

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

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SENATE BILL 599
Education/Higher Education Committee Substitute Adopted 5/24/17

Short Title: Excellent Educators for Every Classroom. (Public)

Sponsors:

Referred to:

April 5, 2017

1 A BILL TO BE ENTITLED
2 AN ACT TO ESTABLISH THE PROFESSIONAL EDUCATOR PREPARATION AND
3 STANDARDS COMMISSION, TO AUTHORIZE THE EXPANSION OF EDUCATOR
4 PREPARATION PROGRAMS AND TO CREATE A SYSTEM THAT HOLDS ALL
5 PROGRAMS ACCOUNTABLE, TO REORGANIZE AND CLARIFY THE EDUCATOR
6 LICENSURE PROCESS, AND TO ENSURE AVAILABILITY OF INFORMATION ON
7 TEACHER VACANCIES OCCURRING IN NORTH CAROLINA PUBLIC SCHOOLS.

8 The General Assembly of North Carolina enacts:

9
10 **PART I. NORTH CAROLINA PROFESSIONAL EDUCATOR PREPARATION AND**
11 **STANDARDS COMMISSION**

12 **SECTION 1.(a)** Subchapter V of Chapter 115C of the General Statutes is amended
13 by adding a new Article to read:

14 "Article 17C.

15 "Professional Educator Preparation and Standards Commission.

16 **"§ 115C-268.1. Professional Educator Preparation and Standards Commission.**

17 (a) Commission. – There is created the Professional Educator Preparation and
18 Standards Commission (Commission). The purpose of the Commission is to involve
19 stakeholders in establishing high standards for North Carolina educators. The Commission shall
20 make rule recommendations regarding all aspects of preparation, licensure, continuing
21 education, and standards of conduct of public school educators.

22 (b) Location. – The Commission shall be located administratively under the State Board
23 of Education but shall exercise its powers and duties independently of the State Board of
24 Education.

25 (c) Membership. – The Commission shall consist of the following 18 members:

26 (1) The General Assembly, upon the recommendation of the President Pro
27 Tempore of the Senate, shall appoint the following:

28 a. One superintendent.

29 b. One principal.

30 c. One dean, or dean's designee, of an educator preparation program at
31 a constituent institution of The University of North Carolina.

32 d. One dean, or dean's designee, of an educator preparation program at
33 a nonpublic postsecondary educational institution in North Carolina.

34 e. One elementary school teacher.

35 f. One middle or high school teacher.



- 1 g. One personnel administrator from a local school administrative unit
2 in North Carolina with at least 30,000 students.
3 h. One at-large member.
4 (2) The General Assembly, upon the recommendation of the Speaker of the
5 House of Representatives, shall appoint the following:
6 a. One superintendent.
7 b. One principal.
8 c. One dean, or dean's designee, of an educator preparation program at
9 a constituent institution of The University of North Carolina.
10 d. One dean, or dean's designee, of an educator preparation program at
11 a nonpublic postsecondary educational institution in North Carolina.
12 e. One elementary school teacher.
13 f. One middle or high school teacher.
14 g. One personnel administrator from a local school administrative unit
15 in North Carolina with less than 30,000 students.
16 h. One at-large member.
17 (3) The State Teacher of the Year.
18 (4) The Superintendent of Public Instruction or his or her designee.

19 In making appointments, the General Assembly is encouraged to select qualified citizens
20 who are committed to improving the teaching profession and student achievement and who
21 represent the racial, geographic, and gender diversity of the State. Before their appointment to
22 this Commission, with the exception of the at-large members, the members must have been
23 actively engaged in the profession of teaching, in the education of students in educator
24 preparation programs, or in the practice of public school administration for at least three years,
25 at least two of which occurred in this State. The members shall serve for two-year terms. Initial
26 terms shall begin September 1, 2017. Vacancies in the membership shall be filled by the
27 General Assembly, as provided in G.S. 120-122, using the same criteria as provided in this
28 subsection.

29 (d) Organization and Functioning. – The Commission shall elect a chair, a vice-chair,
30 and a secretary from among its membership. In the absence of the chair, the vice-chair shall
31 preside over the Commission's meetings. All members are voting members and a majority of
32 the Commission constitutes a quorum. The Commission shall adopt rules to govern its
33 proceedings.

34 (e) Meetings. – Meetings of the Commission shall be held upon the call of the chair or
35 the vice-chair in the absence of the chair. The Superintendent shall call the initial meeting of
36 the Commission.

37 (f) Compensation and Reimbursement. – Members of the Commission shall receive
38 compensation for their services and reimbursement for expenses incurred in the performance of
39 their duties required by this Article at the rate prescribed in G.S. 138-5 and G.S. 138-6.

40 (g) Personnel. – The Commission may employ, subject to Chapter 126 of the General
41 Statutes, the necessary personnel for the performance of its functions and fix compensation
42 within the limits of funds available to the Commission.

43 **"§ 115C-268.5. Powers and duties of the Commission.**

44 (a) Duties. – The Commission shall:

- 45 (1) Develop and recommend to the State Board of Education rules related to all
46 aspects of educator preparation programs in accordance with Article 17D of
47 this Chapter. These rules shall include requirements for appropriate
48 pedagogy to be included in residency license programs.
49 (2) Develop and recommend to the State Board of Education rules related to all
50 aspects of professional standards for North Carolina educators in accordance

1 with Article 17E of this Chapter. These rules shall include specific hour
2 requirements for the following:

3 a. Preservice training and field experiences prior to entering the
4 classroom for individuals issued residency licenses.

5 b. Preservice training prior to entering the classroom for individuals
6 issue emergency licenses.

7 (3) Provide recommendations as requested to the State Board of Education
8 related to the educator preparation programs and professional standards of
9 North Carolina educators.

10 (b) The Commission shall recommend ways to ensure that the clinical practice
11 requirements described in G.S. 115C-269.25(d) effectively prepare high-quality professional
12 educators who meet the demands of North Carolina schools.

13 (c) State Board Approval. – The Commission shall submit its recommendations under
14 subsection (a) of this section to the State Board. The State Board shall adopt or reject the rules
15 recommendations. The State Board shall not make any substantive changes to any rules
16 recommendation that it adopts. If the State Board rejects the rules recommendation, it shall
17 state with specificity its reasons for rejection; the Commission may then amend that rules
18 recommendation and resubmit it to the State Board. The Board shall adopt or reject the
19 amended rules recommendation. If the State Board fails to adopt the Commission's original and
20 amended rule recommendations, the State Board may develop and adopt its own rules.

21 (d) Annual Report. – The Commission shall submit a report by December 1, 2018, and
22 annually thereafter, to the Joint Legislative Education Oversight Committee and the State
23 Board of Education of its activities during the preceding year, together with any
24 recommendations and findings regarding improvement of the teaching profession."

25 26 **PART II. EDUCATOR PREPARATION PROGRAMS**

27 **SECTION 2.(a)** G.S. 115C-296.8 is repealed.

28 **SECTION 2.(b)** G.S. 115C-296.9 is repealed.

29 **SECTION 2.(c)** G.S. 115C-296.10 is repealed.

30 **SECTION 2.(d)** G.S. 115C-296.11 is repealed.

31 **SECTION 2.(e)** G.S. 115C-296.12 is repealed.

32 **SECTION 2.(f)** G.S. 115C-296.13 is repealed.

33 **SECTION 2.(g)** G.S. 115C-309 is repealed.

34 **SECTION 2.(h)** G.S. 115C-310 is repealed.

35 **SECTION 2.(i)** Subchapter V of Chapter 115C of the General Statutes is amended
36 by adding a new Article to read:

37 "Article 17D.

38 "Educator Preparation Programs.

39 **§ 115C-269.1. Definitions.**

40 As used in this Article, the following definitions shall apply:

41 (1) Approved EPP. – An EPP that has been approved by the State Board as
42 meeting the requirements established by rule, as provided in
43 G.S. 115C-269.10.

44 (2) Authorized EPP. – An EPP that (i) has met the accountability performance
45 standards described in G.S. 115C-269.35 and (ii) has been approved by the
46 State Board or accredited by CAEP to prepare, train, and recommend
47 students for licensure.

48 (3) CAEP. – Council for the Accreditation of Educator Preparation.

49 (4) Clinical educator. – An individual employed by a partner school, including a
50 classroom teacher, who assesses, supports, and develops a clinical intern's
51 knowledge, skills, and professional disposition during an internship.

- 1 (5) Clinical intern or intern. – Any student enrolled in a recognized EPP who is
2 jointly assigned by that EPP and a local board of education to teach under
3 the direction and supervision of a clinical educator, as provided in
4 G.S. 115C-269.25.
- 5 (6) Clinical internship or internship. – Type of field experience in which a
6 clinical intern works under the supervision of a clinical educator and may be
7 delegated those duties granted to an educator by G.S. 115C-307 and any
8 other part of the school program for which the clinical educator is
9 responsible.
- 10 (7) Clinical mentor or mentor. – An individual employed by an elementary or
11 secondary school, including a classroom teacher, who assesses, supports,
12 and develops a clinical resident's knowledge, skills, and professional
13 disposition during the residency.
- 14 (8) Clinical residency or residency. – Type of field experience in which a
15 clinical resident who already holds a bachelor's degree is enrolled in a
16 recognized EPP and also employed by a local school administrative unit as
17 an educator and supervised by the recognized EPP in partial fulfillment of
18 the recognized EPP's training requirements.
- 19 (9) Clinical resident. – Any student who meets the following criteria:
20 a. Holds a bachelor's degree.
21 b. Is enrolled in a recognized EPP.
22 c. Is employed by a local school administrative unit as an educator and
23 supervised by the recognized EPP in partial fulfillment of the
24 recognized EPP's training requirements.
- 25 (10) Educator preparation program or EPP. – Any entity that prepares, trains, and
26 recommends students for teacher licensure.
- 27 (11) Field experience. – Placement of students enrolled in a recognized EPP in
28 settings to provide opportunities to observe, practice, and demonstrate
29 knowledge and skills. A field experience may include preclinical classroom
30 experiences.
- 31 (12) Field supervisor. – An individual who is employed by a recognized EPP to
32 observe students, monitor their performance, and provide constructive
33 feedback to improve their effectiveness as educators during their clinical
34 internship or residency.
- 35 (13) Initially authorized EPP. – An EPP that has been either approved by the
36 State Board or accredited by CAEP to prepare, train, and recommend
37 students for licensure, but lacks data required by the performance standards
38 described in G.S. 115C-269.35.
- 39 (14) Partner school. – An elementary or secondary school located in North
40 Carolina that includes (i) a public school governed by a local board of
41 education, a charter school board of directors, a regional school board of
42 directors, or a UNC laboratory school board of trustees; (ii) a Department of
43 Defense Elementary and Secondary School established pursuant to 10
44 U.S.C. § 2164; and (iii) a nonpublic school that meets the requirements of
45 Part 1 or 2 of Article 39 of this Chapter.
- 46 (15) Recognized educator preparation program or recognized EPP. – An entity
47 that is initially authorized or authorized by the State Board to recommend
48 students for educator licensure.
- 49 (16) Student. – An individual enrolled in a recognized educator preparation
50 program.

51 **"§ 115C-269.5. Educator preparation programs.**

1 (a) Role of EPPs. – An EPP shall prepare students for educator licensure and meet the
2 standards and requirements set forth in this Article. To recommend students for licensure, an
3 EPP shall be recognized by the State Board.

4 (b) State Board Authority. – The State Board shall initially authorize and recognize an
5 EPP as required by this Article. The State Board shall have authority to regulate EPPs in
6 accordance with this Article.

7 (c) Initial Authorization. – The State Board shall assign the status of initially authorized
8 to an EPP if it has not yet generated sufficient data to meet the performance standards, but the
9 EPP meets one of the following criteria:

10 (1) The EPP is approved by the State Board.

11 (2) The EPP is nationally accredited by CAEP.

12 (d) Authorization. – The State Board shall assign the status of authorized to an EPP if
13 the EPP meets the following criteria:

14 (1) The EPP is approved by the State Board or nationally accredited by CAEP.

15 (2) The EPP satisfies the performance standards to the extent that the EPP has
16 not been assigned revoked status described in G.S. 115C-269.45.

17 (e) The State Board shall assign the status of recognized EPP to an EPP that has the
18 status of initially authorized or authorized.

19 **"§ 115C-269.10. Educator preparation program approval process.**

20 (a) State Board Authority. – The State Board shall have authority to approve an EPP
21 that meets the requirements established by rule as provided in subsection (b) of this section.

22 (b) Rules for Granting State Approval. – The State Board shall adopt rules for granting
23 approval to EPPs in accordance with this Article. The rules shall ensure the following:

24 (1) A rigorous approval process that requires that the criteria in this Article are
25 met.

26 (2) An application process, peer review, and technical assistance provided by
27 the State Board.

28 (3) An approval period of five years and process for renewal of approval.

29 (c) Minimum Approval Standards. – At a minimum, the rules established as provided in
30 subsection (b) of this section shall include the following standards:

31 (1) Students shall develop a deep understanding of the critical concepts and
32 principles of their discipline and, by completion, be able to use
33 discipline-specific practices flexibly to advance the learning of all students
34 toward attainment of college- and career-ready standards.

35 (2) Effective partnerships and high-quality clinical practice shall be central to
36 preparation so that students develop the knowledge, skills, and professional
37 dispositions necessary to demonstrate positive impact on all elementary and
38 secondary students' learning and development.

39 (3) Quality of students shall be a continuing and purposeful part of the EPP's
40 responsibility from recruitment, at admission, through the progression of
41 courses and field experiences, and to decisions that completers are prepared
42 to teach effectively and are recommended for licensure. The EPP shall
43 demonstrate that development of student quality is the goal of educator
44 preparation in all phases of the program through evidence of impact under
45 subdivision (4) of this subsection.

46 (4) The EPP shall demonstrate the impact of its completers on elementary and
47 secondary student learning and development, classroom instruction, and
48 schools, and the satisfaction of its completers with the relevance and
49 effectiveness of their preparation.

50 (5) The EPP shall maintain a quality assurance system comprised of valid data
51 from multiple measures, including evidence of students' and completers'

1 positive impact on elementary and secondary student learning and
2 development. The EPP shall support continuous improvement that is
3 sustained and evidence-based and that evaluates the effectiveness of its
4 completers. The EPP shall use the results of inquiry and data collection to
5 establish priorities, enhance program elements and capacity, and test
6 innovations to improve completers' impact on elementary and secondary
7 student learning and development.

8 (d) Application. – An EPP seeking to be approved by the State Board shall complete the
9 application process established by the State Board.

10 (e) Peer Review. – An EPP seeking to be approved by the State Board shall undergo a
11 peer review process established by the State Board that includes highly qualified and trained
12 members to adequately review programs within the State.

13 (f) Technical Assistance. – For EPPs seeking approval, the State Board shall provide
14 technical assistance in efforts to do the following:

15 (1) Improve education quality and EPP performance.

16 (2) Inform EPPs about the program approval process as part of EPP
17 performance based on outcome data.

18 (3) Assist with State and federal reporting processes.

19 (4) Help build and maintain partnerships between elementary and secondary
20 schools and EPPs.

21 **"§ 115C-269.15. Minimum admissions requirements for educator preparation programs.**

22 (a) Testing. – A recognized EPP shall not admit a student until that student has met one
23 of the following criteria:

24 (1) Attained a passing score or prescribed minimum score set by the State Board
25 for a preprofessional skills test.

26 (2) Achieved the appropriate required scores, as determined by the State Board,
27 on the verbal and mathematics portions of the SAT or ACT. The minimum
28 combined verbal and mathematics score set by the State Board for the SAT
29 shall be 1,100 or greater. The minimum composite score set by the State
30 Board for the ACT shall be 24 or greater.

31 (3) Holds a bachelor's degree.

32 (b) Grade Point Average. – A recognized EPP shall not admit a student into an EPP
33 unless that student has earned a minimum grade point average of at least a 2.7. A recognized
34 EPP shall ensure that the minimum cohort grade point average for each entering cohort to an
35 EPP is at least a 3.0.

36 **"§ 115C-269.20. Content and pedagogy requirements.**

37 (a) Content and Pedagogy Requirements. – To ensure that EPPs remain current and
38 reflect a rigorous course of study that is aligned to State and national standards, the State Board
39 shall require at least the following minimum requirements with demonstrated competencies in
40 its rules:

41 (1) All EPPs shall include instruction in the following:

42 a. The identification and education of children with disabilities.

43 b. Positive management of student behavior and effective
44 communication techniques for defusing and de-escalating disruptive
45 or dangerous behavior.

46 c. Demonstration of competencies in using digital and other
47 instructional technologies to provide high-quality, integrated digital
48 teaching and learning to all students.

49 d. The skills and responsibilities required of educators.

50 e. The expectations for student performance based on State standards.

- 1 f. The supply of and demand for educators in this State, as identified in
2 the vacancy report required by G.S. 115C-299.5(e).
3 g. The State's framework for appraisal of educators.
4 (2) EPPs providing training for elementary education teachers shall include the
5 following:
6 a. Adequate coursework in the teaching of reading, writing, and
7 mathematics.
8 b. Assessment prior to licensure to determine if a student possesses the
9 requisite knowledge in scientifically based reading, writing, and
10 mathematics instruction that is aligned with the State Board's
11 expectations.
12 c. Instruction in application of formative and summative assessments
13 within the school and classroom setting through technology-based
14 assessment systems available in State schools that measure and
15 predict expected student improvement.
16 d. Instruction in integration of arts education across the curriculum.
17 (3) EPPs providing training for elementary and special education general
18 curriculum teachers shall ensure that students receive instruction in early
19 literacy intervention strategies and practices that are aligned with State and
20 national reading standards and shall include the following:
21 a. Instruction in the teaching of reading, including a substantive
22 understanding of reading as a process involving oral language,
23 phonological and phonemic awareness, phonics, fluency, vocabulary,
24 and comprehension. Instruction shall include appropriate application
25 of instructional supports and services and reading interventions to
26 ensure reading proficiency for all students.
27 b. Instruction in evidence-based assessment and diagnosis of specific
28 areas of difficulty with reading development and of reading
29 deficiencies.
30 c. Instruction in appropriate application of instructional supports and
31 services and reading interventions to ensure reading proficiency for
32 all students.
33 (4) EPPs providing training for middle and high school teachers shall include
34 the following:
35 a. Adequate coursework in the relevant content area. For clinical
36 residency programs, students may instead demonstrate mastery of the
37 relevant content area through the passage of the relevant content area
38 examination approved by the State Board.
39 b. Adequate coursework in the teaching of the relevant content area.
40 c. For EPPs providing training for science teachers, adequate
41 preparation in issues related to science laboratory safety.

42 **"§ 115C-269.25. Clinical partnerships and practice in educator preparation programs.**

- 43 (a) Collaborative Partnerships With Elementary and Secondary Schools. – EPPs shall
44 establish and maintain collaborative, formalized partnerships with elementary and secondary
45 partner schools that are focused on student achievement, continuous school improvement, and
46 the professional development of elementary and secondary educators, as well as those
47 preparing educators.
48 (b) Memorandum of Understanding With Local School Administrative Units. – EPPs
49 shall enter into a memorandum of understanding with the local school administrative unit or the
50 partner school where students are placed or employed. In the memorandum, the EPP and the
51 local school administrative unit or partner school, as applicable, shall:

- 1 (1) Define the collaborative relationship between the EPP and the local school
2 administrative unit or partner school and how this partnership will be
3 focused on continuous school improvement and student achievement.
- 4 (2) Adopt a plan for collaborative clinical educator or mentor selection,
5 orientation, and student placement.
- 6 (3) Determine how information will be shared and verified between the EPP and
7 the local school administrative unit or partner school.
- 8 (c) Field Experience Requirements. – To the extent practicable, EPPs shall require, in
9 all programs leading to initial professional licensure, the following:
- 10 (1) Field experiences in every semester that include organized and sequenced
11 engagement of students in settings that provide them with opportunities to
12 observe, practice, and demonstrate knowledge and skills. The experiences
13 shall be systematically designed and sequenced to increase the complexity
14 and levels of engagement with which students apply, reflect upon, and
15 expand their knowledge and skills, and to increase in each semester prior to
16 the student's internship the number of hours spent in field experiences.
- 17 (2) A minimum of two hours of field experience in the first semester of the
18 program and a cumulative total of at least 12 hours of field experiences prior
19 to the student's internship.
- 20 (3) At least one field experience in a low-performing school.
- 21 (d) Clinical Practice Requirements. – EPPs shall require clinical practice in the form of
22 one of the following:
- 23 (1) Internship that lasts for a minimum of 16 weeks. Internships may be over the
24 course of two semesters and shall, to the extent practicable, provide field
25 experiences at both the beginning and ending of the school year. It shall be
26 the responsibility of a clinical educator, in cooperation with the principal and
27 the representative of the EPP, to assign to the intern responsibilities and
28 duties that will provide adequate preparation for teaching.
- 29 (2) Residency that meets the following criteria:
- 30 a. The residency lasts for a minimum of one year.
- 31 b. The EPP provides ongoing support to a student for the full term of
32 the residency.
- 33 c. The EPP assigns a clinical mentor to the resident.
- 34 d. The resident completes field experiences and training required by the
35 State Board prior to the residency.
- 36 (e) Clinical Educator Requirements. – The EPP shall ensure clinical educators who
37 supervise students in internships meet the following requirements:
- 38 (1) Be professionally licensed in the field of licensure sought by the student.
- 39 (2) Have a minimum of three years of experience in a teaching role.
- 40 (3) Have been rated, through the educator's most recent formal evaluations, at
41 least at the "accomplished" level as part of the North Carolina Teacher
42 Evaluation System, or the equivalent on an evaluation system utilized by
43 another state or partner school, as applicable, and have met expectations as
44 part of a student growth assessment system used by a school in the field of
45 licensure sought by the student.
- 46 (f) Clinical Mentor Requirements. – The EPP shall ensure clinical educators who
47 supervise students in residencies meet the following requirements:
- 48 (1) Be professionally licensed in the field of licensure of the resident.
- 49 (2) Have a minimum of three years of experience in a teaching role.
- 50 (3) Have been rated, through the educator's most recent formal evaluations, at
51 least at the "accomplished" level as part of the North Carolina Teacher

1 Evaluation System, or the equivalent on an evaluation system utilized by
2 another state or partner school, as applicable, and have met expectations as
3 part of a student growth assessment system used by a school in the field of
4 licensure sought by the student.

5 (g) Legal Protection of Interns. – An intern under the supervision of a clinical educator
6 or principal shall have the protection of the laws accorded to a licensed educator.

7 (h) Pedagogy Assessment. – EPPs shall require, in addition to a content assessment, a
8 nationally normed and valid pedagogy assessment to determine clinical practice performance.
9 Passing scores and mastery criteria shall be determined by the State Board.

10 **"§ 115C-269.30. Teacher assistants engaged in internships.**

11 (a) Program for Teacher Assistants. – The State Board shall adopt a program to
12 facilitate the process by which teacher assistants may become teachers. Teacher assistants who
13 participate in this program:

14 (1) Shall be enrolled in a recognized EPP.

15 (2) Shall be employed in a North Carolina public school.

16 (b) Internship Assignments. – Local school administrative units are encouraged to
17 assign teacher assistants to a different classroom during an internship than the classroom they
18 are assigned to as a teacher assistant. To the extent possible, they may be assigned to another
19 school within the same local school administrative unit.

20 (c) Salary and Benefits. – At the discretion of the local school administrative unit,
21 teacher assistants may continue to receive their salary and benefits while interning in the same
22 local school administrative unit where they are employed as a teacher assistant.

23 (d) Consultation With Institutions of Higher Education. – The State Board shall consult
24 with the Board of Governors of The University of North Carolina and the North Carolina
25 Independent Colleges and Universities in the development of the program.

26 **"§ 115C-269.35. Accountability for educator preparation programs.**

27 (a) Performance Measures. – The State Board shall adopt rules necessary to establish
28 standards of performance to govern the continuing accountability of all EPPs. At a minimum,
29 the performance standards shall be based on the following information that is disaggregated
30 with respect to race, sex, and ethnicity:

31 (1) Performance based on the standards and criteria for annual evaluations of
32 licensed employees.

33 (2) Proficiency and growth of students taught by educators holding an initial
34 professional license, to the extent practicable. When available, EVAAS data
35 shall be used to measure student proficiency and growth.

36 (3) Results from an educator satisfaction survey, developed by the State Board
37 with stakeholder input, performed at the end of the educator's first year of
38 teaching after receiving an initial professional license.

39 (4) Quality of students entering the EPP, including the average grade point
40 average and average score on preprofessional skills tests or college entrance
41 exams that assess reading, writing, mathematics, and other competencies.

42 (b) Annual Performance Reports. – The State Board shall require all recognized EPPs
43 to submit annual performance reports. The performance reports shall provide the State Board
44 with a focused review of the EPPs and the current authorization process in order to ensure that
45 the programs produce graduates that are well prepared to teach. At a minimum, the annual
46 report shall contain the following indicators:

47 (1) Performance data from subsection (a) of this section.

48 (2) Data related to the EPP's compliance with requirements for field supervision
49 of students during their internship and residency experiences.

50 (3) The following information, disaggregated by race, sex, and ethnicity:

51 a. The number of students who apply.

- 1 b. The number of students admitted.
2 c. The number of students retained.
3 d. The number of students completing the program.
4 e. The number of students employed as beginning teachers under initial
5 professional licenses by not later than the first anniversary of
6 completing the program.
7 f. The amount of time required by students employed as beginning
8 teachers under residency licenses to be issued initial professional
9 licenses.
10 g. The number of students retained in the profession.
11 h. Any other information required by federal law.
12 (4) The ratio of field supervisors to students completing an internship or
13 residency.
14 (5) Graduation rates.
15 (6) Time-to-graduation rates.
16 (7) Average scores of graduates on professional, pedagogy, and content area
17 examinations for the purpose of licensure.
18 (8) Percentage of graduates receiving initial professional licenses.
19 (9) The extent to which the program prepares educators, including general
20 education teachers and special education teachers, to effectively teach the
21 following:
22 a. Students with disabilities.
23 b. Students of limited English proficiency.
24 (10) The activities offered by the program that are designed to prepare educators
25 to do the following:
26 a. Integrate technology effectively into curricula and instruction,
27 including activities consistent with the principles of universal design
28 for learning.
29 b. Use technology effectively to collect, manage, and analyze data to
30 improve teaching and learning for the purpose of increasing student
31 academic achievement.
32 (11) The perseverance of beginning educators in the profession, as determined on
33 the basis of the number of beginning educators who maintain status as active
34 contributing members in the North Carolina State Employee Retirement
35 System at least three years after licensure in comparison to similar programs.
36 (12) The results of surveys given to school principals that involve evaluation of
37 the program's effectiveness in preparing participants to succeed in the
38 classroom, based on experience with employed program participants.
39 (13) Any other information necessary to enable the State Board to assess the
40 effectiveness of the program on the basis of educator retention and success
41 criteria adopted by the State Board.
42 (c) Submission of Annual Performance Reports. – Performance reports shall be
43 provided annually to the following:
44 (1) The State Board.
45 (2) The board of trustees or board of directors of the entity submitting the report.
46 (d) Information Requests by EPPs. – The State Board of Education shall annually
47 provide, upon request, the data required to be included in an EPP's annual performance report
48 related to subdivisions (1) and (2) of subsection (a) of this section and subdivision (11) of
49 subsection (b) of this section. The State Board of Education shall provide this information to an
50 EPP as aggregate data and disaggregated by race, sex, and ethnicity. Notwithstanding Article
51 21A of this Chapter, local school administrative units shall provide to the State Board of

1 Education for the purposes of these information requests any North Carolina Educator
2 Evaluation System effectiveness status assigned to teachers based on queries from the State
3 Board. The State Board of Education shall not report aggregated or disaggregated data to the
4 EPP that reveals confidential information in a teacher's personnel file, as defined by Article
5 21A of this Chapter, such as making the effectiveness status personally identifiable to an
6 individual teacher.

7 **"§ 115C-269.40. Risk factors for educator preparation programs; risk-assessment model.**

8 (a) Risk Factor Rules. – The State Board shall adopt rules establishing risk factors for
9 assessment of the overall risk level of each EPP. The set of risk factors shall include the
10 following:

11 (1) A history of the EPP's compliance with State law and rules, with
12 consideration given to the following:

13 a. The seriousness of any violation of a law or rule.

14 b. Whether the violation resulted in an action being taken against the
15 EPP.

16 c. Whether the violation was promptly remedied by the EPP.

17 d. The number of alleged violations.

18 e. Any other matter considered to be appropriate in evaluating the EPP's
19 compliance history.

20 (2) Whether the program meets the accountability performance standards under
21 G.S. 115C-269.35.

22 (b) CAEP Accreditation. – The rules for risk factors developed by the State Board may
23 include whether an EPP is accredited by CAEP.

24 (c) Use of Risk Factors. – The State Board shall use the rules for risk factors when
25 conducting monitoring, inspections, and compliance audits of EPPs, including evaluations
26 associated with renewals of approval under G.S. 115C-269.10.

27 **"§ 115C-269.45. Sanctions.**

28 (a) Accountability Statuses. – The State Board shall at least annually review the
29 accountability status of each EPP. The State Board shall adopt rules necessary for the sanction
30 of EPPs that do not meet accountability standards or comply with State law or rules. The rules
31 shall provide for the assignment of warned, probation, or revoked statuses according to the
32 following criteria:

33 (1) Warned. – An EPP shall be assigned warned status if the program meets any
34 of the following criteria:

35 a. Fails to meet the performance standards set by the State Board for the
36 overall performance of all its students on any of the indicators set
37 forth in G.S. 115C-269.35(a) in any one year.

38 b. Fails to meet the performance standards in any two sex, race, or
39 ethnicity demographic groups on any of the indicators set forth in
40 G.S. 115C-269.35(a) in any one year.

41 c. Fails to meet the performance standards for a sex, race, or ethnicity
42 demographic group on any of the indicators set forth in
43 G.S. 115C-269.35(a) for two consecutively measured years,
44 regardless of whether the deficiency is in the same demographic
45 group or standard.

46 d. The State Board determines that the EPP has violated applicable laws
47 or rules that should result in warned status.

48 (2) Probation. – An EPP shall be assigned probation status if the program meets
49 any of the following criteria:

- 1 a. Fails to meet the performance standards set by the State Board for the
2 overall performance of all its students on any of the indicators set
3 forth in G.S. 115C-269.35(a) for two consecutively measured years.
4 b. Fails to meet the performance standards in any three sex, race, or
5 ethnicity demographic groups on any of the indicators set forth in
6 G.S. 115C-269.35(a) in any one year.
7 c. Fails to meet the performance standards for a sex, race, or ethnicity
8 demographic group on any of the indicators set forth in
9 G.S. 115C-269.35(a) for three consecutively measured years,
10 regardless of whether the deficiency is in the same demographic
11 group or standard.
12 d. The State Board determines that the EPP has violated applicable laws
13 or rules that should result in probation status.
14 (3) Revoked. – An EPP shall be assigned revoked status and its approval to
15 recommend students for educator licensure revoked if it meets any of the
16 following criteria:
17 a. Is assigned probation status for three consecutively measured years.
18 b. Has been on probation status for one year and the State Board
19 determines that revoking the program's approval is reasonably
20 necessary to achieve the purposes of this Article.
21 (b) Revocation. – Any revocation of an EPP's accountability status shall meet the
22 following criteria:
23 (1) Complies with the requirements of notice as described in subsection (f) of
24 this section.
25 (2) Upon assignment of revoked status of EPP approval, the EPP shall not admit
26 new students, but may complete the training of students already admitted by
27 the program and recommend them for licensure. If necessary, the State
28 Board and other EPPs shall cooperate to assist the previously admitted
29 students of the revoked EPP to complete their training.
30 (3) A revocation shall be effective for a period of at least two years. After two
31 years, the program may seek initial authorization to prepare educators for
32 licensure.
33 (c) Range of Sanctions. – In addition to revocation as provided in subsections (a) and
34 (b) of this section, the rules described in subsection (a) of this section shall provide for the State
35 Board to assign other sanctions deemed necessary, including one or more of the following:
36 (1) Requiring the EPP to obtain technical assistance approved by the State
37 Board.
38 (2) Requiring the EPP to obtain professional services under contract with
39 another entity.
40 (3) Appointing a monitor to participate in and report to the State Board on the
41 activities of the EPP.
42 (4) Managing the EPP's enrollment.
43 (d) Particular Fields of Licensure. – Any sanction authorized or required to be taken
44 against an EPP under subsection (c) of this section may also be taken with regard to a program
45 for a particular field of licensure authorized to be offered by an EPP.
46 (e) Costs. – Any costs associated with the sanctions under subsection (c) of this section
47 shall be paid by the EPP.
48 (f) Notice, Hearing, and Appeal. – The State Board shall give written notice to the EPP
49 by certified mail of an EPP's revocation of authorized status, including a written explanation of
50 the basis for the revocation. An EPP may commence a contested case as provided in Article 3
51 of Chapter 150B of the General Statutes as to the revocation by the State Board.

1 **"§ 115C-269.50. EPP report cards.**

2 The State Board shall create a report card in a common format for each EPP that, at a
3 minimum, summarizes the information collected in the annual performance reports, as set forth
4 in G.S. 115C-269.35(b). The State Board shall make the report cards available to the public
5 through the State Board's Internet Web site on an annual basis beginning December 15, 2019,
6 and shall submit the report to the Joint Legislative Education Oversight Committee annually by
7 that date. The State Board of Education shall also provide the information from each EPP's
8 annual performance report to the Board of Governors of The University of North Carolina to be
9 incorporated into the Teacher Quality Dashboard to provide greater accessibility and
10 comparability of data on the performance of EPPs in the State.

11 **"§ 115C-269.55. Reports of alleged violations regarding educator preparation programs.**

12 (a) Authority. – The State Board shall adopt rules necessary to establish a process for a
13 student to report a violation of this Article to the State Board.

14 (b) EPP Notice to Students. – The State Board by rule shall require an EPP to notify
15 students of the complaint process adopted under subsection (a) of this section. The notice shall
16 include the appropriate contact information, including name, mailing address, telephone
17 number, and Internet Web site address for the purpose of directing complaints to the State
18 Board. The EPP shall provide for that notification as follows:

19 (1) On the Internet Web site of the EPP, if the program maintains a Web site.

20 (2) On a sign prominently displayed in program facilities.

21 (3) In the student handbook.

22 (c) Notice of Complaint Process. – The State Board shall post the complaint process
23 adopted under subsection (a) of this section on the State Board's Internet Web site.

24 (d) Limits on State Board Authority. – The State Board has no authority to mediate,
25 arbitrate, or resolve contractual or commercial issues between an EPP and a student."

26 **SECTION 2.(j)** Article 19 of Subchapter V of Chapter 115C of the General
27 Statutes is amended by adding a new section to read:

28 **"§ 115C-284.1. School administrator preparation programs.**

29 Rules for approval of school administrator preparation programs shall incorporate the
30 criteria developed in accordance with G.S. 116-74.21 for assessing proposals under the School
31 Administrator Training Program."

32
33 **PART III. EDUCATOR LICENSURE**

34 **SECTION 3.(a)** G.S. 115C-296 is repealed.

35 **SECTION 3.(b)** Article 20 of Subchapter V of Chapter 115C of the General
36 Statutes is amended by adding a new section to read:

37 **"§ 115C-300.1. New teacher induction programs.**

38 (a) Induction Program. – The State Board of Education shall develop a new teacher
39 induction program to provide ongoing support for teachers entering the profession. In
40 developing the program, the State Board shall conduct a comprehensive study of the needs of
41 new teachers and how those needs can be met through an orientation and mentor support
42 program.

43 (b) New Teacher Guidelines. – For the purpose of helping local boards to support new
44 teachers, the State Board shall develop and distribute guidelines that address optimum teaching
45 load, extracurricular duties, student assignment, and other working condition considerations.
46 These guidelines shall provide that teachers holding initial professional licenses not be assigned
47 extracurricular activities unless they request the assignments in writing and that other
48 noninstructional duties of these teachers be minimized.

49 (c) Mentor Teacher Training. – The State Board shall develop and coordinate a mentor
50 teacher training program. The State Board shall develop criteria for selecting excellent,
51 experienced, and qualified teachers to be participants in the mentor teacher training program,

1 including requiring that mentor teachers have been rated, through formal evaluations, at least at
2 the "accomplished" level as part of the North Carolina Teacher Evaluation System and have
3 met expectations for student growth.

4 (d) Mentor Funding. – The State Board of Education shall allot funds for mentoring
5 services to local school administrative units based on the highest number of employees in the
6 preceding three school years who (i) are paid with State, federal, or local funds and (ii) are
7 either teachers paid on the first or second steps of the teacher salary schedule or instructional
8 support personnel paid on the first step of the instructional support personnel salary schedule.

9 Local school administrative units shall use these funds to provide mentoring support to
10 eligible employees in accordance with a plan approved by the State Board of Education. The
11 plan shall include information on how all mentors in the local school administrative unit will be
12 adequately trained to provide mentoring support."

13 **SECTION 3.(c)** Subchapter V of Chapter 115C of the General Statutes is amended
14 by adding a new Article to read:

15 "Article 17E.

16 "Licensure.

17 **"§ 115C-270.1. Definitions.**

18 As used in this Article, the following definitions shall apply:

19 (1) Administrator. – An administrator or supervisor who serves in general and
20 program administrator roles, as classified by the State Board. Administrators
21 shall include superintendents, assistant or associate superintendents,
22 principals, assistant principals, or curriculum-instructional specialists.

23 (2) Professional educator. – An administrator, teacher, or student services
24 personnel.

25 (3) Recognized educator preparation program or recognized EPP. – As defined
26 in G.S. 115C-269.1(15).

27 (4) Student services personnel. – An individual providing specialized assistance
28 to students, teachers, administrators, or the education program in general, as
29 classified by the State Board. Student services personnel shall include
30 individuals employed in school counseling, school social work, school
31 psychology, audiology, speech-language pathology, and media coordination.

32 (5) Teacher. – An individual whose major responsibility is to either teach or
33 directly supervise teaching, as classified by the State Board.

34 **"§ 115C-270.5. State Board of Education establishes licensure requirements.**

35 (a) Authority. – The State Board of Education shall have entire control of licensing all
36 applicants for professional educator positions in all public schools of North Carolina, subject to
37 the requirements of this Article. The State Board shall adopt rules for the issuance, renewal,
38 and extension of all licenses and shall determine and fix the salary for each grade and type of
39 license which it authorizes.

40 (b) Consultation – The State Board shall receive recommendations from the
41 Professional Educator Preparation and Standards Commission and seek input from The
42 University of North Carolina Board of Governors, the State Board of Community Colleges,
43 educator preparation programs, and such other public and private agencies as are necessary in
44 adopting rules required by this Article.

45 **"§ 115C-270.10. Licensure fees.**

46 (a) Fee Schedule. – The State Board of Education shall establish by rule a schedule of
47 fees for professional educator licensure and administrative changes. The fees established under
48 this section shall not exceed the actual cost of providing the service. The schedule may include
49 fees for any of the following services:

50 (1) Application for demographic or administrative changes to a license.

- 1 (2) Application for a duplicate license or for copies of documents in the
2 licensure files.
- 3 (3) Application for a renewal, extension, addition, upgrade, reinstatement, and
4 variation to a license.
- 5 (4) Initial application for a new graduate from any recognized educator
6 preparation program.
- 7 (5) Initial application for an out-of-state applicant.
- 8 (6) All other applications.

9 An applicant must pay any nonrefundable or nontransferable service fees at the time an
10 application is submitted.

11 (b) Fee Increase Reporting. – The State Board of Education shall report to the Joint
12 Legislative Education Oversight Committee by March 15 in any year that the amount of fees in
13 the fee schedule established under this section has been modified during the previous 12
14 months. The report shall include the number of personnel paid from licensure receipts, any
15 change in personnel paid from receipts, other related costs covered by the receipts, and the
16 estimated unexpended receipts as of June 30 of the year reported.

17 **"§ 115C-270.15. Examination requirements for initial professional licenses.**

18 (a) Examination Score Requirements. – The State Board of Education shall require an
19 applicant for an initial professional license to demonstrate the applicant's academic and
20 professional preparation by achieving a prescribed minimum score on a standard examination
21 appropriate and adequate for that purpose. Elementary education (K-6) and special education
22 general curriculum teachers shall also achieve a prescribed minimum score on subtests or
23 standard examinations specific to teaching reading and mathematics.

24 (b) Establishment of Minimum Scores. – The State Board shall adopt rules that
25 establish the minimum scores for any required standard examinations and other measures
26 necessary to assess the qualifications of professional educators as required under this section.
27 For purposes of this section, the State Board shall not be subject to Article 2A of Chapter 150B
28 of the General Statutes. At least 30 days prior to changing any rule adopted under this section,
29 the State Board shall provide written notice to all recognized educator preparation programs
30 and to all local boards of education. The written notice shall include the proposed revised rule.
31 The State Board of Education shall make any required standard initial professional licensure
32 exam rigorous and raise the prescribed minimum score as necessary to ensure that each
33 applicant has received high-quality academic and professional preparation to teach effectively.

34 (c) Time Line for Completion of Examinations. – The State Board of Education shall
35 permit an applicant to fulfill any such testing requirement before or during the applicant's
36 second year of teaching, provided the applicant took the examination at least once during the
37 first year of teaching.

38 **"§ 115C-270.20. Licensure requirements.**

39 (a) Teacher Licenses. – The State Board shall adopt rules for the issuance of the
40 following classes of teacher licenses, including required levels of preparation for each
41 classification:

- 42 (1) Continuing professional license or CPL. – A five-year renewable license
43 issued to a teacher who has at least three years of licensed teaching
44 experience and meets other requirements established by the State Board. A
45 CPL shall remain in effect for five years after retirement.
- 46 (2) Emergency license or EL. – A one-year nonrenewable license issued to an
47 individual who holds a bachelor's degree with coursework relevant to the
48 requested licensure area, but has not successfully completed a recognized
49 educator preparation program and does not qualify for a residency license.
50 An emergency license shall only be requested by the local board of
51 education, and applicants for emergency licenses shall meet all other

1 requirements established by the State Board, including preservice training,
2 prior to teaching.

3 (3) Initial professional license or IPL. – A three-year nonrenewable license
4 issued to an individual who has successfully completed a recognized
5 educator preparation program and meets other requirements established by
6 the State Board.

7 (4) Lifetime license. – A license issued to a teacher after 50 or more years of
8 teaching as a licensed teacher that requires no renewal.

9 (5) Residency License or RL. – A one-year license, renewable once, that meets
10 both of the following requirements:

11 a. Is requested by the local board of education and accompanied by a
12 certification of supervision from the recognized educator preparation
13 program in which the individual is enrolled.

14 b. The individual for whom the license is requested meets all of the
15 following requirements:

16 1. Holds a bachelor's degree.

17 2. Has either completed coursework relevant to the requested
18 licensure area or passed the content area examination relevant
19 to the requested licensure area that has been approved by the
20 State Board.

21 3. Is enrolled in a recognized educator preparation program.

22 4. Meets all other requirements established by the State Board,
23 including completing preservice requirements prior to
24 teaching.

25 (6) Retirement licensure. – A five-year renewable license issued to a teacher
26 who retired with 30 or more years of teaching experience in North Carolina
27 and who has served as a substitute teacher at least once every three years
28 since retirement.

29 (b) Administrator and Student Services Personnel. – The State Board shall establish
30 classification and levels of preparation necessary for issuance of licenses for administrators and
31 student services personnel.

32 (c) Notwithstanding the requirement in subsection (a) of this section that an individual
33 must hold a bachelor's degree with coursework relevant to the requested licensure area for
34 individuals seeking licensure in a career or technical education area, the State Board may
35 establish alternate criteria related to that area to establish competency in lieu of a bachelor's
36 degree.

37 **§ 115C-270.25. Out-of-state license applicants.**

38 Initial applications from an individual with an out-of-state teacher's license shall require the
39 applicant to provide evidence of that teacher's effectiveness, when available, as measured by
40 the evaluation system used in that applicant's state of current licensure at the time of
41 application, including any growth measures included in that evaluation system. Applications
42 that include the evidence of that educator's effectiveness shall be prioritized for review over
43 initial applications from applicants with out-of-state licenses that do not include that
44 information. An individual who does not include evidence of that teacher's effectiveness with
45 the initial application shall only be eligible for an IPL.

46 **§ 115C-270.30. Licensure renewal.**

47 (a) Licensure Renewal. – The State Board shall adopt rules establishing the
48 requirements for renewal of all professional educator licenses. These requirements shall reflect
49 rigorous standards for continuing licensure and shall be aligned with high-quality professional
50 development programs that reflect State priorities for improving student achievement.

1 **(b) Teacher Licensure Renewal.** – Rules for continuing licensure for teachers shall
2 include the following:

3 **(1)** For all teachers, at least eight continuing education credits with at least three
4 credits required in a teacher's academic subject area.

5 **(2)** For elementary and middle school teachers, at least three continuing
6 education credits related to literacy. Literacy renewal credits shall include
7 evidence-based assessment, diagnosis, and intervention strategies for
8 students not demonstrating reading proficiency. Oral language, phonemic
9 and phonological awareness, phonics, vocabulary, fluency, and
10 comprehension shall be addressed in literacy-related activities leading to
11 license renewal for elementary school teachers.

12 **(3)** For retirement licensure, at least 640 hours of documented substitute
13 teaching each renewal cycle and eight hours of annual professional
14 development approved by a local school administrative unit.

15 **(4)** For all teachers employed by a local board of education, evidence of a rating
16 of at least proficient on the most recent annual evaluation to maintain the
17 current license status. A teacher who is unable to satisfy this requirement but
18 has been placed on a mandatory improvement plan may be eligible to
19 receive an IPL if that teacher satisfies all other licensure requirements.

20 **(c) License Renewal Rules Review.** – The rules for licensure renewal shall be reviewed
21 at least once every five years by the State Board to do the following:

22 **(1)** Reevaluate and enhance the requirements for renewal of professional
23 educator licenses.

24 **(2)** Consider modifications in the license renewal achievement to make it a
25 mechanism for professional educators to renew continually their knowledge
26 and professional skills.

27 **(3)** Integrate digital teaching and learning into the requirements for licensure
28 renewal.

29 **"§ 115C-270.35. License suspension and revocation.**

30 **(a)** The State Board shall adopt rules to establish the reasons and procedures for the
31 suspension and revocation of licenses, subject to the requirements of this section.

32 **(b) Automatic Revocation With No Hearing.** – The State Board shall automatically
33 revoke the license of a professional educator without the right to a hearing upon receiving
34 verification of the identity of the professional educator together with a certified copy of a
35 criminal record showing that the professional educator has entered a plea of guilty or nolo
36 contendere to or has been finally convicted of any of the following crimes:

37 **(1)** Murder in the first or second degree, G.S. 14-17.

38 **(2)** Conspiracy or solicitation to commit murder, G.S. 14-18.1.

39 **(3)** Rape or sexual offense, as defined in Article 7B of Chapter 14 of the
40 General Statutes.

41 **(4)** Felonious assault with deadly weapon with intent to kill or inflicting serious
42 injury, G.S. 14-32.

43 **(5)** Kidnapping, G.S. 14-39.

44 **(6)** Abduction of children, G.S. 14-41.

45 **(7)** Crime against nature, G.S. 14-177.

46 **(8)** Incest, G.S. 14-178 or G.S. 14-179.

47 **(9)** Employing or permitting minor to assist in offense against public morality
48 and decency, G.S. 14-190.6.

49 **(10)** Dissemination to minors under the age of 16 years, G.S. 14-190.7.

50 **(11)** Dissemination to minors under the age of 13 years, G.S. 14-190.8.

51 **(12)** Displaying material harmful to minors, G.S. 14-190.14.

- 1 (13) Disseminating harmful material to minors, G.S. 14-190.15.
 2 (14) First degree sexual exploitation of a minor, G.S. 14-190.16.
 3 (15) Second degree sexual exploitation of a minor, G.S. 14-190.17.
 4 (16) Third degree sexual exploitation of a minor, G.S. 14-190.17A.
 5 (17) Taking indecent liberties with children, G.S. 14-202.1.
 6 (18) Solicitation of child by computer to commit an unlawful sex act,
 7 G.S. 14-202.3.
 8 (19) Taking indecent liberties with a student, G.S. 14-202.4.
 9 (20) Prostitution, G.S. 14-204.
 10 (21) Patronizing a prostitute who is a minor or a mentally disabled person,
 11 G.S. 14-205.2(c) or (d).
 12 (22) Promoting prostitution of a minor or a mentally disabled person,
 13 G.S. 14-205.3(b).
 14 (23) Child abuse under G.S. 14-318.4.

15 The State Board shall mail notice of its intent to act pursuant to this subsection by certified
 16 mail, return receipt requested, directed to the professional educator's last known address. The
 17 notice shall inform the professional educator that it will revoke the person's license unless the
 18 professional educator notifies the State Board in writing within 10 days after receipt of the
 19 notice that the defendant identified in the criminal record is not the same person as the
 20 professional educator. If the professional educator provides this written notice to the State
 21 Board, the State Board shall not revoke the license unless it can establish as a fact that the
 22 defendant and the professional educator are the same person.

23 (c) Mandatory Revocation. – The State Board shall revoke the license of a professional
 24 educator if the State Board receives notification from a local board of education or the
 25 Secretary of Health and Human Services that a professional educator has received a rating on
 26 any standard that was identified as an area of concern on the mandatory improvement plan that
 27 was below proficient or otherwise represented unsatisfactory or below standard performance
 28 under G.S. 115C-333(d) and G.S. 115C-333.1(f).

29 (d) Discretionary Revocation. – The State Board may revoke or refuse to renew a
 30 professional educator's license when the Board identifies the school in which the professional
 31 educator is employed as low-performing under G.S. 115C-105.37 or G.S. 143B-146.5, and the
 32 assistance team assigned to that school makes the recommendation to revoke or refuse to renew
 33 the professional educator's license for one or more reasons established by the State Board in its
 34 rules for license suspension or revocation.

35 (e) Subpoena Power. – The State Board may issue subpoenas for the purpose of
 36 obtaining documents or the testimony of witnesses in connection with proceedings to suspend
 37 or revoke licenses. In addition, the Board shall have the authority to contract with individuals
 38 who are qualified to conduct investigations in order to obtain all information needed to assist
 39 the Board in the proper disposition of allegations of misconduct by licensed persons."

40 **SECTION 3.(d)** Any professional educator license issued by the State Board of
 41 Education prior to the effective date of this act shall continue in effect until the expiration of
 42 that license. The State Board of Education may continue to issue lateral entry licenses for the
 43 2017-2018 and 2018-2019 school years in accordance with State Board Policy LICN-001 as it
 44 was in effect on the effective date of this act.

45 46 **PART IV. ENSURE AVAILABILITY OF INFORMATION ON TEACHER** 47 **VACANCIES**

48 **SECTION 4.(a)** G.S. 115C-12(22) reads as rewritten:

49 "(22) Duty to Monitor the State of the Teaching Profession in North Carolina. –

50 ~~a~~ The State Board of Education shall monitor and compile an annual
 51 report on the state of the teaching profession in North Carolina that

1 includes data on the decisions of teachers to leave the teaching
 2 profession. ~~The State Board shall adopt standard procedures for each~~
 3 ~~local board of education to use in requesting the information from~~
 4 ~~teachers who are not continuing to work as teachers in the local~~
 5 ~~school administrative unit and shall require each local board of~~
 6 ~~education to report the information to the State Board in a standard~~
 7 ~~format adopted by the State Board.~~ profession and data on teaching
 8 positions that local boards of education are unable to fill, as provided
 9 in G.S. 115C-299.5.

- 10 b. ~~The annual teacher transition report shall include data on the~~
 11 ~~following:~~
- 12 1. ~~The number of teachers who left the profession without~~
 13 ~~remaining in the field of education and the reasons for~~
 14 ~~teachers leaving the profession.~~
 - 15 2. ~~The number of teachers who left their employment to teach in~~
 16 ~~other states.~~
 - 17 3. ~~The number of teachers who left their employment to work in~~
 18 ~~another school in North Carolina, including nonpublic~~
 19 ~~schools and charter schools.~~
 - 20 4. ~~The number of teachers who left a classroom position for~~
 21 ~~another type of educational position.~~
 - 22 5. ~~The number of teachers who left employment in hard-to-staff~~
 23 ~~schools. A hard-to-staff school shall be any school identified~~
 24 ~~as low-performing, as provided in G.S. 115C-105.37.~~
 - 25 6. ~~The number of teachers who left employment in hard-to-staff~~
 26 ~~subject areas. A hard-to-staff subject area is either of the~~
 27 ~~following:~~
 - 28 I. ~~As defined by the United States Department of~~
 29 ~~Education.~~
 - 30 II. ~~A subject area that has resulted in a long term~~
 31 ~~vacancy of 16 months or more at a particular school in~~
 32 ~~a local school administrative unit.~~
- 33 e. ~~The annual teacher transition report by the State Board of Education~~
 34 ~~shall disaggregate the data included in sub-subdivision b. of this~~
 35 ~~subdivision by teacher effectiveness status at a statewide level. The~~
 36 ~~report shall not disaggregate data on teacher effectiveness status at a~~
 37 ~~local school administrative unit level.~~

38 ~~Notwithstanding Article 21A of this Chapter, local school~~
 39 ~~administrative units shall provide to the State Board of Education for~~
 40 ~~the purposes of this report any North Carolina Educator Evaluation~~
 41 ~~System (NCEES) effectiveness status assigned to teachers who left~~
 42 ~~employment.~~

43 ~~The State Board of Education shall not report disaggregated data~~
 44 ~~that reveals confidential information in a teacher's personnel file, as~~
 45 ~~defined by Article 21A of this Chapter, such as making the~~
 46 ~~effectiveness status personally identifiable to an individual teacher."~~

47 **SECTION 4.(b)** Article 20 of Subchapter V of Chapter 115C of the General
 48 Statutes is amended by adding a new section to read:

49 **"§ 115C-299.5. Duty to monitor the state of the teaching profession.**

50 (a) Definitions. – As used in this section, the following definitions apply:

1 (1) Hard-to-staff school. – Any school identified as low-performing, as provided
2 in G.S. 115C-105.37.

3 (2) Hard-to-staff subject area. – A subject area that is either of the following:

4 a. As defined by the United States Department of Education.

5 b. A subject area that has resulted in a long-term vacancy of 16 months
6 or more at a particular school in a local school administrative unit.

7 (b) State of the Teaching Profession Report. – The State Board of Education shall
8 monitor and compile an annual report by December 15 annually on the state of the teaching
9 profession in North Carolina that includes data on the decisions of teachers to leave the
10 teaching profession and vacancies in teaching positions as provided in subsections (c) and (e)
11 of this section. The State Board shall adopt standard procedures for each local board of
12 education to use in requesting information required by this report and shall require each local
13 board of education to report the information to the State Board in a standard format adopted by
14 the State Board.

15 (c) Teachers Leaving the Profession. – The report shall include the following data on
16 the decisions of teachers to leave the teaching profession in the prior school year:

17 (1) The number of teachers who left the profession without remaining in the
18 field of education and the reasons for teachers leaving the profession.

19 (2) The number of teachers who left their employment to teach in other states.

20 (3) The number of teachers who left their employment to work in another school
21 in North Carolina, including nonpublic schools and charter schools.

22 (4) The number of teachers who left a classroom position for another type of
23 educational position.

24 (5) The number of teachers who left employment in hard-to-staff schools.

25 (6) The number of teachers who left employment in hard-to-staff subject areas.

26 (d) The annual teacher transition report by the State Board of Education shall
27 disaggregate the data included in subsection (c) of this section by teacher effectiveness status at
28 a statewide level. The report shall not disaggregate data on teacher effectiveness status at a
29 local school administrative unit level. Notwithstanding Article 21A of this Chapter, local
30 school administrative units shall provide to the State Board of Education, for the purposes of
31 this report, any North Carolina Educator Evaluation System (NCEES) effectiveness status
32 assigned to teachers who left employment. The State Board of Education shall not report
33 disaggregated data that reveals confidential information in a teacher's personnel file, as defined
34 by Article 21A of this Chapter, such as making the effectiveness status personally identifiable
35 to an individual teacher.

36 (e) Teacher Vacancies. – The report shall include data on teaching positions that local
37 boards of education are unable to fill with a teacher licensed in that subject area by the fortieth
38 school instructional day of the local school administrative unit's calendar. The report shall
39 aggregate all data to provide both statewide information and information specific to each local
40 school administrative units, including the following:

41 (1) The number of teacher vacancies by subject area.

42 (2) The number of teacher vacancies by school with identification of
43 hard-to-staff schools."

44 **SECTION 4.(c)** The State Board of Education shall complete the first annual
45 report on the state of the teaching profession, including information on vacancies in the
46 teaching profession, no later than December 15, 2017.

47 48 **PART V. CONFORMING CHANGES**

49 **SECTION 5.(a)** G.S. 93B-15.1(i) reads as rewritten:

1 "(i) For the purposes of this section, the State Board of Education shall be considered an
2 occupational licensing board when issuing teacher licenses under ~~G.S. 115C-296~~. Article 17E of
3 Subchapter V of Chapter 115C of the General Statutes."

4 **SECTION 5.(b)** G.S. 115C-296.7(g) reads as rewritten:

5 "(g) NC Teaching Corps members shall be granted ~~lateral entry teaching residency~~
6 licenses pursuant to ~~G.S. 115C-296.12(a)~~. Article 17E of this Chapter."

7 **SECTION 5.(c)** G.S. 115C-325.1(6)a. reads as rewritten:

8 "a. Who holds ~~at least one of the following licenses issued by the State~~
9 ~~Board of Education:~~

- 10 1. ~~A~~ A current ~~standard~~ professional educator's license.
- 11 2. ~~A current lateral entry teaching license.~~
- 12 3. ~~A regular, not expired, vocational license."~~

13 **SECTION 5.(d)** G.S. 115C-325.4(a)(11) reads as rewritten:

14 "(11) Any cause which constitutes grounds for the revocation of the ~~teacher's~~
15 ~~teaching license or the school administrator's administrator~~professional
16 educator's license."

17 **SECTION 5.(e)** G.S. 115C-333(d) reads as rewritten:

18 "(d) State Board Notification. – If a local board dismisses an employee of a
19 low-performing school who is a teacher with career status for any reason except a reduction in
20 force under G.S. 115C-325(e)(1)l., or dismisses an employee who is a teacher on contract for
21 cause or elects to not renew an employee's contract as a result of a superintendent's
22 recommendation under subsection (b) or (c) of this section, it shall notify the State Board of the
23 action, and the State Board annually shall provide to all local boards the names of those
24 individuals. If a local board hires one of these individuals, within 60 days the superintendent or
25 the superintendent's designee shall observe the employee, develop a mandatory improvement
26 plan to assist the employee, and submit the plan to the State Board. The State Board shall
27 review the mandatory improvement plan and may provide comments and suggestions to the
28 superintendent. If on the next evaluation the employee receives a rating on any standard that
29 was identified as an area of concern on the mandatory improvement plan that is again below
30 proficient or otherwise represents unsatisfactory or below standard performance, the local
31 board shall notify the State Board and the State Board shall initiate a proceeding to revoke the
32 employee's license under ~~G.S. 115C-296(d)~~. G.S. 115C-270.35. If on this next evaluation the
33 employee receives at least a proficient rating on all of the performance standards that were
34 identified as areas of concern on the mandatory improvement plan, the local board shall notify
35 the State Board that the employee is in good standing and the State Board shall not continue to
36 provide the individual's name to local boards under this subsection unless the employee is a
37 teacher with career status and is subsequently dismissed under G.S. 115C-325 except for a
38 reduction in force, or the employee is a teacher on contract subsequently dismissed under
39 G.S. 115C-325.4."

40 **SECTION 5.(f)** G.S. 115C-333.1(f) reads as rewritten:

41 "(f) State Board Notification. – If a local board dismisses a teacher with career status for
42 any reason except a reduction in force under G.S. 115C-325(e)(1)l., or dismisses a teacher on
43 contract for cause or elects to not renew a teacher's contract as a result of a superintendent's
44 recommendation under subsection (d) of this section, it shall notify the State Board of the
45 action, and the State Board annually shall provide to all local boards the names of those
46 teachers. If a local board hires one of these teachers, within 60 days the superintendent or the
47 superintendent's designee shall observe the teacher, develop a mandatory improvement plan to
48 assist the teacher, and submit the plan to the State Board. The State Board shall review the
49 mandatory improvement plan and may provide comments and suggestions to the
50 superintendent. If on the next evaluation the teacher receives a rating on any standard that was
51 an area of concern on the mandatory improvement plan that is again below proficient or a

1 rating that otherwise represents unsatisfactory or below standard performance, the local board
2 shall notify the State Board, and the State Board shall initiate a proceeding to revoke the
3 teacher's license under ~~G.S. 115C-296(d)~~. G.S. 115C-270.35. If on the next evaluation the
4 teacher receives at least a proficient rating on all of the overall performance standards that were
5 areas of concern on the mandatory improvement plan, the local board shall notify the State
6 Board that the teacher is in good standing, and the State Board shall not continue to provide the
7 teacher's name to local boards under this subsection unless the teacher has career status and is
8 subsequently dismissed under G.S. 115C-325 except for a reduction in force or is a teacher on
9 contract who is subsequently dismissed under G.S. 115C-325.4. If, however, on this next
10 evaluation the teacher receives a developing rating on any standards that were areas of concern
11 on the mandatory improvement plan, the teacher shall have one more year to bring the rating to
12 proficient if the local board elects to renew the teacher's contract. If by the end of this second
13 year the teacher is not proficient in all standards that were areas of concern on the mandatory
14 improvement plan, the local board shall notify the State Board, and the State Board shall
15 initiate a proceeding to revoke the teacher's license under
16 ~~G.S. 115C-296(d)~~. G.S. 115C-270.35."

17 **SECTION 5.(g)** G.S. 115D-5(p) reads as rewritten:

18 "(p) The North Carolina Community College System may offer courses, in accordance
19 with the ~~lateral entry program of study established under G.S. 115C-296.12~~, Article 17D of
20 Subchapter V of Chapter 115C of the General Statutes, to individuals who choose to enter the
21 teaching profession ~~by lateral entry~~ through residency licensure."

22 **SECTION 5.(h)** G.S. 116-239.5(a) reads as rewritten:

23 "(a) The Board of Governors, in consultation with the constituent institutions of The
24 University of North Carolina with educator preparation programs, shall designate eight
25 constituent institutions to establish laboratory schools to serve public school students in
26 accordance with the provisions of this Article. The Board of Governors shall select eight
27 constituent institutions with quality educator preparation programs as demonstrated by the
28 annual performance measures reported by the constituent institutions in accordance with
29 ~~G.S. 115C-296.13~~. G.S. 115C-269.35."

30 **SECTION 5.(i)** G.S. 116-239.13(5) reads as rewritten:

31 "(5) Information on the student outcomes for students who are enrolled in each
32 educator preparation program who obtained clinical experience in school
33 leadership and teaching in the lab schools, including the performance
34 elements reported under ~~G.S. 115C-296.13(b)~~. G.S. 115C-269.35."

36 PART VI. EFFECTIVE DATE

37 **SECTION 6.(a)** This act is effective when it becomes law and applies beginning
38 with the 2017-2018 school year.

39 **SECTION 6.(b)** Any rules required by this act shall be adopted by February 1,
40 2018.

41 **SECTION 6.(c)** The State Board shall accept applications from EPPs for initial
42 approval no later than March 1, 2018, for EPPs applying to accept students in the 2018-2019
43 school year.

44 **SECTION 6.(d)** An EPP approved by the State Board prior to July 1, 2017, shall
45 be considered initially authorized until the earlier of June 30, 2020, or the date of its five-year
46 renewal.

47 **SECTION 6.(e)** All EPPs operating in the State on June 30, 2018, or thereafter
48 shall submit annual performance reports beginning with the 2018-2019 school year. The State
49 Board shall monitor the data quality of the annual performance reports, including checking for
50 statistical anomalies, data availability, and any other issues the State Board deems relevant. The

1 State Board shall report on its monitoring and recommend any legislative changes to the Joint
2 Legislative Education Oversight Committee by December 15, 2020.

3 **SECTION 6.(f)** The State Board shall not assign an accountability status to any
4 EPP during the 2018-2019, 2019-2020, or 2020-2021 school years but may require technical
5 assistance to an EPP at the EPP's expense based on reported performance measures. The State
6 Board shall only assign the accountability statuses of "warned" and "probation" during the
7 2021-2022 and 2022-2023 school years. The State Board may assign the accountability status
8 of "revoked" beginning with the 2023-2024 school year.