



This Bill Analysis reflects the contents of the bill as it was presented in committee.

SENATE BILL 219: Modify Teacher Licensing Requirements.

2019-2020 General Assembly

Committee:	House Rules, Calendar, and Operations of the House	Date:	June 6, 2019
Introduced by:	Sens. McInnis, Tillman, Johnson	Prepared by:	Kara McCraw
Analysis of:	Third Edition		Committee Counsel

OVERVIEW: *The 3rd edition of SB 219 would make various changes related to testing to the initial professional teacher (IPL) licensure statutes, create a one-year IPL extension for certain teachers, create a new limited teaching license for individuals who do not meet the criteria for a continuing professional license, provide for a three-year transitional license for teachers from other states and authorize local boards of education to determine experience credit for those teachers to pay them at the commensurate level on the State salary schedule during the first year of the license, and reduce the service requirement for a lifetime teaching license from 50 years to 30 years.*

CURRENT LAW AND BILL ANALYSIS:

Part I: Modifications to Initial Professional Licenses

Current Law: G.S. 115C-270.20 defines an initial professional license (IPL) as a three-year nonrenewable license issued to an individual who has successfully completed a recognized educator preparation program and meets other requirements set by the State Board. G.S. 115C-270.15 requires applicants for an IPL to complete a standardized exam related the licensure content area. Applicants seeking licensure in elementary education and special education general curriculum must also take tests or subtests specific to teaching reading and mathematics. Individuals with an IPL have until the end of their second year of teaching to pass the licensure exams, provided that they have at least attempted the exams during their first year of teaching.

Bill Analysis: Part I would clarify that the State Board is responsible for monitoring teachers' compliance with the licensure exam requirements established by G.S. 115C-270.15, effective for licenses issued July 1, 2019. Additionally, it would clarify that teachers must meet the exam requirements by the end of the third year of their IPL rather than their second year of teaching. The State Board would be prohibited from converting an IPL to a CPL for a teacher who has not fulfilled the testing requirements.

Part I would create a new teaching license, called a limited license, for certain teachers who are not eligible for a CPL. A limited license would be valid for three years and could not be renewed. The limited license could only be requested by the local board of education currently employing the teacher, and would only be valid in that local school administrative unit (LEA). All of the following would be required for the State Board to issue a limited license:

- The teacher was issued an IPL but did not qualify for a CPL due to a failure to fulfill the licensure exam requirements.
- The employing local board of education submitted to the State Board an affidavit signed by the teacher's principal and superintendent attesting to the fact that the individual is an effective teacher and will be encouraged to continue to pursue a CPL.

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Additionally, Part I would provide a one-year extension for elementary education (K-6) or special education general curriculum teachers with an initial professional license that is set to expire June 30, 2019, due to the failure to fulfill the licensure examination requirements.

Part II: Modifications to Out-of-State License Applicants

Current Law: Under G.S. 115C-270.20, a CPL is a five-year renewable license issued to a teacher who has at least three years of licensed teaching experience, and who meets other requirements set by the State Board. G.S. 115C-270.25 requires teachers with a license from another state to show evidence of their effectiveness as a teacher when seeking licensure in North Carolina. Out-of-state teachers that have such evidence can receive a CPL, assuming they have at least three years of licensed teaching experience, but out-of-state teachers without such evidence are only eligible for an IPL, regardless of years of experience.

Bill Analysis: Part II would create a transitional license (TL), which would be a three-year nonrenewable license issued to individuals with a current license in good standing in another state. The TL would have to be requested by a local board of education. An individual applying for a TL would not be required to show evidence of effectiveness in order to obtain the license, but the individuals could still apply for a CPL if they had at least three years of licensed teaching experience and evidence of effectiveness. Otherwise, they could convert the TL to a CPL after three years of teaching in North Carolina.

Additionally, Part II would authorize local boards of education to determine the experience credit for teachers with a TL during the first year of the license, which determines how much that teacher would be paid with State-allotted funds. The local board of education and the teacher would not be responsible for the repayment of any overpayment of State funds if the experience credit determination was done in good faith and in accordance with State Board guidelines. After the first year of the TL, the State Board would determine the appropriate experience credit and thereby determine the teacher's placement on the State salary schedule, regardless of the pay that the teacher received during the first year of the TL.

Part III: Modifications to Lifetime Teaching Licenses

Current Law: A lifetime license, as defined by G.S. 115C-270.20(a)(4), is a permanent license issued to a teacher with 50 or more years of teaching as a licensed teacher that requires no renewal. A retirement license, as defined by G.S. 115C-270.20(a)(6), is a five-year renewable license issued to a teacher retired with 30 or more years of teaching who has been employed after retirement as a substitute teacher or part-time provider of certain educational services for schools.

Bill Analysis: Part III would reduce the service requirement for a lifetime license from 50 years to 30 years, and make a conforming change to eliminate retirement licenses.

Part IV: Emergency Rulemaking

Current Law: G.S. 115C-270.20 requires the State Board of Education to adopt rules for issuance of teacher licenses.

Bill Analysis: Part IV would authorize the State Board of Education to adopt emergency rules to implement the requirements of the act in accordance with its timeline.

EFFECTIVE DATE: SB 219 would become effective when it becomes law and, would apply beginning with applications for teacher licensure submitted on or after the eighteenth day following the effective date of the act.

**This bill summary was substantially contributed to by Brian Gwyn, Committee Counsel.*