

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2017

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SENATE BILL 599  
Education/Higher Education Committee Substitute Adopted 5/24/17  
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Short Title: Excellent Educators for Every Classroom. (Public)

Sponsors:

Referred to:

April 5, 2017

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

8 The General Assembly of North Carolina enacts:

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

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

14 "Article 17C.

15 "Professional Educator Preparation and Standards Commission.

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

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

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

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

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

28 a. One superintendent.

29 b. One principal.

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

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

34 e. One elementary school teacher.

35 f. One middle or high school teacher.



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

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

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

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

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

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

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

44           (a) Duties. – The Commission shall:

- 45                   (1)   Develop and recommend to the State Board of Education rules related to all  
46                   aspects of educator preparation programs in accordance with Article 17D of  
47                   this Chapter. These rules shall include the following:  
48                   a.     Requirements for appropriate pedagogy to be included in residency  
49                   license programs.  
50                   b.     Appropriate courses to be used for calculation of individual and  
51                   cohort grade point averages for admission to educator preparation

1 programs, which may account for prior degrees attained, type of  
 2 license, and areas of licensure.

3 (2) Develop and recommend to the State Board of Education rules related to all  
 4 aspects of professional standards for North Carolina educators in accordance  
 5 with Article 17E of this Chapter. These rules shall include specific hour  
 6 requirements for the following:

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

9 b. Preservice training prior to entering the classroom for individuals  
 10 issue emergency licenses.

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

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

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

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

## 30 PART II. EDUCATOR PREPARATION PROGRAMS

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

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

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

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

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

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

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

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

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

41 "Article 17D.

42 "Educator Preparation Programs.

### 43 "§ 115C-269.1. Definitions.

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

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

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

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

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

4           (16) Student. – An individual enrolled in a recognized educator preparation  
5           program.

6 **"§ 115C-269.5. Educator preparation programs.**

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

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

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

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

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

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

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

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

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

25 **"§ 115C-269.10. Educator preparation program approval process.**

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

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

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

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

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

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

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

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

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

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

5           (5)    The EPP shall maintain a quality assurance system comprised of valid data  
6           from multiple measures, including evidence of students' and completers'  
7           positive impact on elementary and secondary student learning and  
8           development. The EPP shall support continuous improvement that is  
9           sustained and evidence-based and that evaluates the effectiveness of its  
10          completers. The EPP shall use the results of inquiry and data collection to  
11          establish priorities, enhance program elements and capacity, and test  
12          innovations to improve completers' impact on elementary and secondary  
13          student learning and development.

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

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

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

21               (1)    Improve education quality and EPP performance.

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

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

25               (4)    Help build and maintain partnerships between elementary and secondary  
26               schools and EPPs.

27          **"§ 115C-269.15. Minimum admissions requirements for educator preparation programs.**

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

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

32               (2)    Achieved the appropriate required scores, as determined by the State Board,  
33               on the verbal and mathematics portions of the SAT or ACT. The minimum  
34               combined verbal and mathematics score set by the State Board for the SAT  
35               shall be 1,100 or greater. The minimum composite score set by the State  
36               Board for the ACT shall be 24 or greater.

37               (3)    Holds a bachelor's degree.

38          (b)    Grade Point Average. – A recognized EPP shall not admit a student into an EPP in a  
39          program leading to licensure in any area other than career and technical education unless that  
40          student has earned a minimum grade point average of at least a 2.7. A recognized EPP shall  
41          ensure that the minimum cohort grade point average for each entering cohort to an EPP is at  
42          least a 3.0.

43          (c)    Career and Technical Education Candidates. – A recognized EPP shall not admit a  
44          student into an EPP in a program leading to licensure in career and technical education unless  
45          that student has met one of the following criteria:

46               (1)    Earned a minimum grade point average of at least a 2.7.

47               (2)    Has at least five years of relevant experience.

48          **"§ 115C-269.20. Content and pedagogy requirements.**

49          (a)    Content and Pedagogy Requirements. – To ensure that EPPs remain current and  
50          reflect a rigorous course of study that is aligned to State and national standards, the State Board

1 shall require at least the following minimum requirements with demonstrated competencies in  
2 its rules:

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

- 1                   c.     For EPPs providing training for science teachers, adequate  
2                         preparation in issues related to science laboratory safety.

3     **"§ 115C-269.25. Clinical partnerships and practice in educator preparation programs.**

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

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

13                 (1) Define the collaborative relationship between the EPP and the local school  
14                 administrative unit or partner school and how this partnership will be  
15                 focused on continuous school improvement and student achievement.

16                 (2) Adopt a plan for collaborative clinical educator or mentor selection,  
17                 orientation, and student placement.

18                 (3) Determine how information will be shared and verified between the EPP and  
19                 the local school administrative unit or partner school.

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

22                 (1) Field experiences in every semester that include organized and sequenced  
23                 engagement of students in settings that provide them with opportunities to  
24                 observe, practice, and demonstrate knowledge and skills. The experiences  
25                 shall be systematically designed and sequenced to increase the complexity  
26                 and levels of engagement with which students apply, reflect upon, and  
27                 expand their knowledge and skills, and to increase in each semester prior to  
28                 the student's internship the number of hours spent in field experiences.

29                 (2) A minimum of two hours of field experience in the first semester of the  
30                 program and a cumulative total of at least 12 hours of field experiences prior  
31                 to the student's internship.

32                 (3) At least one field experience in a low-performing school.

33         (d) Clinical Practice Requirements. – EPPs shall require clinical practice in the form of  
34         one of the following:

35                 (1) Internship that lasts for a minimum of 16 weeks. Internships may be over the  
36                 course of two semesters and shall, to the extent practicable, provide field  
37                 experiences at both the beginning and ending of the school year. It shall be  
38                 the responsibility of a clinical educator, in cooperation with the principal and  
39                 the representative of the EPP, to assign to the intern responsibilities and  
40                 duties that will provide adequate preparation for teaching.

41                 (2) Residency that meets the following criteria:

42                         a. The residency lasts for a minimum of one year.

43                         b. The EPP provides ongoing support to a student for the full term of  
44                         the residency.

45                         c. The EPP assigns a clinical mentor to the resident.

46                         d. The resident completes field experiences and training required by the  
47                         State Board prior to the residency.

48         (e) Clinical Educator Requirements. – The EPP shall ensure clinical educators who  
49         supervise students in internships meet the following requirements:

50                 (1) Be professionally licensed in the field of licensure sought by the student.

51                 (2) Have a minimum of three years of experience in a teaching role.



1           (3)    Have been rated, through the educator's most recent formal evaluations, at  
2           least at the "accomplished" level as part of the North Carolina Teacher  
3           Evaluation System, or the equivalent on an evaluation system utilized by  
4           another state or partner school, as applicable, and have met expectations as  
5           part of a student growth assessment system used by a school in the field of  
6           licensure sought by the student.

7           (f)    Clinical Mentor Requirements. – The EPP shall ensure clinical educators who  
8           supervise students in residencies meet the following requirements:

9           (1)    Be professionally licensed in the field of licensure of the resident.

10          (2)    Have a minimum of three years of experience in a teaching role.

11          (3)    Have been rated, through the educator's most recent formal evaluations, at  
12          least at the "accomplished" level as part of the North Carolina Teacher  
13          Evaluation System, or the equivalent on an evaluation system utilized by  
14          another state or partner school, as applicable, and have met expectations as  
15          part of a student growth assessment system used by a school in the field of  
16          licensure sought by the student.

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

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

22          **"§ 115C-269.30. Teacher assistants engaged in internships.**

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

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

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

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

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

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

38          **"§ 115C-269.35. Accountability for educator preparation programs.**

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

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

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

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

- 1           (4)   Quality of students entering the EPP, including the average grade point  
2           average and average score on preprofessional skills tests or college entrance  
3           exams that assess reading, writing, mathematics, and other competencies.
- 4       (b)   Annual Performance Reports. – The State Board shall require all recognized EPPs  
5       to submit annual performance reports. The performance reports shall provide the State Board  
6       with a focused review of the EPPs and the current authorization process in order to ensure that  
7       the programs produce graduates that are well prepared to teach. At a minimum, the annual  
8       report shall contain the following indicators:
- 9           (1)   Performance data from subsection (a) of this section.
- 10          (2)   Data related to the EPP's compliance with requirements for field supervision  
11          of students during their internship and residency experiences.
- 12          (3)   The following information, disaggregated by race, sex, and ethnicity:
- 13           a.   The number of students who apply.
- 14           b.   The number of students admitted.
- 15           c.   The number of students retained.
- 16           d.   The number of students completing the program.
- 17           e.   The number of students employed as beginning teachers under initial  
18           professional licenses by not later than the first anniversary of  
19           completing the program.
- 20           f.   The amount of time required by students employed as beginning  
21           teachers under residency licenses to be issued initial professional  
22           licenses.
- 23           g.   The number of students retained in the profession.
- 24           h.   Any other information required by federal law.
- 25          (4)   The ratio of field supervisors to students completing an internship or  
26          residency.
- 27          (5)   Graduation rates.
- 28          (6)   Time-to-graduation rates.
- 29          (7)   Average scores of graduates on professional, pedagogy, and content area  
30          examinations for the purpose of licensure.
- 31          (8)   Percentage of graduates receiving initial professional licenses.
- 32          (9)   The extent to which the program prepares educators, including general  
33          education teachers and special education teachers, to effectively teach the  
34          following:
- 35           a.   Students with disabilities.
- 36           b.   Students of limited English proficiency.
- 37          (10)   The activities offered by the program that are designed to prepare educators  
38          to do the following:
- 39           a.   Integrate technology effectively into curricula and instruction,  
40           including activities consistent with the principles of universal design  
41           for learning.
- 42           b.   Use technology effectively to collect, manage, and analyze data to  
43           improve teaching and learning for the purpose of increasing student  
44           academic achievement.
- 45          (11)   The perseverance of beginning educators in the profession, as determined on  
46          the basis of the number of beginning educators who maintain status as active  
47          contributing members in the North Carolina State Employee Retirement  
48          System at least three years after licensure in comparison to similar programs.
- 49          (12)   The results of surveys given to school principals that involve evaluation of  
50          the program's effectiveness in preparing participants to succeed in the  
51          classroom, based on experience with employed program participants.

1           (13) Any other information necessary to enable the State Board to assess the  
2           effectiveness of the program on the basis of educator retention and success  
3           criteria adopted by the State Board.

4           (c) Submission of Annual Performance Reports. – Performance reports shall be  
5           provided annually to the following:

6           (1) The State Board.

7           (2) The board of trustees or board of directors of the entity submitting the report.

8           (d) Information Requests by EPPs. – The State Board of Education shall annually  
9           provide, upon request, the data required to be included in an EPP's annual performance report  
10           related to subdivisions (1) and (2) of subsection (a) of this section and subdivision (11) of  
11           subsection (b) of this section. The State Board of Education shall provide this information to an  
12           EPP as aggregate data and disaggregated by race, sex, and ethnicity. Notwithstanding Article  
13           21A of this Chapter, local school administrative units shall provide to the State Board of  
14           Education for the purposes of these information requests any North Carolina Educator  
15           Evaluation System effectiveness status assigned to teachers based on queries from the State  
16           Board. The State Board of Education shall not report aggregated or disaggregated data to the  
17           EPP that reveals confidential information in a teacher's personnel file, as defined by Article  
18           21A of this Chapter, such as making the effectiveness status personally identifiable to an  
19           individual teacher.

20           **§ 115C-269.40. Risk factors for educator preparation programs; risk-assessment model.**

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

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

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

27           b. Whether the violation resulted in an action being taken against the  
28           EPP.

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

30           d. The number of alleged violations.

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

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

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

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

40           **§ 115C-269.45. Sanctions.**

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

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

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

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

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

3           (4) Managing the EPP's enrollment.

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

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

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

13 **"§ 115C-269.50. EPP report cards.**

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

23 **"§ 115C-269.55. Reports of alleged violations regarding educator preparation programs.**

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

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

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

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

33                   (3) In the student handbook.

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

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

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

40 **"§ 115C-284.1. School administrator preparation programs.**

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

44  
45 **PART III. EDUCATOR LICENSURE**

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

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

49 **"§ 115C-300.1. New teacher induction programs.**

50           (a) Induction Program. – The State Board of Education shall develop a new teacher  
51 induction program to provide ongoing support for teachers entering the profession. In

1 developing the program, the State Board shall conduct a comprehensive study of the needs of  
2 new teachers and how those needs can be met through an orientation and mentor support  
3 program.

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

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

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

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

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

27 "Article 17E.

28 "Licensure.

29 **"§ 115C-270.1. Definitions.**

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

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

46 **"§ 115C-270.5. State Board of Education establishes licensure requirements.**

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

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

6 **"§ 115C-270.10. Licensure fees.**

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

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

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

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

28 **"§ 115C-270.15. Examination requirements for initial professional licenses.**

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

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

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

49 **"§ 115C-270.20. Licensure requirements.**

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

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

8            (2) Emergency license or EL. – A one-year nonrenewable license issued to an  
9 individual who holds a bachelor's degree with coursework relevant to the  
10 requested licensure area, but has not successfully completed a recognized  
11 educator preparation program and does not qualify for a residency license.  
12 An emergency license shall only be requested by the local board of  
13 education, and applicants for emergency licenses shall meet all other  
14 requirements established by the State Board, including preservice training,  
15 prior to teaching.

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

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

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

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

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

29            1. Holds a bachelor's degree.

30            2. Has either completed coursework relevant to the requested  
31 licensure area or passed the content area examination relevant  
32 to the requested licensure area that has been approved by the  
33 State Board.

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

35            4. Meets all other requirements established by the State Board,  
36 including completing preservice requirements prior to  
37 teaching.

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

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

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

50        **§ 115C-270.25. Out-of-state license applicants.**



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

9 **"§ 115C-270.30. Licensure renewal.**

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

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

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

18 (2) For elementary and middle school teachers, at least three continuing  
19 education credits related to literacy. Literacy renewal credits shall include  
20 evidence-based assessment, diagnosis, and intervention strategies for  
21 students not demonstrating reading proficiency. Oral language, phonemic  
22 and phonological awareness, phonics, vocabulary, fluency, and  
23 comprehension shall be addressed in literacy-related activities leading to  
24 license renewal for elementary school teachers.

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

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

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

35 (1) Reevaluate and enhance the requirements for renewal of professional  
36 educator licenses.

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

40 (3) Integrate digital teaching and learning into the requirements for licensure  
41 renewal.

42 **"§ 115C-270.35. License suspension and revocation.**

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

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

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

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

- 1           (3)   Rape or sexual offense, as defined in Article 7B of Chapter 14 of the
- 2           General Statutes.
- 3           (4)   Felonious assault with deadly weapon with intent to kill or inflicting serious
- 4           injury, G.S. 14-32.
- 5           (5)   Kidnapping, G.S. 14-39.
- 6           (6)   Abduction of children, G.S. 14-41.
- 7           (7)   Crime against nature, G.S. 14-177.
- 8           (8)   Incest, G.S. 14-178 or G.S. 14-179.
- 9           (9)   Employing or permitting minor to assist in offense against public morality
- 10          and decency, G.S. 14-190.6.
- 11          (10)  Dissemination to minors under the age of 16 years, G.S. 14-190.7.
- 12          (11)  Dissemination to minors under the age of 13 years, G.S. 14-190.8.
- 13          (12)  Displaying material harmful to minors, G.S. 14-190.14.
- 14          (13)  Disseminating harmful material to minors, G.S. 14-190.15.
- 15          (14)  First degree sexual exploitation of a minor, G.S. 14-190.16.
- 16          (15)  Second degree sexual exploitation of a minor, G.S. 14-190.17.
- 17          (16)  Third degree sexual exploitation of a minor, G.S. 14-190.17A.
- 18          (17)  Taking indecent liberties with children, G.S. 14-202.1.
- 19          (18)  Solicitation of child by computer to commit an unlawful sex act,
- 20          G.S. 14-202.3.
- 21          (19)  Taking indecent liberties with a student, G.S. 14-202.4.
- 22          (20)  Prostitution, G.S. 14-204.
- 23          (21)  Patronizing a prostitute who is a minor or a mentally disabled person,
- 24          G.S. 14-205.2(c) or (d).
- 25          (22)  Promoting prostitution of a minor or a mentally disabled person,
- 26          G.S. 14-205.3(b).
- 27          (23)  Child abuse under G.S. 14-318.4.

28           The State Board shall mail notice of its intent to act pursuant to this subsection by certified  
29           mail, return receipt requested, directed to the professional educator's last known address. The  
30           notice shall inform the professional educator that it will revoke the person's license unless the  
31           professional educator notifies the State Board in writing within 10 days after receipt of the  
32           notice that the defendant identified in the criminal record is not the same person as the  
33           professional educator. If the professional educator provides this written notice to the State  
34           Board, the State Board shall not revoke the license unless it can establish as a fact that the  
35           defendant and the professional educator are the same person.

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

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

48           (e)   Subpoena Power. – The State Board may issue subpoenas for the purpose of  
49           obtaining documents or the testimony of witnesses in connection with proceedings to suspend  
50           or revoke licenses. In addition, the Board shall have the authority to contract with individuals

1 who are qualified to conduct investigations in order to obtain all information needed to assist  
2 the Board in the proper disposition of allegations of misconduct by licensed persons."

3 **SECTION 3.(d)** Any professional educator license issued by the State Board of  
4 Education prior to the effective date of this act shall continue in effect until the expiration of  
5 that license. The State Board of Education may continue to issue lateral entry licenses for the  
6 2017-2018 and 2018-2019 school years in accordance with State Board Policy LICN-001 as it  
7 was in effect on the effective date of this act.

8  
9 **PART IV. ENSURE AVAILABILITY OF INFORMATION ON TEACHER**  
10 **VACANCIES**

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

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

13 a. ~~The State Board of Education shall monitor and compile an annual~~  
14 ~~report on the state of the teaching profession in North Carolina that~~  
15 ~~includes data on the decisions of teachers to leave the teaching~~  
16 ~~profession. The State Board shall adopt standard procedures for each~~  
17 ~~local board of education to use in requesting the information from~~  
18 ~~teachers who are not continuing to work as teachers in the local~~  
19 ~~school administrative unit and shall require each local board of~~  
20 ~~education to report the information to the State Board in a standard~~  
21 ~~format adopted by the State Board.~~ profession and data on teaching  
22 positions that local boards of education are unable to fill, as provided  
23 in G.S. 115C-299.5.

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

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

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

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

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

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

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

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

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

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

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

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

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

12 **"§ 115C-299.5. Duty to monitor the state of the teaching profession.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

49               (e) Teacher Vacancies. – The report shall include data on teaching positions that local  
50 boards of education are unable to fill with a teacher licensed in that subject area by the fortieth  
51 school instructional day of the local school administrative unit's calendar. The report shall

1 aggregate all data to provide both statewide information and information specific to each local  
2 school administrative units, including the following:

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

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

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

## 10 **PART V. CONFORMING CHANGES**

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

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

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

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

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

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

21 1. ~~A~~a ~~current standard~~ professional educator's license.

22 2. ~~A current lateral entry teaching license.~~

23 3. ~~A regular, not expired, vocational license."~~

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

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

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

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

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

1       "(f) State Board Notification. – If a local board dismisses a teacher with career status for  
2 any reason except a reduction in force under G.S. 115C-325(e)(1)l., or dismisses a teacher on  
3 contract for cause or elects to not renew a teacher's contract as a result of a superintendent's  
4 recommendation under subsection (d) of this section, it shall notify the State Board of the  
5 action, and the State Board annually shall provide to all local boards the names of those  
6 teachers. If a local board hires one of these teachers, within 60 days the superintendent or the  
7 superintendent's designee shall observe the teacher, develop a mandatory improvement plan to  
8 assist the teacher, and submit the plan to the State Board. The State Board shall review the  
9 mandatory improvement plan and may provide comments and suggestions to the  
10 superintendent. If on the next evaluation the teacher receives a rating on any standard that was  
11 an area of concern on the mandatory improvement plan that is again below proficient or a  
12 rating that otherwise represents unsatisfactory or below standard performance, the local board  
13 shall notify the State Board, and the State Board shall initiate a proceeding to revoke the  
14 teacher's license under ~~G.S. 115C-296(d)~~.G.S. 115C-270.35. If on the next evaluation the  
15 teacher receives at least a proficient rating on all of the overall performance standards that were  
16 areas of concern on the mandatory improvement plan, the local board shall notify the State  
17 Board that the teacher is in good standing, and the State Board shall not continue to provide the  
18 teacher's name to local boards under this subsection unless the teacher has career status and is  
19 subsequently dismissed under G.S. 115C-325 except for a reduction in force or is a teacher on  
20 contract who is subsequently dismissed under G.S. 115C-325.4. If, however, on this next  
21 evaluation the teacher receives a developing rating on any standards that were areas of concern  
22 on the mandatory improvement plan, the teacher shall have one more year to bring the rating to  
23 proficient if the local board elects to renew the teacher's contract. If by the end of this second  
24 year the teacher is not proficient in all standards that were areas of concern on the mandatory  
25 improvement plan, the local board shall notify the State Board, and the State Board shall  
26 initiate a proceeding to revoke the teacher's license under  
27 ~~G.S. 115C-296(d)~~.G.S. 115C-270.35."

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

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

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

34       "(a) The Board of Governors, in consultation with the constituent institutions of The  
35 University of North Carolina with educator preparation programs, shall designate eight  
36 constituent institutions to establish laboratory schools to serve public school students in  
37 accordance with the provisions of this Article. The Board of Governors shall select eight  
38 constituent institutions with quality educator preparation programs as demonstrated by the  
39 annual performance measures reported by the constituent institutions in accordance with  
40 ~~G.S. 115C-296.13~~.G.S. 115C-269.35."

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

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

## 47 **PART VI. EFFECTIVE DATE**

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

50       **SECTION 6.(b)** Any rules required by this act shall be adopted by February 1,  
51 2018.

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

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

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

13           **SECTION 6.(f)** The State Board shall not assign an accountability status to any  
14 EPP during the 2018-2019, 2019-2020, or 2020-2021 school years but may require technical  
15 assistance to an EPP at the EPP's expense based on reported performance measures. The State  
16 Board shall only assign the accountability statuses of "warned" and "probation" during the  
17 2021-2022 and 2022-2023 school years. The State Board may assign the accountability status  
18 of "revoked" beginning with the 2023-2024 school year.