



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

**Policy Identification**

**Priority: Quality Teachers, Administrators, and Staff**

**Category: Licensure**

**Policy ID Number: QP-A-001**

**Policy Title: Policies on General Licensure Requirements**

**Current Policy Date: ~~2/06/03~~ 6/05/03**

**Other Historical Information:**

**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**

<p><i>Note: Only the relevant sections of this policy have been included below.</i></p>
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**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.

**1.01 Highly Qualified Teachers Defined**

As specified in the PL 107-110 (NCLB), the term “core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

To be a “highly qualified teacher” at the elementary school level a teacher must have obtained an appropriate license for the core academic subjects taught and demonstrate subject knowledge and teaching skills in reading/language arts, writing, mathematics, and other areas of the basic elementary school curriculum by passing the Praxis II exams required for the license.

To be a “highly qualified teacher” at the middle and high school levels a teacher must have obtained a middle school or secondary license in a teaching area required for each teaching assignment and demonstrate a high level of competency by:

- 1) Passing the required PRAXIS II test(s) in each academic subject in which the teacher teaches;
- or
- 2) Successfully completing in each academic subject in which the teacher teaches
  - (a) An undergraduate major; or
  - (b) Coursework equivalent to an undergraduate major; or
  - (c) A graduate degree in the core teaching subject area(s); or
  - (d) Master’s level licensure or above in the appropriate subject area; or
  - (e) NBPTS certification in the related subject area(s).

Teachers who are not “new to the profession” can use the North Carolina High Objective Uniform State Standard for Evaluation (HOUSSE) to establish they are “highly qualified” as required in PL 107-110 (No Child Left Behind). To be able to utilize the HOUSSE as a means of establishing a teacher is “highly qualified,” the individual must have taught with a reciprocal state license, full-time for not less than six successive calendar months in one LEA, charter school, or non-public institution.

To be deemed “highly qualified” in a content area using the HOUSSE, all content standards must be “met,” and the teacher must receive a satisfactory rating on the LEA validated performance evaluation. To meet a content standard, the teacher must be judged to have met 80% of the content indicators (with an indication of evidence[s] used for making judgments). Multiple indicators must be used.

ONLY trained evaluators are eligible to complete the NC HOUSSE. Evaluators must be “highly qualified” in the license area being assessed. Upon successful completion of the HOUSSE, the LEA Superintendent or designated Personnel Administrator submits Licensure Form HQ to the Licensure Section.

### **1.70 Lateral Entry License**

An individual who has not completed an approved teacher education program may be licensed under the following lateral entry provisions:

- 1) Be selected for employment by a North Carolina school system;
- 2) Hold at least a bachelor’s degree from a regionally accredited college or university in the subject area in which they are employed to teach or hold at least a bachelor’s degree from a regionally accredited college or university and have satisfied Praxis II testing requirements for the license area.
- 3) Have a minimum cumulative grade point average (GPA) of 2.5 or have passed the Praxis I exams and have attained one of the following:
  - a) a GPA of at least 3.0 on all work completed in the senior year;
  - b) a GPA of at least 3.0 in the major; or

- c) a GPA of at least 3.0 in a minimum of 15 semester hours of course work completed within the last 5 years.

Effective July 1, 2006, to be issued a lateral entry license to teach at the elementary grades level, an individual must have satisfied Praxis II testing requirements for elementary education.

A person who holds a lateral entry license shall complete a program that includes the following components:

- 1) completion of an approved education program in the area of licensure at a college or university or teacher education consortium which has evaluated the person's transcripts and outlined required course work or completion of a program of study outlined by the Regional Alternative Licensing Centers;
- 2) attaining passing score on appropriate PRAXIS subject exam(s) during the first two school years of holding the lateral entry license if the exam(s) was/were not the basis of qualifying for the license;
- 3) completion of a staff development program that includes a two-week training course prior to beginning the work assignment;
- 4) completion of six semester hours of course work in the approved program each school year;
- 5) successful completion of at least a three-year initial licensure program in the lateral entry license area;
- 6) completion of all above requirements within 5 years of becoming eligible for a lateral entry license and recommendation of the IHE or RALC for clear licensure. Effective July 1, 2003, requirements to be fully licensed must be completed within 3 years.

The employing school system shall formally commit to supporting the lateral entry teacher by:

- 1) providing a two-week orientation that includes lesson planning, classroom organization, classroom management, and an overview of the ABCs Program including the standard course of study and end-of-grade and end-of-course testing;
- 2) assignment of a mentor on or before the first day on the job;
- 3) providing working conditions that are appropriate for all novice teachers;
- 4) giving regular focused feedback to the teacher for improving instruction; and
- 5) assisting the individual in accessing prescribed course work and professional development opportunities.

### **1.80 Alternative Entry License**

Alternative entry licenses shall be issued to individuals if requested by an employing LEA that has determined there is or anticipates there will be a shortage of qualified teachers available for specified subjects or grade levels. The LEA shall have developed a plan to determine the individual's competence as a teacher, including review of the performance of students taught by the individual. The alternative entry license is a one-year temporary license.

LEAs shall report semi-annually to the SBE the number of individuals employed as teachers under each eligibility criteria. This policy expires September 1, 2006 but remains in effect for any teacher employed by it prior to September 1, 2006.

### Eligibility Criteria

To qualify for an alternative entry license, the individual must:

- 1) hold at least a bachelor's degree from a regionally accredited college or university;
- 2) be eligible for re-employment by his or her prior employer; and must:
- 3) (a) hold a valid (current) out-of-state certificate with a minimum of one year of classroom teaching experience considered relevant by the local board to the grade of subject to be taught; or  
(b) have at least one year of full-time classroom teaching experience considered relevant by the local board to the grade or subject to be taught, as a professor, associate professor, assistant professor, instructor, or visiting lecturer at a regionally accredited college or university; or  
(c) have three years of other experience provided the local board determines that both the individual's experience and postsecondary education are relevant to the grade or subject to be taught.

### Program Components

- 1) During the period of employment with an alternative entry license, the individual shall receive an annual evaluation and multiple observations.
- 2) The individual's competence as a teacher, including review of the performance of students taught by the individual, shall be assessed according to the plan developed by the local board.
- 3) If the individual does not have one year of classroom teaching experience, a mentor teacher shall be provided by the local board.
- 4) If the individual qualifying for the alternative license under eligibility criteria 3a is deemed competent based on the plan adopted by the local board and recommended for re-employment, she/he is then eligible for an initial or continuing NC teacher license and is not required to take and pass a standard examination. It shall be the responsibility of the local board to submit the required forms to the Licensure Section for the license to be processed. An individual who receives an initial or continuing NC teacher license under this option shall be subject to the same requirements for continuing licensure and license renewal as other teachers who hold initial or continuing NC teacher licenses.

- 5) If the individual qualifying for this license under eligibility criteria 3b or 3c is deemed competent based on the plan adopted by the local board and recommended for re-employment by the local board and the individual has passed the Praxis examinations applicable for the area of licensure, the individual is then eligible for an initial or continuing NC teacher license. It shall be the responsibility of the local board to submit the required forms to the Licensure Section for the license to be processed. An individual who receives an initial or continuing NC teacher license under this option shall be subject to the same requirements for continuing licensure and license renewal as other teachers who hold initial or continuing NC teacher licenses.

If the individual qualifying for this license under eligibility criteria 3b or 3c does not pass the required Praxis examinations within the first year of alternative entry licensure, she/he may be employed under the provisions of lateral entry.

### **1.85 International Faculty License**

Individuals on a cultural exchange visa who meet their countries' requirements for qualified teachers may be issued an International Faculty license for a maximum of three years. The International Faculty license is not renewable. To be eligible for this license, the teacher must complete the equivalent of North Carolina's High Objective State Standard of Evaluation administered by an evaluator authorized by the North Carolina Department of Public Instruction For purposes of PL 107-110 (No Child Left Behind) this constitutes a full license.

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**Priority: Quality Teachers, Administrators, and Staff**

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**Policy ID Number: QP-A-002**

**Policy Title: Policies on Routes to Licensure**

**Current Policy Date: ~~2/06/03~~ 6/05/03**

**Other Historical Information:**

**Statutory Reference:**

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

**Administrative Procedures Act (APA) Reference Number and Category:**

**POLICIES ON ROUTES TO LICENSURE**

**2.00 Approved Program Basis for Licensure**

Completion of an approved education program in a regionally accredited college or university shall be the standard and preferred basis for licensure established by the SBE. Such programs shall be approved by the SBE and shall be designed by colleges and universities to meet specific standards, guidelines, and competencies provided by the SBE.

**2.10 Reciprocity**

An individual who has not completed an approved teacher education program in North Carolina shall be eligible for a North Carolina license through reciprocity if the program completed in another state is equivalent to North Carolina's standards and guidelines for approved education programs and is in an area for which the Department can issue a license. The Department shall recognize the following bases for reciprocity:

- 1) Completion of an education program accredited by the National Council for Accreditation of Teacher Education (NCATE);
- 2) Completion of an education program that meets the standards developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC);
- 3) Completion of an education program in a State with which North Carolina has an interstate agreement.

Graduates of accredited teacher education programs of out-of-state senior colleges who do not meet the requirements listed above may be issued a provisional license valid for one year, provided the applicant holds or is qualified to hold at least a non-provisional, entry level current

license in the state in which the applicant completed the bachelor's level teacher education program. The provisional license covers only the areas and levels in which the applicant holds or is qualified to hold an out-of-state license, is issued only for classroom teachers, and is issued at the bachelor's degree level. If the applicant has satisfied testing requirements, the provisions can be removed after one year of satisfactory teaching in a NC public school. 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.

## **2.20 Regional Alternative Licensing Centers**

Regional alternative licensure centers shall be established by the Division of Human Resource Management. The centers are authorized to review transcripts, prescribe plans of study leading to licensure, and directly recommend teachers for licensure. These centers work with state-approved teacher education programs and LEA personnel to provide assistance to lateral entry and provisionally licensed teachers.

## **2.30 Direct Licensure**

In the case of applicants for career-technical education licenses, international faculty licenses, and on a case-by-case basis at the request of the employing LEA for other licenses, the Licensure Section may evaluate individual records for the purpose of establishing eligibility for licensing without the involvement of an IHE or other authorized recommending agency. Direct licensure may be used when there are unique employment qualifications for a license area (e.g., career-technical education, international faculty), a limited number of approved teacher education programs in the license area, and in the case of extenuating circumstances which prohibit a fair and equitable evaluation through other established routes to licensure. Employees earning a license through the direct process must comply with all current provisional, ILP, and testing requirements, as well as any experience requirements for the area of licensure sought.

## **2.40 Credit**

Credit for purposes of qualifying for licensure to include initial licensing, renewal, and upgrading shall be based on college/university semester hours and/or renewal units. For purposes of converting credit, college/university quarter hours and renewal units shall have the value of two-thirds of a semester hour. A renewal unit shall be equal to one-quarter hour, one school year of teaching experience, or ten clock hours of professional development. This professional development shall be offered at a maximum of six hours per day.

Extension and correspondence credits can be accepted for licensure actions if completed at a regionally accredited IHE.

Credit used toward upgrading a license can also be used for renewal or reinstatement of that license.