A BILL TO BE ENTITLED
AN ACT TO DIRECT THE STATE BOARD OF EDUCATION TO DEVELOP AN
ALTERNATIVE PLAN AND CONSIDER ALTERNATIVE QUALIFICATIONS FOR
TEACHERS TO RECEIVE A CONTINUING PROFESSIONAL LICENSE AND TO
DIRECT THE NORTH CAROLINA TEACHING FELLOWS COMMISSION TO SELECT
AT LEAST ONE MINORITY-SERVING INSTITUTION TO PARTICIPATE IN THE
NORTH CAROLINA TEACHING FELLOWS PROGRAM, AS RECOMMENDED BY A
PROGRAM EVALUATION DIVISION REPORT.

The General Assembly of North Carolina enacts:

SECTION 1. (a) The State Board of Education, in consultation with the Department
of Public Instruction and the Professional Educator Preparation and Standards Commission
(PEPSC), shall develop an alternative plan for applicants seeking a continuing professional
license who have not met the prescribed minimum score on the standardized exams required,
pursuant to G.S. 115C-270.15, to receive a continuing professional license. The plan shall
identify, at a minimum, the following criteria: (i) the potential effects of the plan on the diversity
and effectiveness of the teacher workforce, (ii) the benefits and challenges of implementing the
plan, and (iii) all cost associated with implementation of the plan.

SECTION 1. (b) The State Board of Education shall consider the following
alternative qualifications for the applicant to receive a continuing professional license when
developing the plan described in subsection (a) of this section:

(1) A recommendation from the superintendent of the local school administrative
unit where the applicant is seeking licensure.

(2) An evaluation rating of proficient or above for each year of the teacher’s initial
licensure.

SECTION 1. (c) The State Board of Education shall submit the plan described in
subsection (a) of this section to the Joint Legislative Education Oversight Committee no later
than October 1, 2021, and include any recommendations for legislation necessary to implement
the plan.

SECTION 2. (a) G.S. 116-209.62(f) reads as rewritten:

"(f) Program Selection Criteria. – The Authority shall administer the Program in
cooperation with up to eight institutions of higher education with approved educator preparation
programs selected by the Commission that represent a diverse selection of both postsecondary
constituent institutions of The University of North Carolina and private postsecondary
institutions operating in the State. The Commission shall select at least one minority-serving
institution, as defined in 20 U.S.C. § 1067k(3), to participate in the program. The Commission shall adopt stringent standards for selection of the most effective educator preparation programs, including the following:

(1) Demonstrates high rates of educator effectiveness on value-added models and teacher evaluations, including using performance-based, subject-specific assessment and support systems, such as edTPA or other metrics of evaluating candidate effectiveness that have predictive validity.

(2) Demonstrates measurable impact of prior graduates on student learning, including impact of graduates teaching in STEM or special education licensure areas.

(3) Demonstrates high rates of graduates passing exams required for teacher licensure.

(4) Provides curricular and co-curricular enhancements in leadership, facilitates learning for diverse learners, and promotes community engagement, classroom management, and reflection and assessment.

(5) Requires at least a minor concentration of study in the subject area that the candidate may teach.

(6) Provides early and frequent internship or practical experiences, including the opportunity for participants to perform practicums in diverse school environments.

(7) Is approved by the State Board of Education as an educator preparation program."

SECTION 2.(b) The Commission shall select at least one minority-serving institution to participate in the North Carolina Teaching Fellows Program pursuant to G.S. 116-209.62(f), as amended by subsection (a) of this section, by October 1, 2021.

SECTION 3. This act is effective when it becomes law. Section 2 of this act applies beginning with the 2022-2023 academic year.