

GENERAL ASSEMBLY OF NORTH CAROLINA
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SENATE BILL DRS45328-BE-1 (01/23)

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

Sponsors: Senator Barefoot (Primary Sponsor).

Referred to:

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 16 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 post-secondary educational institution in North Carolina.

34 e. One elementary school teacher.

35 f. One middle or high school teacher.

36 g. One at-large member.



- 1 (2) The General Assembly, upon the recommendation of the Speaker of the
2 House of Representatives, shall appoint the following:
3 a. One superintendent.
4 b. One principal.
5 c. One dean, or dean's designee, of an educator preparation program at
6 a constituent institution of The University of North Carolina.
7 d. One dean, or dean's designee, of an educator preparation program at
8 a nonpublic post-secondary educational institution in North Carolina.
9 e. One elementary school teacher.
10 f. One middle or high school teacher.
11 g. One at-large member.
12 (3) The State Teacher of the Year.
13 (4) The Superintendent of Public Instruction, or his or her designee.

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

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

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

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

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

38 **"§ 115C-268.5. Powers and duties of the Commission.**

39 (a) Duties. – The Commission shall:

- 40 (1) Develop and recommend to the State Board of Education rules related to all
41 aspects of educator preparation programs in accordance with Article 17D of
42 this Chapter.
43 (2) Develop and recommend to the State Board of Education rules related to all
44 aspects of professional standards for North Carolina educators in accordance
45 with Article 17E of this Chapter.
46 (3) Provide recommendations as requested to the State Board of Education
47 related to the educator preparation programs and professional standards of
48 North Carolina educators.

49 (b) State Board Approval. – The Commission shall submit its recommendations under
50 subsection (a) of this section to the State Board. The State Board shall adopt or reject the rules
51 recommendations. The State Board shall not make any substantive changes to any rules

1 recommendation that it adopts. If the State Board rejects the rules recommendation, it shall
 2 state with specificity its reasons for rejection; the Commission may then amend that rules
 3 recommendation and resubmit it to the State Board. The Board shall adopt or reject the
 4 amended rules recommendation. If the State Board fails to adopt the Commission's original and
 5 amended rule recommendations, the State Board may develop and adopt its own rules.

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

11 **PART II. EDUCATOR PREPARATION PROGRAMS**

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

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

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

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

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

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

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

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

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

22 "Article 17D.

23 "Educator Preparation Programs.

24 **"§ 115C-269.1. Definitions.**

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

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

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

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

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

37 (5) Clinical intern or intern. – Any student enrolled in a recognized EPP who is
 38 jointly assigned by that EPP and a local board of education to teach under
 39 the direction and supervision of a clinical educator, as provided in
 40 G.S. 115C-269.25.

41 (6) Clinical internship or internship. – Type of field experience in which a
 42 clinical intern works under the supervision of a clinical educator and may be
 43 delegated those duties granted to an educator by G.S. 115C-307 and any
 44 other part of the school program for which the clinical educator is
 45 responsible.

46 (7) Clinical mentor or mentor. – An individual employed by an elementary or
 47 secondary school, including a classroom teacher, who assesses, supports,
 48 and develops a clinical resident's knowledge, skills, and professional
 49 disposition during the residency.

50 (8) Clinical residency or residency. – Type of field experience in which a
 51 clinical resident who already holds a bachelor's degree is enrolled in a

1 recognized EPP and also employed by a local school administrative unit as
2 an educator and supervised by the recognized EPP in partial fulfillment of
3 the recognized EPP's training requirements.

4 (9) Clinical resident. – Any student who meets the following criteria:

5 a. Holds a bachelor's degree.

6 b. Is enrolled in a recognized EPP.

7 c. Is employed by a local school administrative unit as an educator and
8 supervised by the recognized EPP in partial fulfillment of the
9 recognized EPP's training requirements.

10 (10) Educator preparation program or EPP. – Any entity that prepares, trains, and
11 recommends students for teacher licensure.

12 (11) Field experience. – Placement of students enrolled in a recognized EPP in
13 settings to provide opportunities to observe, practice, and demonstrate
14 knowledge and skills. A field experience may include preclinical classroom
15 experiences.

16 (12) Field supervisor. – An individual who is employed by a recognized EPP to
17 observe students, monitor their performance, and provide constructive
18 feedback to improve their effectiveness as educators during their clinical
19 internship or residency.

20 (13) Initially authorized EPP. – An EPP that has been either approved by the
21 State Board or accredited by CAEP to prepare, train, and recommend
22 students for licensure, but lacks data required by the performance standards
23 described in G.S. 115C-269.35.

24 (14) Partner school. – An elementary or secondary school located in North
25 Carolina that includes (i) a public school governed by a local board of
26 education, a charter school board of directors, a regional school board of
27 directors, or a UNC laboratory school board of trustees; (ii) a Department of
28 Defense Elementary and Secondary School established pursuant to 10
29 U.S.C. § 2164; and (iii) a nonpublic school that meets the requirements of
30 Part 1 or 2 of Article 39 of this Chapter.

31 (15) Recognized educator preparation program or recognized EPP. – An entity
32 that is initially authorized or authorized by the State Board to recommend
33 students for educator licensure.

34 (16) Student. – An individual enrolled in a recognized educator preparation
35 program.

36 **§ 115C-269.5. Educator preparation programs.**

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

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

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

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

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

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

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

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

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

5 **§ 115C-269.10. Educator preparation program approval process.**

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

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

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

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

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

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

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

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

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

32 (4) The EPP shall demonstrate the impact of its completers on elementary and
33 secondary student learning and development, classroom instruction, and
34 schools, and the satisfaction of its completers with the relevance and
35 effectiveness of their preparation.

36 (5) The EPP shall maintain a quality assurance system comprised of valid data
37 from multiple measures, including evidence of students' and completers'
38 positive impact on elementary and secondary student learning and
39 development. The EPP shall support continuous improvement that is
40 sustained and evidence-based and that evaluates the effectiveness of its
41 completers. The EPP shall use the results of inquiry and data collection to
42 establish priorities, enhance program elements and capacity, and test
43 innovations to improve completers' impact on elementary and secondary
44 student learning and development.

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

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

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

- 1 (1) Improve education quality and EPP performance.
- 2 (2) Inform EPPs about the program approval process as part of EPP
- 3 performance based on outcome data.
- 4 (3) Assist with State and federal reporting processes.
- 5 (4) Help build and maintain partnerships between elementary and secondary
- 6 schools and EPPs.

7 **"§ 115C-269.15. Minimum admissions requirements for educator preparation programs.**

8 (a) Testing. – A recognized EPP shall not admit a student until that student has met one

9 of the following criteria:

- 10 (1) Attained a passing score or prescribed minimum score set by the State Board
- 11 for a preprofessional skills test.
- 12 (2) Achieved the appropriate required scores, as determined by the State Board,
- 13 on the verbal and mathematics portions of the SAT or ACT. The minimum
- 14 combined verbal and mathematics score set by the State Board for the SAT
- 15 shall be 1,100 or greater. The minimum composite score set by the State
- 16 Board for the ACT shall be 24 or greater.
- 17 (3) Holds a bachelor's degree.

18 (b) Grade Point Average. – A recognized EPP shall not admit a student into an EPP

19 unless that student has earned a minimum grade point average of at least a 2.7. A recognized

20 EPP shall ensure that the minimum cohort grade point average for each entering cohort to an

21 EPP is at least a 3.0.

22 **"§ 115C-269.20. Content and pedagogy requirements.**

23 (a) Content and Pedagogy Requirements. – To ensure that EPPs remain current and

24 reflect a rigorous course of study that is aligned to State and national standards, the State Board

25 shall require at least the following minimum requirements with demonstrated competencies in

26 its rules:

- 27 (1) All EPPs shall include instruction in the following:
 - 28 a. The identification and education of children with disabilities.
 - 29 b. Positive management of student behavior and effective
 - 30 communication techniques for defusing and de-escalating disruptive
 - 31 or dangerous behavior.
 - 32 c. Demonstration of competencies in using digital and other
 - 33 instructional technologies to provide high-quality, integrated digital
 - 34 teaching and learning to all students.
 - 35 d. The skills and responsibilities required of educators.
 - 36 e. The expectations for student performance based on State standards.
 - 37 f. The supply of and demand for educators in this State, as identified in
 - 38 the vacancy report required by G.S. 115C-299.5(e).
 - 39 g. The State's framework for appraisal of educators.
- 40 (2) EPPs providing training for elementary education teachers shall include the
- 41 following:
 - 42 a. Adequate coursework in the teaching of reading, writing, and
 - 43 mathematics.
 - 44 b. Assessment prior to licensure to determine if a student possesses the
 - 45 requisite knowledge in scientifically based reading, writing, and
 - 46 mathematics instruction that is aligned with the State Board's
 - 47 expectations.
 - 48 c. Instruction in application of formative and summative assessments
 - 49 within the school and classroom setting through technology-based
 - 50 assessment systems available in State schools that measure and
 - 51 predict expected student improvement.

- 1 d. Instruction in integration of arts education across the curriculum.
2 (3) EPPs providing training for elementary and special education general
3 curriculum teachers shall ensure that students receive instruction in early
4 literacy intervention strategies and practices that are aligned with State and
5 national reading standards and shall include the following:
6 a. Instruction in the teaching of reading, including a substantive
7 understanding of reading as a process involving oral language,
8 phonological and phonemic awareness, phonics, fluency, vocabulary,
9 and comprehension. Instruction shall include appropriate application
10 of instructional supports and services and reading interventions to
11 ensure reading proficiency for all students.
12 b. Instruction in evidence-based assessment and diagnosis of specific
13 areas of difficulty with reading development and of reading
14 deficiencies.
15 c. Instruction in appropriate application of instructional supports and
16 services and reading interventions to ensure reading proficiency for
17 all students.
18 (4) EPPs providing training for middle and high school teachers shall include
19 the following:
20 a. Adequate coursework in the relevant content area.
21 b. Adequate coursework in the teaching of the relevant content area.
22 c. For EPPs providing training for science teachers, adequate
23 preparation in issues related to science laboratory safety.

24 **§ 115C-269.25. Clinical partnerships and practice in educator preparation programs.**

25 (a) Collaborative Partnerships With Elementary and Secondary Schools. – EPPs shall
26 establish and maintain collaborative, formalized partnerships with elementary and secondary
27 partner schools that are focused on student achievement, continuous school improvement, and
28 the professional development of elementary and secondary educators, as well as those
29 preparing educators.

30 (b) Memorandum of Understanding With Local School Administrative Units. – EPPs
31 shall enter into a memorandum of understanding with the local school administrative unit or the
32 partner school where students are placed or employed. In the memorandum, the EPP and the
33 local school administrative unit or partner school, as applicable, shall:

- 34 (1) Define the collaborative relationship between the EPP and the local school
35 administrative unit or partner school and how this partnership will be
36 focused on continuous school improvement and student achievement.
37 (2) Adopt a plan for collaborative clinical educator or mentor selection,
38 orientation, and student placement.
39 (3) Determine how information will be shared and verified between the EPP and
40 the local school administrative unit or partner school.

41 (c) Field Experience Requirements. – To the extent practicable, EPPs shall require, in
42 all programs leading to initial professional licensure, the following:

- 43 (1) Field experiences in every semester that include organized and sequenced
44 engagement of students in settings that provide them with opportunities to
45 observe, practice, and demonstrate knowledge and skills. The experiences
46 shall be systematically designed and sequenced to increase the complexity
47 and levels of engagement with which students apply, reflect upon, and
48 expand their knowledge and skills, and to increase in each semester prior to
49 the student's internship the number of hours spent in field experiences.

- 1 (2) A minimum of two hours of field experience in the first semester of the
2 program and a cumulative total of at least 12 hours of field experiences prior
3 to the student's internship.
- 4 (3) At least one field experience in a low-performing school.
- 5 (d) Clinical Practice Requirements. – EPPs shall require clinical practice in the form of
6 one of the following:
- 7 (1) Internship that lasts for a minimum of 16 weeks. Internships may be over the
8 course of two semesters and shall, to the extent practicable, provide field
9 experiences at both the beginning and ending of the school year. It shall be
10 the responsibility of a clinical educator, in cooperation with the principal and
11 the representative of the EPP, to assign to the intern responsibilities and
12 duties that will provide adequate preparation for teaching.
- 13 (2) Residency that meets the following criteria:
- 14 a. The residency lasts for a minimum of one year.
- 15 b. The EPP provides ongoing support to a student for the full term of
16 the residency.
- 17 c. The EPP assigns a clinical mentor to the resident.
- 18 d. The resident completes at least 30 hours of field experience and 150
19 hours of coursework and/or training prior to the residency.
- 20 (e) Clinical Educator Requirements. – The EPP shall ensure clinical educators who
21 supervise students in internships meet the following requirements:
- 22 (1) Be professionally licensed in the field of licensure sought by the student.
- 23 (2) Have a minimum of three years of experience in a teaching role.
- 24 (3) Have been rated, through the educator's most recent formal evaluations, at
25 least at the "accomplished" level as part of the North Carolina Teacher
26 Evaluation System, or the equivalent on an evaluation system utilized by
27 another state or partner school, as applicable, and have met expectations as
28 part of a student growth assessment system used by a school in the field of
29 licensure sought by the student.
- 30 (f) Clinical Mentor Requirements. – The EPP shall ensure clinical educators who
31 supervise students in residencies meet the following requirements:
- 32 (1) Be professionally licensed in the field of licensure of the resident.
- 33 (2) Have a minimum of three years of experience in a teaching role.
- 34 (3) Have been rated, through the educator's most recent formal evaluations, at
35 least at the "accomplished" level as part of the North Carolina Teacher
36 Evaluation System, or the equivalent on an evaluation system utilized by
37 another state or partner school, as applicable, and have met expectations as
38 part of a student growth assessment system used by a school in the field of
39 licensure sought by the student.
- 40 (g) Legal Protection of Interns. – An intern under the supervision of a clinical educator
41 or principal shall have the protection of the laws accorded to a licensed educator.
- 42 (h) Pedagogy Assessment. – EPPs shall require, in addition to a content assessment, a
43 nationally normed and valid pedagogy assessment to determine clinical practice performance.
44 Passing scores and mastery criteria shall be determined by the State Board.
- 45 **§ 115C-269.30. Teacher assistants engaged in internships.**
- 46 (a) Program for Teacher Assistants. – The State Board shall adopt a program to
47 facilitate the process by which teacher assistants may become teachers. Teacher assistants who
48 participate in this program:
- 49 (1) Shall be enrolled in a recognized EPP.
- 50 (2) Shall be employed in a North Carolina public school.

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

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

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

11 **"§ 115C-269.35. Accountability for educator preparation programs.**

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

16 **(1) Performance based on the standards and criteria for annual evaluations of**
17 **licensed employees.**

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

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

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

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

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

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

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

36 **a. The number of students who apply.**

37 **b. The number of students admitted.**

38 **c. The number of students retained.**

39 **d. The number of students completing the program.**

40 **e. The number of students employed as beginning teachers under initial**
41 **professional licenses by not later than the first anniversary of**
42 **completing the program.**

43 **f. The amount of time required by students employed as beginning**
44 **teachers under residency licenses to be issued initial professional**
45 **licenses.**

46 **g. The number of students retained in the profession.**

47 **h. Any other information required by federal law.**

48 **(4) The ratio of field supervisors to students completing an internship or**
49 **residency.**

50 **(5) Graduation rates.**

51 **(6) Time-to-graduation rates.**

- 1 (7) Average scores of graduates on professional, pedagogy, and content area
2 examinations for the purpose of licensure.
- 3 (8) Percentage of graduates receiving initial professional licenses.
- 4 (9) The extent to which the program prepares educators, including general
5 education teachers and special education teachers, to effectively teach the
6 following:
- 7 a. Students with disabilities.
- 8 b. Students of limited English proficiency.
- 9 (10) The activities offered by the program that are designed to prepare educators
10 to do the following:
- 11 a. Integrate technology effectively into curricula and instruction,
12 including activities consistent with the principles of universal design
13 for learning.
- 14 b. Use technology effectively to collect, manage, and analyze data to
15 improve teaching and learning for the purpose of increasing student
16 academic achievement.
- 17 (11) The perseverance of beginning educators in the profession, as determined on
18 the basis of the number of beginning educators who maintain status as active
19 contributing members in the North Carolina State Employee Retirement
20 System at least three years after licensure in comparison to similar programs.
- 21 (12) The results of surveys given to school principals that involve evaluation of
22 the program's effectiveness in preparing participants to succeed in the
23 classroom, based on experience with employed program participants.
- 24 (13) Any other information necessary to enable the State Board to assess the
25 effectiveness of the program on the basis of educator retention and success
26 criteria adopted by the State Board.
- 27 (c) Submission of Annual Performance Reports. – Performance reports shall be
28 provided annually to the following:
- 29 (1) The State Board.
- 30 (2) The Board of Governors of The University of North Carolina, to be
31 incorporated into the Teacher Quality Dashboard.
- 32 (3) The board of trustees or board of directors of the entity submitting the report.
- 33 (d) Information Requests by EPPs. – The State Board of Education shall annually
34 provide, upon request, the data required to be include in an EPP's annual performance report
35 related to subdivisions (1) and (2) of subsection (a) of this section and subdivision (11) of
36 subsection (b) of this section. The State Board of Education shall provide this information to an
37 EPP as aggregate data and disaggregated by race, sex, and ethnicity. Notwithstanding Article
38 21A of this Chapter, local school administrative units shall provide to the State Board of
39 Education for the purposes of these information requests any North Carolina Educator
40 Evaluation System effectiveness status assigned to teachers based on queries from the State
41 Board. The State Board of Education shall not report aggregated or disaggregated data to the
42 EPP that reveals confidential information in a teacher's personnel file, as defined by Article
43 21A of this Chapter, such as making the effectiveness status personally identifiable to an
44 individual teacher.
- 45 **§ 115C-269.40. Risk factors for educator preparation programs; risk-assessment model.**
- 46 (a) Risk Factor Rules. – The State Board shall adopt rules establishing risk factors for
47 assessment of the overall risk level of each EPP. The set of risk factors shall include the
48 following:
- 49 (1) A history of the EPP's compliance with State law and rules, with
50 consideration given to the following:
- 51 a. The seriousness of any violation of a law or rule.

- 1 b. Whether the violation resulted in an action being taken against the
2 EPP.
- 3 c. Whether the violation was promptly remedied by the EPP.
4 d. The number of alleged violations.
5 e. Any other matter considered to be appropriate in evaluating the EPP's
6 compliance history.
- 7 (2) Whether the program meets the accountability performance standards under
8 G.S. 115C-269.35.
- 9 (b) CAEP Accreditation. – The rules for risk factors developed by the State Board may
10 include whether an EPP is accredited by CAEP.
- 11 (c) Use of Risk Factors. – The State Board shall use the rules for risk factors when
12 conducting monitoring, inspections, and compliance audits of EPPs, including evaluations
13 associated with renewals of approval under G.S. 115C-269.10.
14 **"§ 115C-269.45. Sanctions.**
- 15 (a) Accountability Statuses. – The State Board shall at least annually review the
16 accountability status of each EPP. The State Board shall adopt rules necessary for the sanction
17 of EPPs that do not meet accountability standards or comply with State law or rules. The rules
18 shall provide for the assignment of warned, probation, or revoked statuses according to the
19 following criteria:
- 20 (1) Warned. – An EPP shall be assigned warned status if the program meets any
21 of the following criteria:
- 22 a. Fails to meet the performance standards set by the State Board for the
23 overall performance of all its students on any of the indicators set
24 forth in G.S. 115C-269.35(a) in any one year.
- 25 b. Fails to meet the performance standards in any two sex, race, or
26 ethnicity demographic groups on any of the indicators set forth in
27 G.S. 115C-269.35(a) in any one year.
- 28 c. Fails to meet the performance standards for a sex, race, or ethnicity
29 demographic group on any of the indicators set forth in
30 G.S. 115C-269.35(a) for two consecutively measured years,
31 regardless of whether the deficiency is in the same demographic
32 group or standard.
- 33 d. The State Board determines that the EPP has violated applicable laws
34 or rules that should result in warned status.
- 35 (2) Probation. – An EPP shall be assigned probation status if the program meets
36 any of the following criteria:
- 37 a. Fails to meet the performance standards set by the State Board for the
38 overall performance of all its students on any of the indicators set
39 forth in G.S. 115C-269.35(a) for two consecutively measured years.
- 40 b. Fails to meet the performance standards in any three sex, race, or
41 ethnicity demographic groups on any of the indicators set forth in
42 G.S. 115C-269.35(a) in any one year.
- 43 c. Fails to meet the performance standards for a sex, race, or ethnicity
44 demographic group on any of the indicators set forth in
45 G.S. 115C-269.35(a) for three consecutively measured years,
46 regardless of whether the deficiency is in the same demographic
47 group or standard.
- 48 d. The State Board determines that the EPP has violated applicable laws
49 or rules that should result in probation status.

1 (3) Revoked. – An EPP shall be assigned revoked status and its approval to
2 recommend students for educator licensure revoked if it meets any of the
3 following criteria:

4 a. Is assigned probation status for three consecutively measured years.

5 b. Has been on probation status for one year, and the State Board
6 determines that revoking the program's approval is reasonably
7 necessary to achieve the purposes of this Article.

8 (b) Revocation. – Any revocation of an EPP's accountability status shall meet the
9 following criteria:

10 (1) Complies with the requirements of notice as described in subsection (f) of
11 this section.

12 (2) Upon assignment of revoked status of EPP approval, the EPP shall not admit
13 new students, but may complete the training of students already admitted by
14 the program and recommend them for licensure. If necessary, the State
15 Board and other EPPs shall cooperate to assist the previously admitted
16 students of the revoked EPP to complete their training.

17 (3) A revocation shall be effective for a period of at least two years. After two
18 years, the program may seek initial authorization to prepare educators for
19 licensure.

20 (c) Range of Sanctions. – In addition to revocation as provided in subsections (a) and
21 (b) of this section, the rules described in subsection (a) of this section shall provide for the State
22 Board to assign other sanctions deemed necessary, including one or more of the following:

23 (1) Requiring the EPP to obtain technical assistance approved by the State
24 Board.

25 (2) Requiring the EPP to obtain professional services under contract with
26 another entity.

27 (3) Appointing a monitor to participate in and report to the State Board on the
28 activities of the EPP.

29 (4) Managing the EPP's enrollment.

30 (d) Particular Fields of Licensure. – Any sanction authorized or required to be taken
31 against an EPP under subsection (c) of this section may also be taken with regard to a program
32 for a particular field of licensure authorized to be offered by an EPP.

33 (e) Costs. – Any costs associated with the sanctions under subsection (c) of this section
34 shall be paid by the EPP.

35 (f) Notice, Hearing, and Appeal. – The State Board shall give written notice to the EPP
36 by certified mail of an EPP's revocation of authorized status, including a written explanation of
37 the basis for the revocation. An EPP may commence a contested case as provided in Article 3
38 of Chapter 150B of the General Statutes as to the revocation by the State Board.

39 **"§ 115C-269.50. EPP report cards.**

40 The State Board shall create a report card in a common format for each EPP that, at a
41 minimum, summarizes the information collected in the annual performance reports, as set forth
42 in G.S. 115C-269.35(b). The State Board shall make the report cards available to the public
43 through the State Board's Internet Web site on an annual basis beginning December 15, 2019,
44 and shall submit the report to the Joint Legislative Education Oversight Committee annually by
45 that date.

46 **"§ 115C-269.55. Reports of alleged violations regarding educator preparation programs.**

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

49 (b) EPP Notice to Students. – The State Board by rule shall require an EPP to notify
50 students of the complaint process adopted under subsection (a) of this section. The notice shall
51 include the appropriate contact information, including name, mailing address, telephone

1 number, and Internet Web site address for the purpose of directing complaints to the State
2 Board. The EPP shall provide for that notification as follows:

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

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

5 (3) In the student handbook.

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

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

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

12 **"§ 115C-284.1. School administrator preparation programs.**

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

17 **PART III. EDUCATOR LICENSURE**

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

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

21 **"§ 115C-300.1. New teacher induction programs.**

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

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

33 (c) Mentor Teacher Training. – The State Board shall develop and coordinate a mentor
34 teacher training program. The State Board shall develop criteria for selecting excellent,
35 experienced, and qualified teachers to be participants in the mentor teacher training program,
36 including requiring that mentor teachers have been rated, through formal evaluations, at least at
37 the "accomplished" level as part of the North Carolina Teacher Evaluation System and have
38 met expectations for student growth.

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

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

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

50 "Article 17E.

51 "Licensure.

"§ 115C-270.1. Definitions.

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

- (1) Administrator. – An administrator or supervisor who serves in general and program administrator roles, as classified by the State Board. Administrators shall include superintendents, assistant or associate superintendents, principals, assistant principals, or curriculum-instructional specialists.
- (2) Professional educator. – An administrator, teacher, or student services personnel.
- (3) Recognized educator preparation program or recognized EPP. – As defined in G.S. 115C-269.1(15).
- (4) Student services personnel. – An individual providing specialized assistance to students, teachers, administrators, or the education program in general, as classified by the State Board. Student services personnel shall include individuals employed in school counseling, school social work, school psychology, audiology, speech-language pathology, and media coordination.
- (5) Teacher. – An individual whose major responsibility is to either teach or directly supervise teaching, as classified by the State Board.

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

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

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

"§ 115C-270.10. Licensure fees.

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

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

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

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

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

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

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

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

21 **"§ 115C-270.20. Licensure requirements.**

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

25 (1) Continuing professional license or CPL. – A five-year renewable license
26 issued to a teacher who has at least three years of licensed teaching
27 experience and meets other requirements established by the State Board. A
28 CPL shall remain in effect for five years after retirement.

29 (2) Emergency license or EL. – A one-year nonrenewable license issued to an
30 individual who holds a bachelor's degree with coursework relevant to the
31 requested licensure area, but has not successfully completed a recognized
32 educator preparation program and does not qualify for a residency license.
33 An emergency license shall only be requested by the local board of
34 education, and applicants for emergency licenses shall meet all other
35 requirements established by the State Board.

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

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

42 (5) Residency license or RL. – A one-year license issued to an individual who
43 holds a bachelor's degree with coursework relevant to the requested licensure
44 area, is enrolled in a recognized educator preparation program, and has
45 completed a minimum of 30 hours of field experience and 150 hours of
46 coursework or training. A residency license shall only be requested by the
47 local board of education and shall be accompanied by a certification of
48 supervision from the recognized educator preparation program in which the
49 individual is enrolled. Applicants for residency licenses shall meets all other
50 requirements established by the State Board. A residency license may be
51 renewed once.

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

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

8 **"§ 115C-270.25. Out-of-state license applicants.**

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

17 **"§ 115C-270.30. Licensure renewal.**

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

22 (b) Teacher Licensure Renewal. – Rules for continuing licensure for teachers shall
23 include the following:

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

26 (2) For elementary and middle school teachers, at least three continuing
27 education credits related to literacy. Literacy renewal credits shall include
28 evidence-based assessment, diagnosis, and intervention strategies for
29 students not demonstrating reading proficiency. Oral language, phonemic
30 and phonological awareness, phonics, vocabulary, fluency, and
31 comprehension shall be addressed in literacy-related activities leading to
32 license renewal for elementary school teachers.

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

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

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

43 (1) Reevaluate and enhance the requirements for renewal of professional
44 educator licenses.

45 (2) Consider modifications in the license renewal achievement to make it a
46 mechanism for professional educators to renew continually their knowledge
47 and professional skills.

48 (3) Integrate digital teaching and learning into the requirements for licensure
49 renewal.

50 **"§ 115C-270.35. License suspension and revocation.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

23 (13) Disseminating harmful material to minors, G.S. 14-190.15.

24 (14) First degree sexual exploitation of a minor, G.S. 14-190.16.

25 (15) Second degree sexual exploitation of a minor, G.S. 14-190.17.

26 (16) Third degree sexual exploitation of a minor, G.S. 14-190.17A.

27 (17) Taking indecent liberties with children, G.S. 14-202.1.

28 (18) Solicitation of child by computer to commit an unlawful sex act,
29 G.S. 14-202.3.

30 (19) Taking indecent liberties with a student, G.S. 14-202.4.

31 (20) Prostitution, G.S. 14-204.

32 (21) Patronizing a prostitute who is a minor or a mentally disabled person,
33 G.S. 14-205.2(c) or (d).

34 (22) Promoting prostitution of a minor or a mentally disabled person,
35 G.S. 14-205.3(b).

36 (23) Child abuse under G.S. 14-318.4.

37 The State Board shall mail notice of its intent to act pursuant to this subsection by certified
38 mail, return receipt requested, directed to the professional educator's last known address. The
39 notice shall inform the professional educator that it will revoke the person's license unless the
40 professional educator notifies the State Board in writing within 10 days after receipt of the
41 notice that the defendant identified in the criminal record is not the same person as the
42 professional educator. If the professional educator provides this written notice to the State
43 Board, the State Board shall not revoke the license unless it can establish as a fact that the
44 defendant and the professional educator are the same person.

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

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

7 (e) Subpoena Power. – The State Board may issue subpoenas for the purpose of
8 obtaining documents or the testimony of witnesses in connection with proceedings to suspend
9 or revoke licenses. In addition, the Board shall have the authority to contract with individuals
10 who are qualified to conduct investigations in order to obtain all information needed to assist
11 the Board in the proper disposition of allegations of misconduct by licensed persons."
12

13 **PART IV. CONFORMING CHANGES**

14 **SECTION 4.(a)** G.S. 93B-15.1(i) reads as rewritten:

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

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

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

21 **SECTION 4.(c)** G.S. 115C-333(d) reads as rewritten:

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

44 **SECTION 4.(d)** G.S. 115C-333.1(f) reads as rewritten:

45 "(f) State Board Notification. – If a local board dismisses a teacher with career status for
46 any reason except a reduction in force under G.S. 115C-325(e)(1)l., or dismisses a teacher on
47 contract for cause or elects to not renew a teacher's contract as a result of a superintendent's
48 recommendation under subsection (d) of this section, it shall notify the State Board of the
49 action, and the State Board annually shall provide to all local boards the names of those
50 teachers. If a local board hires one of these teachers, within 60 days the superintendent or the
51 superintendent's designee shall observe the teacher, develop a mandatory improvement plan to

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

21 **SECTION 4.(e)** G.S. 115D-5(p) reads as rewritten:

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

26 **SECTION 4.(f)** G.S. 116-239.5(a) reads as rewritten:

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

34 **SECTION 4.(g)** G.S. 116-239.13(5) reads as rewritten:

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

40 PART V. ENSURE AVAILABILITY OF INFORMATION ON TEACHER 41 VACANCIES

42 **SECTION 5.(a)** G.S. 115C-12(22) reads as rewritten:

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

44 a. The State Board of Education shall monitor and compile an annual
 45 report on the state of the teaching profession in North Carolina that
 46 includes data on the decisions of teachers to leave the teaching
 47 profession. ~~The State Board shall adopt standard procedures for each~~
 48 ~~local board of education to use in requesting the information from~~
 49 ~~teachers who are not continuing to work as teachers in the local~~
 50 ~~school administrative unit and shall require each local board of~~
 51 ~~education to report the information to the State Board in a standard~~

1 ~~format adopted by the State Board, profession and data on teaching~~
 2 ~~positions that local boards of education are unable to fill, as provided~~
 3 ~~in G.S. 115C-299.5.~~

4 ~~b. The annual teacher transition report shall include data on the~~
 5 ~~following:~~

6 ~~1. The number of teachers who left the profession without~~
 7 ~~remaining in the field of education and the reasons for~~
 8 ~~teachers leaving the profession.~~

9 ~~2. The number of teachers who left their employment to teach in~~
 10 ~~other states.~~

11 ~~3. The number of teachers who left their employment to work in~~
 12 ~~another school in North Carolina, including nonpublic~~
 13 ~~schools and charter schools.~~

14 ~~4. The number of teachers who left a classroom position for~~
 15 ~~another type of educational position.~~

16 ~~5. The number of teachers who left employment in hard-to-staff~~
 17 ~~schools. A hard-to-staff school shall be any school identified~~
 18 ~~as low performing, as provided in G.S. 115C-105.37.~~

19 ~~6. The number of teachers who left employment in hard-to-staff~~
 20 ~~subject areas. A hard-to-staff subject area is either of the~~
 21 ~~following:~~

22 ~~I. As defined by the United States Department of~~
 23 ~~Education.~~

24 ~~H. A subject area that has resulted in a long-term~~
 25 ~~vacancy of 16 months or more at a particular school in~~
 26 ~~a local school administrative unit.~~

27 ~~e. The annual teacher transition report by the State Board of Education~~
 28 ~~shall disaggregate the data included in sub-subdivision b. of this~~
 29 ~~subdivision by teacher effectiveness status at a statewide level. The~~
 30 ~~report shall not disaggregate data on teacher effectiveness status at a~~
 31 ~~local school administrative unit level.~~

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

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

41 **SECTION 5.(b)** Article 20 of Subchapter V of Chapter 115C of the General
 42 Statutes is amended by adding a new section to read:

43 **"§ 115C-299.5 Duty to monitor the state of the teaching profession.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

36 (2) The number of teacher vacancies by school, with identification of
37 hard-to-staff schools."

38 **SECTION 5.(c)** The State Board of Education shall complete the first annual report on
39 the state of the teaching profession, including information on vacancies in the teaching
40 profession, no later than December 15, 2017.

41 **PART VI. EFFECTIVE DATE**

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

44 **SECTION 6.(b)** Any rules required by this act shall be adopted by February 1,
45 2018.

46 **SECTION 6.(c)** The State Board shall accept applications from EPPs for initial
47 approval no later than March 1, 2018, for EPPs applying to accept students in the 2018-2019
48 school year.
49

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

4 **SECTION 6.(e)** All EPPs operating in the State on June 30, 2018, or thereafter
5 shall submit annual performance reports beginning with the 2018-2019 school year. The State
6 Board shall monitor the data quality of the annual performance reports, including checking for
7 statistical anomalies, data availability, and any other issues the State Board deems relevant. The
8 State Board shall report on its monitoring and recommend any legislative changes to the Joint
9 Legislative Education Oversight Committee by December 15, 2020.

10 **SECTION 6.(f)** The State Board shall not assign an accountability status to any
11 EPP during the 2018-2019, 2019-2020, or 2020-2021 school years but may require technical
12 assistance to an EPP at the EPP's expense based on reported performance measures. The State
13 Board shall only assign the accountability statuses of "warned" and "probation" during the
14 2021-2022 and 2022-2023 school years. The State Board may assign the accountability status
15 of "revoked" beginning with the 2023-2024 school year.