitored Growth Plans

A teacher shall be placed on a Monitored Growth Plan whenever he or she:

- A. Is rated "Developing" on one or more Standards on the Teacher Summary Rating Form and he or she;
- B. Is not recommended for dismissal, demotion or nonrenewal.

A Monitored Growth Plan shall, at a minimum, identify the Standards and elements to be improved, the goals to be accomplished and the activities the teacher should undertake to achieve Proficiency, and a timeline which allows the teacher one school year to achieve Proficiency. A Monitored Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Directed Growth Plans

A teacher shall be placed on a Directed Growth Plan whenever he or she:

- A. Is rated
 - 1. "Not Demonstrated" on any Standard on the Teacher Summary Rating Form; or
 - 2. "Developing" on one or more Standards on the Teacher Summary Rating Form for two sequential years; and
- B. Is not recommended for dismissal, demotion or nonrenewal.

The Directed Growth Plan shall, at a minimum, identify the Standards and elements to be improved, the goals to be accomplished, the activities the teacher shall complete to achieve

Proficiency, a timeline for achieving Proficiency within one school year or such shorter time as determined by the LEA. A Directed Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Component 9: Effective Dates and Effect on Licensing and Career Status

Effective with the 2008-09 school year, LEAs may evaluate teachers using this policy.

Effective with the 2010-11 school year, all teachers in North Carolina will be evaluated using this policy.

Component 8: Other Information

Action Plan

Action Plans shall be developed and implemented in accordance with statutes and State and local policies.

Training

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

Beginning Teachers

Effective 2011-12, beginning teachers must be rated “Proficient” on all five North Carolina Professional Teaching Standards on the Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License.

Probationary Teachers

Before recommending a probationary teacher for career status, the principal must rate a probationary teacher as “Proficient” on all five North Carolina Professional Teaching Standards on the Teacher Summary Rating Form. Effective 2011-12, a principal must rate a probationary teacher as “Proficient” on all five North Carolina Professional Teaching Standards on the Teacher Summary Rating Form before recommending that teacher for career status.

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: Final Decision in Contested Case: Terry Moore vs. DPI

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #150B-36
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other

Presenter(s): Ms. Katie Cornetto, Staff Attorney

Description:

Terry Moore filed a petition for a contested case to challenge DPI's denial of a teaching license. The Administrative Law Judge upheld the agency's action.

Resources:

NA

Input Process:

The administrative hearing process allows both parties to present evidence to an impartial fact-finder.

Stakeholders:

SBE, DPI, LEAs, Teachers

Timeline For Action:

The report is presented for action this month.

Recommendations:

The State Board is requested to adopt the Final Decisions presented by staff.

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: Katie Cornetto (807-3406)

EXECUTIVE SUMMARY

Title: Proposed Revisions to the Non-Teaching Work Experience and Graduate Pay Policies

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

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

Presenter(s): Ms. Shirley Harris (Member, State Board of Education) and Dr. Kathy Sullivan (Senior Policy Advisor, Office of the State Board of Education)

Description:

To address concerns related to the non-teaching work experience and graduate pay policies, the TCP Committee convened an ad hoc committee to review the policies. The revisions proposed by the ad hoc committee are designed to simplify and clarify the policies. The proposed revisions would allow one year of experience credit to be awarded for every year of full-time non-teaching work experience, up to ten years, for work requiring a bachelor’s degree or equivalent completed after the bachelor’s degree was awarded. The proposed revisions would also recognize all graduate degrees earned through regionally accredited institutions. No revisions are proposed to the manner in which non-teaching work experience credit is awarded for teacher assistants or for Class V Career and Technical Trade and Industry license areas. A statement of fiscal impact is being developed.

Resources:

No additional resources are requested.

Input Process:

An ad hoc committee was convened by the TCP Committee to review the current policies and propose revisions.

Stakeholders:

Licensed personnel in the NC public schools

Timeline For Action:

The proposed changes were presented for discussion last month and are presented for discussion again this month to allow additional time for stakeholder input. Proposed changes will be presented to the Board for approval next month. If approved by the Board, the changes would become effective January 1, 2009.

Recommendations:

It is recommended that the Board approve the proposed changes to the non-teaching work experience and graduate pay approval policies.

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