

**EXECUTIVE SUMMARY**

**Title: Addition of Elementary (K-6) Content Area Concentrations as License Areas**

**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):** Mrs. Susan T. Ruiz (Section Chief, Teacher Licensure Section)

**Description:**

To improve instruction in the elementary school in the academic content areas of mathematics and science, a proposal to add content area concentrations (an add-on license) to the elementary license area is presented. Individuals with an elementary (K-6) license would be eligible to have the elementary concentration areas added to their license based on the completion of 18 hours (6 courses) of content-based graduate coursework designed for the elementary teacher in the core content areas of mathematics and/or science. The program of study for each content must be approved by the NC State Board of Education and offered by approved NC universities. Based on specific masters degree requirements at the universities, some or all of these courses may be applied towards existing degree programs.

**Resources:**

NA

**Input Process:**

The proposal was generated by staff.

**Stakeholders:**

Individuals with an elementary (K-6) teaching license

**Timeline For Action:**

The proposal is presented for action this month. It will become effective upon Board approval.

**Recommendations:**

It is recommended that the Board approve the addition of the elementary (K-6) mathematics and science content areas as license areas based on the completion of 18 hours of NC State Board of Education approved graduate coursework that will be offered by approved NC universities.

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**Audiovisual equipment requested for the presentation:**

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

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**Motion By:** \_\_\_\_\_ **Seconded By:** \_\_\_\_\_  
**Vote:** Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
**Approved** \_\_\_\_\_ **Disapproved** \_\_\_\_\_ **Postponed** \_\_\_\_\_ **Revised** \_\_\_\_\_  
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\*Person responsible for SBE agenda materials and SBE policy updates: Linda Jones (807-3355)

**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:** 04/02/2009

**Other Historical Information:** 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, 08/07/03, 09/11/2003, 11/22/2004, 5/05/2005, 6/30/2005, 8/04/2005, 10/06/2005, 11/03/2005, 12/1/2005, 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, 09/11/2008, 10/02/2008,12/04/2008

**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 the policy have been included in this attachment.**

**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++  
Elementary (K-6) Math Add-on \*\*  
Elementary (K-6) Science Add-on \*\*  
Reading (K-6)  
English as a Second Language [ESL] (K-6)  
Special Education: General Curriculum (K-6)  
Special Education: Adapted Curriculum (K-6)

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

\*\* Available upon completion of NC State Board of Education approved program offered by approved NC universities.

### **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)

### **Middle Grades**

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

Middle Grades Literacy Coach\*\*\*

\*\*\* Available only to teachers who complete the NC Teacher Academy Middle School Literacy Coach Training Program

### **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

## Exceptional Children

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

++ endorsements

^ no longer issued

EXECUTIVE SUMMARY

Title: State Evaluation Committee Teacher Education Program Approval Recommendations

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy #TCP-B-003
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

Presenter(s): Dr. Kathy Sullivan (Senior Policy Advisor, NC Education Cabinet)

Description:

The State Evaluation Committee on Teacher Education (SEC) is charged with reviewing reports of on-site program approval visits and recommending program approval actions to the State Board of Education. Attached is the SEC's recommendation related to the Brevard College Teacher Education Program based on a Spring 2009 follow-up visit.

Also attached are the SEC's recommendations related to the approval of revisioned teacher education programs. The revisioned programs are based on the standards for teachers adopted by the Board in June 2007 and the redesigned program approval process approved by the Board in January 2008. Over 700 programs submitted in June 2009 have been reviewed by panels of public school teachers, DPI staff, and higher education faculty.

Resources:

Approval does not involve resources.

Input Process:

In the case of Brevard College, members of the State Evaluation Committee considered reports by the institution and a review team, and discussions with an institutional representative at the SEC meeting. In the case of the revisioned program recommendations, the SEC considered the findings of the review panels.

Stakeholders:

Prospective Teachers, Colleges and Universities with Teacher Education Programs

Timeline For Action:

The recommendations are presented for discussion this month and will be presented for approval next month.

Recommendations:

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

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

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

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

**Follow-Up Report**  
**BREVARD COLLEGE**

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In June 2008 the State Board of Education approved the recommendation from the State Evaluation Committee on Teacher Education relative to Brevard College that:

*Temporary Authorization be extended through June 30, 2009 with a focused visit to occur in the Spring 2009 Semester. If the concerns identified by the team in Fall 2007 are not found to be adequately addressed by the focused visit, the institution not be authorized to admit students to the programs after the 2008-09 school year. The institution is to be reminded that it must earn national accreditation.*

Based on the Fall 2007 visit, the concerns to be addressed across program areas focused on:

- limited input from others in the development of the conceptual framework.
- inconsistent application of program admission policies and not limiting candidate progression in the program prior to formal admission.
- the assessment system and use of data for program improvement.
- placement and evaluation of early field experiences.
- diversity of candidates, faculty, and field placements.

In addition, for the elementary program, there was limited evidence that candidates work with families.

A team reviewed the materials submitted by the institution to address these concerns and talked with institutional representatives. The team found the institution had addressed the concerns related to the conceptual framework, admission policies and limiting student progression in the program, assessment, and early field placements. The institution was attempting to address the concerns related to diversity.

In June 2009 Brevard College was granted initial accreditation by TEAC.

**SEC Recommendation**

Based on the information submitted by the institution, the report of the review team, and discussion with an institutional representative, the Committee recommends:

Full Approval of the Brevard College teacher education programs with the stipulation that the institution provide the State Evaluation Committee, on an annual basis, an update on the implementation and impact of its diversity plan.

## Guidelines for Electronic Evidences

### Teacher Preparation Programs

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In January 2008, the State Board of Education approved in concept a new program approval process that focused on outcomes rather than inputs, eliminated barriers and obstacles that do not ensure quality, and allowed greater institutional flexibility based on increased rigor and accountability. The new program approval process is separate from the national accreditation process, with national accreditation becoming voluntary. For those institutions choosing to maintain national accreditation, the State will maintain partnership agreements with NCATE and TEAC.

In the new process, the seven-year on-site program review cycle will be replaced with an annual review of candidate evidence that they meet the standards for teachers based on a rubric that is aligned with the inservice teacher evaluation instrument. The annual reviews will be coordinated by the State Board of Education and utilize trained inservice educators and teacher educators. Random samples from each institution will be reviewed each year. Each specialty area program will be reviewed on a systematic basis when a critical mass of program completers is reached, but at least once every seven years.

Additionally, candidate on-the-job performance and institutional involvement with and service to the public schools will be considered in continuing program approval.

Institutions were required to submit to the State Board of Education by July 1, 2009 “blueprints” of their proposed programs that have been revisioned to meet the new standards for teachers adopted by the Board in June 2007 and the new specialty area standards adopted by the Board in January 2009. The “blueprints” (program proposals) were to include the following components:

- A. A description of how the proposed program has been revisioned to reflect the North Carolina Standard for Teachers and the 21<sup>st</sup> century knowledge, skills, and dispositions embedded in them **and** the rationale for the changes, i.e., how the new program is different from the current program, how it reflects the North Carolina Standards for Teachers and the 21<sup>st</sup> century knowledge, skills, and dispositions embedded in the standards, and why specific revisions are being made. (2-3 pages maximum)
- B. How public school partners were involved in the re-visioning of the program and how they will be involved in the delivery and evaluation of the program. (1-2 pages maximum)
- C. The electronic evidences the institution will use to demonstrate candidates meet the standards. It is to include:
  1. A brief description of the evidence and the descriptors of the element of the standards it addresses.
  2. A matrix showing where each descriptor of the elements of each standard is included in the key evidences.
  3. A detailed description of the evidence, how it specifically addresses the descriptors of the element for which it is cited, and how it is evaluated by the institution.
- D. The timeline for implementation. (1 page maximum)

In determining the electronic evidences that will be used for continuing program approval, each teacher preparation program was to identify 6-8 key evidences for each specialty area to demonstrate attainment of the North Carolina Professional Teaching Standards using the Teacher Candidate Evaluation Rubric. Six evidences were required; two additional evidences were optional. The evidences were to be performance-related

Institutions designed the specific evidences. However, the six required evidences had to address content knowledge, pedagogical and professional knowledge, skills, and dispositions, positive impact on student

learning, and leadership and collaboration as reflected in the following table. The *required* and *recommended* alignment of the descriptors of the elements with the evidences is also reflected in the table.

Evidence		<i>Required and Recommended Alignment of the Descriptors of the Elements of each Standard with the Evidence</i>
1	<b>Content Knowledge:</b> Evidence that demonstrates breadth of content knowledge in the specialty area <sup>1</sup> .	<b>Required: 3b.1</b>
2	<b>Content Knowledge:</b> Evidence that demonstrates candidate depth of understanding and application of content knowledge in the specialty area.	<b>Required: 3b.1</b>
3	<b>Pedagogical and Professional Knowledge Skills and Dispositions:</b> Evidence that demonstrates effective design of classroom instruction based on research-verified practice.	<b>Recommended:</b> 1a.2, 2b.3, 2d.1, 3a.1, 3c.1, 3c.2, 3d.1, 4a.1, 4a.2, 4b.1, 4c.1, 4d.1, 4e.1, 4f.1, 5c.1
4	<b>Pedagogical and Professional Knowledge Skills and Dispositions:</b> Evidence that demonstrates knowledge, skills, and dispositions in practice. <sup>2</sup>	<b>Required:</b> 1a.1, 1a.3, 1a.4, 1d.1, 1e.1, 2a.1, 2b.1, 2b.2, 2c.1, 2d.1, 2d.2, 3a.2, 3b.2, 3d.1, 4c.1, 4d.1, 4e.1, 4f.1, 4g.1, 4g.2, 4h.1, 4h.2, 5a.1
5	<b>Positive Impact on Student Learning:</b> Evidence that demonstrates impact on student learning.	<b>Recommended:</b> 1a.1, 4b.1, 4h.1, 4h.2, 5a.1
6	<b>Leadership and Collaboration:</b> Evidence that demonstrates leadership and collaboration.	<b>Recommended:</b> 1b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1

Institutions could choose to include two additional evidences and, except as noted in the table as *required*, could choose to align the descriptors differently. However, each element and all the *proficient-level* descriptors had to be addressed in the evidences.

Panels of public school practitioners, DPI staff, and higher education faculty reviewed the blueprints. The results of the reviews were discussed with the State Evaluation Committee on Teacher Education and recommendations for program approval are being submitted to the State Board of Education.

<sup>1</sup> This evidence MUST be a transcript or passing scores on the appropriate Praxis II test(s).

<sup>2</sup> This evidence MUST be the state-adopted LEA/IHE Certification of Teaching Capacity.

## Reviewers

Martha Anderson, Elementary, Teacher  
Marjorie Anderson, English, Higher Ed  
Don Austin, Math, Teacher  
Ken Baker, HPE, Higher Ed  
Shammah Barrett, Social Studies, Teacher  
Charletta Barringer-Brown, EC, Higher Ed  
Janet Baxter, EC, Higher Ed  
Diana Beasley, Science, Higher Ed  
Vinetta Bell, English, DPI  
Beverly Benton, Generalist, Teacher  
Jane Bowser, Science, Higher Ed  
Charlene Broadway, Music, Teacher  
Ginny Buckner, Social Studies, Higher Ed  
Ronda Bullock, English, Teacher  
Kelvin Bullock, Social Studies, Teacher  
Betsy Burrows, English, Higher Ed  
Chris Cain, Generalist, Higher Ed  
Judy Cheatham, ESL, Higher Ed  
Lauren Ciccarello, EC, Teacher  
Suzie Clark, Generalist, Teacher  
Sue Combs, HPE, Higher Ed  
Vivian Covington, Science, Higher Ed  
Lou Crawford, Reading, Teacher  
Debbie Crocker, Math, Higher Ed  
Randy Cromwell, Science, Higher Ed  
Anita Crowley, Generalist, Higher Ed  
Renee Cunningham, Elementary, DPI  
Julie Dermody, Generalist, Teacher  
Lena Deskins, AIG, Teacher  
Dave Dolman, DHH and ASL, Higher Ed  
Kem Dudney, HPE, Teacher  
Linda Dunlap, Generalist, Higher Ed  
Joyce Edwards, Generalist, Higher Ed  
Jennifer Elmo, Science, Teacher  
Jackie Ennis, Elementary, Higher Ed  
Carmella Fair, Math, DPI  
Helga Fasciano, Second Language, DPI  
Johna Faulconer, English, Higher Ed  
Jamie Faulk, Music, Teacher  
John Fischetti, Social Studies, Higher Ed  
Carla Flores-Ballesteros, Second Language, Teacher  
Anne Forcinito, Art, Teacher  
Dave Gardner, Health, DPI  
Jessica Garner, Second Language, Teacher  
Rick Gay, English, Higher Ed  
Dan Grube, HPE, Higher Ed  
Vicky Grube, Art, Higher Ed  
Ann Marie Gunter, Second Language, DPI  
Beth Hair, EC, Higher Ed  
Glenda Harrell, ESL, DPI  
Laura Hart, English, Higher Ed  
Timika Hockaday, BK, Teacher  
Shawn Holmes, Science, Higher Ed  
Judith Howard, AIG, Higher Ed  
Paula Hudson-Collins, Health, DPI  
Denise Hunt, English, Teacher  
Arcelia Jeffreys, HPE, Higher Ed  
Brian Jones, Social Studies, Teacher  
Nan Joyce, English, Teacher  
Angela Kern, AIG, Teacher  
Jim Kirkpatrick, Music, Teacher  
Scott Kissau, Second Languages, Higher Ed  
Gloria Knight, Music, Higher Ed  
Debbie Linville, Elementary, Higher Ed  
Phillip Little, Social Studies, Teacher  
Marie Livingston, ESL, Teacher  
Carol Maidon, Science, Higher Ed  
Priscilla Manarino-Leggett, Reading, Higher Ed  
Leah McCoy, Math, Higher Ed

Ellen McIntyre, Elementary, Higher Ed  
Bill Melega, Social Studies, Teacher  
Lisa Mitchell, Art, Higher Ed  
Maxine Moore, English, Higher Ed  
Julia Moore, Math, Higher Ed  
Denise Nelson, DHH and ASL, Teacher  
Pedro Nino, Second Language, Higher Ed  
Toni Parker, Science, Higher Ed  
Lisa Peszko, Art, Teacher  
Patrice Petroff, Reading, Higher Ed  
Teresa Petty, Math, Higher Ed  
Drew Polly, Math, Higher Ed  
Molly Poston, Generalist, Teacher  
John Pritchett, Math, Higher Ed  
Rachael Ragin, DHH and ASL, DPI  
Cindi Rigsbee, Reading, Teacher  
Stacey Rinehart, Science, Teacher  
Brenda Romanoff, AIG, Higher Ed  
Tiece Ruffin, Reading, Higher Ed  
Mary Russell, Math, DPI  
Kitty Rutherford, Elementary, DPI  
Sharon Schleigh, Science, Higher Ed  
Brian Schuft, Science, Higher Ed  
Consuelo Schwartz, Second Language, Teacher  
Beccie Seaman, Generalist, Higher Ed  
Saundra Shorter, Generalist, Higher Ed

Mark Sidelnick, Art, Higher Ed  
Catherine Sigmon-Mitchell, EC and DHH,  
Teacher  
Carroll Smith, Social Studies, Higher Ed  
Carolyn Southerland, Elementary, DPI  
Donna Spinks, HPE, Higher Ed  
Karen Stanley, BK, Higher Ed  
Diane Strangis, BK, Higher Ed  
Jim Stringfield, Science, Higher Ed  
Carolyn Stuart, EC, Higher Ed  
Brandi Thurmond, Science, Higher Ed  
Brenda Tinkham, Generalist, Higher Ed  
Lisa Tolbert, Social Studies, Higher Ed  
Laura Trumfio, EC, Teacher  
Beth Ulffers, Music Teacher  
Manuel Vargas, Generalist, Higher Ed  
Jennifer Warner, Science, Higher Ed  
Hank Weddington, Generalist, Higher Ed  
Cindy Wheeler, BK, DPI  
Monica Wilkerson, English, Teacher  
Deborah Wilkes, Generalist, Teacher  
Kelley Wilson, Generalist, Teacher  
Nanette Woods, HPE, Teacher  
Gary Wright, Music, Higher Ed  
Alana Zambone, EC, Higher Ed  
Sara Zimmerman, Elementary, Higher Ed