

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Twenty-first Century Professionals

Category: Licensure

Policy ID Number: TCP-A-003

Policy Title: Policies on Testing Requirements

Current Policy Date: ~~03/06/2008~~ 05/06/2009

Other Historical Information: Previous Board dates: 11/02/1994, 02/06/1997, 06/15/1997, 09/04/1997, 11/06/1997, 03/05/1998, 12/03/1998, 04/01/1999, 07/01/1999, 08/05/1999, 01/12/2000, 07/13/2000, 12/07/2000, 03/07/2002, 06/05/2003, 7/1/2003, 6/30/2005, 10/6/2005, 01/05/2006, 05/04/2006, 07/06/2006, 12/07/2006, 03/01/2007, 05/05/2007, 06/07/2007, ~~03/06/2008~~

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

Administrative Procedures Act (APA) Reference Number and Category:

Policies on Testing Requirements

Only related sections of the policy have been included here.

3.10 Testing Requirements for a North Carolina License

Individuals seeking a North Carolina professional educator’s license must meet the testing requirements established by the State Board of Education to be issued a clear license. Current testing requirements are at the end of this section.

3.20 Adding Areas to an Existing License

Individuals who hold a clear teaching license in one area can add an additional teaching area to the license by completing an approved teacher education program in the additional area and meeting the federal requirement to be “highly qualified” in the additional teaching area or by satisfying Praxis II testing requirements for the additional area. Individuals who hold a clear teaching license can also add a language area to the license by earning a rating of at least “Intermediate High” proficiency on the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Test, and, if available, the Writing Proficiency Test.

Individuals adding administrative and/or student services areas must satisfy the Praxis II testing requirements for these areas.

AREA OF LICENSURE	CODE	REQUIRED TESTS	REQUIRED SCORE ON SUBJECT ASSESSMENT
Preschool/Elementary			
Birth through Kindergarten	014	None**	
Elementary (K-6)	025	0011 and 0012	313 (total score)
Preschool Add-on	015	none	
Middle Grades			
Language Arts	78180	0049	145
Mathematics	78200	0069	141
Science	78300	0439	134
Social Studies	78400	0089	149
Agriculture	78700	none	
Business	78760	none	
Health Occupations	78720	none	
Family & Consumer Sciences	78710	none	
Marketing	78730	none	
Technology	78820	none	
Secondary			
Anthropology	433	0081 & 0084	320 (total score)
Bible	905	none	
Biology	310	0235 & 0234	302 (total score)
Business Education	600	0100	580
Chemistry	330	0245 & 0483	307 (total score)
Earth Science	302	0571	136
Economics	431	0081 & 0084	320 (total score)
English	100	0041 & 0043	321 (total score)
French	510	0171 & 0173	335 (total score)
Geography	410	0081 & 0084	320 (total score)
German	530	0181	153
History	420	0081 & 0084	320 (total score)
Latin	590	0600	570
Mathematics	200	0061 & 0065	281 (total score)
Physics	320	0260	510
Political Science	405	0081 & 0084	320 (total score)
Russian	580	none	
Science (comprehensive)	300	0435 & either 0483 or 0234	0435 & 0483 - 305 0435 & 0234 - 303 (total score)

AREA OF LICENSURE	CODE	REQUIRED TESTS	REQUIRED SCORE ON SUBJECT ASSESSMENT
Social Studies (comprehensive)	400	0081 & 0084	320 (total score)
Sociology	432	0081 & 0084	320 (total score)
Spanish	520	0191 & 0192	327 (total score)
Special Subject Areas (K-12)			
Art	810	0131 & 0133	322 (total score)
Dance	805	none	
English as a Second Language	110	0360	520
French	511	0171 & 0173	335 (total score)
German	531	0181	153
Health Specialist	098	0550	640
Junior ROTC	999	none	
Music	800	0111 & 0113	299 (total score)
Physical Education	090	0091	158 152
Reading (bachelor's level)	190	0200	540
Reading (graduate level)	190	0300	570
Safety and Driver Education	096	none	
Spanish	521	0191 & 0192	327 (total score)
Speech Communication	109	0220	560
Theater Arts	108	none	
Exceptional Children			
Academically Gifted	88087	none	
Special Education: Adapted Curriculum	88092	0544 and 0511	0544 = 144 0511 = 148
Special Education: General Curriculum	88091	0542 and 0511	0542 = 159 0511 = 148
Behaviorally/Emotionally Disabled	88085	0371 and 0511	0371 = 147 0511 = 148
Cross Categorical	88001	0352 and 0511	0352 = 136 0511 = 148
Hearing Impaired	88088	None	
Mentally Disabled	88081	0321 and 0511	0321 = 144 0511 = 148
Severely Profoundly Mentally Disabled	88002	0321 and 0511	0321 = 144 0511 = 148
Learning Disabled	88086	0381 and 0511	0381 = 139 0511 = 148
Visually Impaired	88083	0280	550
Career-Technical Education			

AREA OF LICENSURE	CODE	REQUIRED TESTS	REQUIRED SCORE ON SUBJECT ASSESSMENT
Agricultural Education	700	none	
Career Development Coordinator	747	none	
Handicapped/Disadvantaged	770	none	
Health Occupations Education	720	none	
Family & Consumer Sciences	710	0120	540
Marketing Education	730	0560	690
Technology Education	820	0050	580
Trade and Industrial Education	740	none	
Business Education	760	0100	580
Special Services Personnel			
Counselor	005	0420	570
School Social Worker	006	none	
School Psychologist	026	0400	620
Media Coordinator	076	0310	610
Audiologist	88003	0340	590
Speech-Language Pathologist	88082	0330	550
Instructional Technology Specialist – Telecommunications	074	none	
Administrative/Supervisory			
School Administrator—Superintendent	011	School Leaders Licensure Assessment	155
School Administrator—Principal	012	School Leaders Licensure Assessment	155
Curriculum-Instructional Specialist	113	0410	590
Instructional Technology Specialist – Computers	077	none	
Media Supervisor	078	0410	590
Career-Technical Education Director	711	0410	590
Exceptional Children Program Administrator	88099	0410	590

** Although no test is required for the Birth-Kindergarten (B-K) license, B-K teachers may be designated “highly qualified” to teach kindergarten by earning a score of 155 or higher on Praxis test 0022.

Praxis Review
North Carolina Department of Public Instruction (NC DPI)
Raleigh, North Carolina
March 25-27, 2009

Participants

DPI Staff

Steeleana Rountree Licensure Consultant

Physical Education Expert Panel

Jamane Watson	Parkton Elementary School
Erol Kenworthy	John Griffin Middle School
W. Paul Cornwell	Ayden-Grifton High School
Jason Amy	Northwood High School
Matthew Weeden	Voyager Academy
Melinda B. Campbell	Meredith College
Daniel Webb	North Carolina A&T State University

Marketing Education Expert Panel

Latonya Bunch	Henderson Middle School
Jennie Maidene	South Robeson High School
Kimberly S. Collette	South Central High School
Christine Lux	Enloe High School
Darian Harris	East Chapel Hill High School
Lewis Hershey	Fayetteville State University
James Russell Smith, Jr.	North Carolina State University

Middle School English/Language Arts Expert Panel

Deborah Henry	West Pine Middle School
Dellicia Harris	West Hoke Middle School
Robert Paul Davis	East Lee Middle School
Marlene Allen	Voyager Academy
Kendra M. Jones	Pitt County Schools
Brenda J. Kennedy	Winston-Salem State University
Jennifer Olson	Meredith College

Middle School Science Expert Panel

William H. Stanback	West Hoke Middle School
Richard Kowaleski	East Lee Middle School
Diana Ratley	Hope Mills Middle School
Sonja Caldera	West Pine Middle School
Timothy Jacobs	Lumberton Jr. High School
Wetonah Rice Parker	Meredith College
Ann Bullock	East Carolina University

Speech Language Pathology Expert Panel

Corey J. Mitchell	Wake County Public Schools
Neil Waters	Moore County Public Schools
Kristina Kelly Joyner	Clinton City Public Schools
Mia Morris	Alamance Burlington Public Schools
Alisa L. Dial	Robeson County Public Schools
Lisa Domby	University of North Carolina, Chapel Hill
Louise Raleigh	University of North Carolina, Greensboro

ETS Staff

Dr. Cory Murphy	Senior Client Management-Lead, Praxis
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Purpose of Meeting

The expert panels were convened to examine five Praxis II assessments and current qualifying scores being used by the state of North Carolina to determine whether those tests remain appropriate for continued use as one criterion required for licensure of beginning practitioners. The panelists were asked to review the tests with a view of what a beginning practitioner would know and be able to do when they enter into their respective roles for the first time. Panelists were directed to make a judgment as to whether there is enough of a relationship between that knowledge and the knowledge measured by the assessment to continue use. The Praxis II tests reviewed were Physical Education, Marketing Education, Middle School English/Language Arts, Middle School Science, and Speech Language Pathology. In addition to the review of the five test forms, the panelists reviewed national/state-specific pass rate data to determine if the current qualifying score should be raised, lowered or remain the same.

Meeting Procedure

Ms. Steleana Rountree, DPI Licensure Consultant, welcomed the panelists, shared with them the purpose of the meeting, and thanked them for their participation. Ms. Rountree then turned the meeting over to Dr. Cory Murphy, Senior Client Management Lead from Educational Testing Service (ETS). Dr. Murphy began by walking the panel through the test development process that ETS uses when developing teacher tests. He described how ETS utilizes content experts in every step of the development process for all assessments. Dr. Murphy then described the test adoption process that ETS recommends states use when they decide to use a licensure test. The task of the test/score review panel was explained thoroughly so that panelists clearly understood their charge and the lens through which they should consider materials.

Materials reviewed by panels were:

- Test at a Glance (Test Blueprint/Specifications Document)
- Live test form (Test Currently Being Administered)

- Test Information Sheet (One Year National Data)
- Three Year Rolling National Performance Data
- State Specific Performance Data

After all materials were reviewed, panelists participated in an open discussion on the two-fold purpose of meeting (continued use of test and appropriateness of adjusting qualifying scores). Each expert panel was asked to come to consensus on a recommendation regarding each test and record their recommendations on note paper.