

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2017

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SENATE BILL 599

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

Sponsors: Senators Barefoot (Primary Sponsor); and Smith-Ingram.

Referred to: Rules and Operations of the Senate

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 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.



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- 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."

#### 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~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**b. A subject area that has resulted in a long-term vacancy of 16 months 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.