



SENATE BILL 599: Excellent Educators for Every Classroom.

2017-2018 General Assembly

Committee:	Senate Finance. If favorable, re-refer to Rules and Operations of the Senate	Date:	May 31, 2017
Introduced by:	Sen. Barefoot	Prepared by:	Brian Gwyn
Analysis of:	Second Edition		Committee Co-Counsel

OVERVIEW: *The 2nd edition of Senate Bill 599 is in the Finance Committee because would re-enact the State Board of Education’s authority to establish by rule a schedule of fees for professional educator licensure (page 14, line 45). The bill would not change the parameters of this authority. Unless changed by rule, the current fee amounts would remain the same.*

Substantively, the bill would do the following:

- *Establish the Professional Educator Preparation and Standards (PEPS) Commission*
- *Authorize entities meeting certain criteria to become an approved educator preparation program (EPP)*
- *Establish a residency model to replace lateral entry, providing additional support for those teaching as their second career*
- *Create a structured EPP accountability system*
- *Clarify the educator licensure process*
- *Ensure availability of information on teacher vacancies occurring in North Carolina public schools*

PART I

BILL ANALYSIS: G.S. 115C-269.1 would establish the Professional Educator Preparation and Standards (PEPS) Commission. The PEPS Commission would be independent of the State Board of Education (State Board) and would recommend standards for educator preparation, licensure, continuing education, and conduct to the State Board.

PART II

EPP APPROVAL PROCESS

CURRENT LAW: Under G.S. 115C-296.8, the State Board may approve any institution of higher education as an EPP, provided that it meets standards required by statute and rule. The statutory standards require that the EPP:

- Either be State-approved or nationally accredited.
- Maintain minimum admission standards, such as satisfactory scores on the Praxis I and a minimum GPA of 2.7 (with an average GPA of at least 3.0 for each cohort).
- Provide instruction in certain areas, such as the identification of children with disabilities, positive behavior management, and digital instruction. Additional instruction is required for particular licensure areas.
- Require students to participate in field experiences each semester, gradually increasing in time and intensity as each semester goes on. Student teaching must take place for a minimum of 16 weeks.

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- Require that clinical educators, who supervise student teachers, be licensed, have a minimum of 3 years of experience in a teaching role, and be rated as accomplished on the NC evaluation system.
- Maintain a collaborative partnership with elementary schools and secondary schools and enter into a memorandum of understanding (MOU) with local school administrative units where students are placed, defining joint expectations for a collaborative process.

BILL ANALYSIS: G.S. 115C-269.1 would create explicit definitions for words used throughout Article 20A.

Particularly relevant changes include:

- EPPs: Any entity approved by the State Board rather than only institutions of higher education.
- Approved EPPs: EPPs that have met the requirements of the State Board in lieu of national accreditation.
- Initially Authorized EPP: An EPP that has been approved by the State Board or nationally accredited, but lacks the data to meet all of the accountability standards.
- Authorized EPP: An EPP that has met accountability standards and has been approved by the State Board or nationally accredited.
- Recognized EPP: An EPP that is either initially authorized or authorized, and has the authority to recommend students for educator licensure.
- Clinical intern: Individual who would have been previously called a student teacher.
- Resident: Individual who formerly would have received a lateral entry license.
- Clinical mentors: On-site teachers who would serve as mentors to residents.

G.S. 115C-269.5 would give the State Board the authority to recognize EPPs that meet the standards set out in Article 20A, thus allowing the EPPs to recommend candidates for licensure. Additionally, the statute would lay out the minimum standards EPPs must meet in order to be approved, which mirror those set out by the Council for the Accreditation of Educator Preparation (CAEP). G.S. 115C-269.10 would identify the process EPPs must go through in order to recommend students for educator licensure. To be initially authorized or authorized, EPPs must be approved by the State Board or accredited by CAEP, and they must satisfy the performance standards in a way that their status is not revoked under G.S. 115C-269.45. The minimum admissions requirements outlined in G.S. 115C-269.15 would still include a satisfactory Praxis I score. However, since there would no longer be a separate distinction for lateral entry candidates, having a bachelor's degree could also be used to satisfy this requirement. The 2.7 GPA requirement (with an average of at least 3.0 for each cohort), would remain the same.

G.S. 115C-269.15 would leave intact the requirements in current statute, but would add additional requirements, such as:

- Instruction related to the skills and responsibilities of teachers
- The expectations for student performance based on State standards
- The current supply of and demand for educators in the State
- The State's framework for appraisal of educators

Middle and high school teacher EPPs must also include adequate coursework in the relevant content area and in the teaching of the relevant content area.

G.S. 115C-269.1 would recodify existing clinical practice requirements with updated terminology. In addition, the statute lists requirements for residencies, which include:

- Residencies must last for a minimum of one year.
- EPPs must provide ongoing support to the resident.
- A clinical mentor must be assigned to the resident.
- Prior to the residency, the resident must complete preservice requirements set by the State Board.
- Additionally, the statute would require the clinical mentors to meet criteria similar to that of clinical educators.

EPP ACCOUNTABILITY SYSTEM

CURRENT LAW: G.S. 115C-296.13 requires EPPs to submit annual performance reports to the State Board. The statute outlines the minimum data that must be submitted with the report, but provides the State Board with discretion to

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add additional requirements. The State Board can take action against an EPP if it fails to meet any of the criteria outlined in G.S. 115C-296.8, which includes:

- Failing to report required information to the State Board.
- Offering misleading or false information about approved programs.
- Accepting students into any part of an EPP that is not approved by the State Board.
- Failing to comply with the EPP review process.
- Failing to meet standards for approval set forth by the State Board.

BILL ANALYSIS: G.S. 115C-269.35 modifies permissive accountability language by requiring the State Board to take action against an EPP when the EPP fails to meet standards on the following indicators, broken down by race, sex, and ethnicity:

- Performance of EPP graduates on annual teacher evaluations.
- Proficiency and growth of students taught by EPP graduates.
- Satisfaction of EPP graduates after their first year of teaching.
- Quality of students entering the EPP.

G.S. 115C-269.45 requires the State Board to annually evaluate an EPP's performance and assign an appropriate accountability status, if necessary, based on an EPP meeting one of the following criteria:

- Warned
 - Overall student performance standard is not met on at least one indicator in any one year.
 - Any two race, sex, or ethnicity demographic groups' performance standards are not met on at least one indicator for any one year.
 - Any single race, sex, or ethnicity demographic groups' performance standards are not met on at least one indicator for any two consecutive years.
 - State Board determines a law or rule violation merits warned status.
- Probation
 - Overall student performance standard is not met on at least one indicator in two consecutive years.
 - Any two race, sex, or ethnicity demographic groups' performance standards are not met on at least one indicator for any one year.
 - Any single race, sex, or ethnicity demographic groups' performance standards are not met on at least one indicator for any three consecutive years.
 - State Board determines a law or rule violation merits probation status.
- Revoked
 - EPP has been on probation status for three consecutive years.
 - EPP has been on probation status one year, but State Board determines revoked status is reasonably necessary.

If an EPP is in revoked status, its approval to recommend students for educator licensure is revoked. Other identified sanctions may be implemented at the State Board's discretion, such as:

- Requiring the EPP to obtain technical assistance.
- Requiring the EPP to obtain professional services from another entity.
- Appointing a monitor to oversee and report to the State Board.
- Managing the EPP's enrollment.

Any costs associated with the sanctions would be covered by the EPP.

G.S. 115C-269.35 would also require additional data that must be reported to the State Board and ultimately included in the EPP's report card, such as:

- The extent to which the program prepares educators to effectively teach students with disabilities and students of limited English proficiency.
- The number of EPP graduates who continue teaching at least three years after licensure.

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LATERAL ENTRY

CURRENT LAW: Under G.S. 115C-296.12, individuals with a bachelor's degree may start teaching without having completed an EPP. Eligible individuals receive an initial teaching license and may teach for three years while also completing a program of study designed to prepare the lateral entry teachers for continuing licensure. Lateral entry requirements can be completed at North Carolina colleges and universities, as well as local community colleges.

BILL ANALYSIS:

Senate Bill 599 would replace the lateral entry license with the residency license. Individuals who already have a bachelor's degree may enroll in an EPP and be employed to teach at the same time. As stated above, G.S. 115C-269.1 outlines the requirements for residencies, which include:

- Residencies must last for a minimum of one year.
- EPPs must provide ongoing support to the resident.
- A site-based clinical mentor must be assigned to the resident.
- Prior to the residency, the resident must complete requirements set by the State Board for field experience and coursework.

PARTS III, IV, AND V

BILL ANALYSIS:

- Repeals and recodifies G.S. 115C-296 by breaking it into different statutes for clarity.
- Defines various teacher licenses:
 - Continuing professional license: 5-year renewable license.
 - Emergency license: One-year nonrenewable license for individual who holds a bachelor's degree with relevant coursework, but who is not eligible for a residency license.
 - Initial professional license: 3-year nonrenewable license for individual who has completed a recognized EPP
 - Lifetime license: License issued after 50 or more years of teaching that requires no renewal
 - Residency license: One-year license (renewable once) issued to an individual who has:
 - Bachelor's degree with either coursework relevant to the requested licensure area or successful completion of the relevant content area examination.
 - Enrolled in a recognized EPP.
 - Has completed preservice field experience and coursework.
 - Retirement license: 5-year renewable license issued to a teacher who retired with 30 or more years of experience and who has served as a substitute teacher at least once every three years since retirement
- Requires a report on teaching positions that local boards of education are unable to fill by the 40th instructional day.
- Recodifies reporting requirements related to the state of the teaching profession.
- Makes various conforming changes.

EFFECTIVE DATE: The act would be effective when it becomes law and would apply beginning with the 2017-2018 school year. The act would be phased in such that:

- EPPs approved by the State Board prior to July 1, 2017 would be considered initially authorized until the earlier of June 30, 2020, or the date of its five-year renewal. EPPs not approved as of that date would first be eligible to open during 2018-2019 school year.
- Reporting requirements would begin with the 2018-2019 school year.
- No EPP may be assigned a "revoked" accountability status prior to the 2023-2024 school year.