

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2011

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SENATE BILL 724
Education/Higher Education Committee Substitute Adopted 5/5/11
PROPOSED HOUSE COMMITTEE SUBSTITUTE S724-PCS95237-TL-30

Short Title: An Act to Improve Public Education.

(Public)

Sponsors:

Referred to:

April 20, 2011

1 A BILL TO BE ENTITLED
2 AN ACT TO IMPLEMENT VARIOUS EDUCATION REFORMS.

3 The General Assembly of North Carolina enacts:

4
5 **TEACHER PREPARATION**

6 **SECTION 1.** G.S. 115C-296 reads as rewritten:

7 **"§ 115C-296. Board sets licensure requirements; reports; lateral entry and mentor**
8 **programs.**

9 ...

10 (b) It is the policy of the State of North Carolina to maintain the highest quality teacher
11 education programs and school administrator programs in order to enhance the competence of
12 professional personnel certified in North Carolina. To the end that teacher preparation
13 programs are upgraded to reflect a more rigorous course of study, the State Board of Education,
14 as lead agency in coordination and cooperation with the University Board of Governors, the
15 Board of Community Colleges and such other public and private agencies as are necessary,
16 shall continue to refine the several certification requirements, standards for approval of
17 institutions of teacher education, standards for institution-based innovative and experimental
18 programs, standards for implementing consortium-based teacher education, and standards for
19 improved efficiencies in the administration of the approved programs. The certification
20 program shall provide for initial certification after completion of preservice training, continuing
21 certification after three years of teaching experience, and certificate renewal every five years
22 thereafter, until the retirement of the teacher. The last certificate renewal received prior to
23 retirement shall remain in effect for five years after retirement. The certification program shall
24 also provide for lifetime certification after 50 years of teaching.

25 The State Board of Education, as lead agency in coordination with the Board of Governors
26 of The University of North Carolina, the North Carolina Independent Colleges and
27 Universities, and any other public and private agencies as necessary, shall continue to raise
28 standards for entry into teacher education programs.

29 To further ensure that teacher preparation programs remain current and reflect a rigorous
30 course of study that is aligned to State and national standards, the State Board of Education, in
31 consultation with the Board of Governors of The University of North Carolina, shall ensure



1 students preparing to teach in elementary schools (i) have adequate coursework in the teaching
2 of reading and mathematics; (ii) are assessed prior to certification to determine that they
3 possess the requisite knowledge in scientifically based reading and mathematics instruction that
4 is aligned with the State Board's expectations; and (iii) continue to receive preparation in
5 applying formative and summative assessments within the school and classroom setting
6 through technology-based assessment systems available in North Carolina schools that measure
7 and predict expected student improvement.

8 The State Board of Education, in consultation with local boards of education and the Board
9 of Governors of The University of North Carolina, shall evaluate and modify, as necessary, the
10 academic requirements for students preparing to teach science in middle and high schools to
11 ensure that there is adequate preparation in issues related to science laboratory safety.

12 The State Board of Education, in consultation with the Board of Governors of The
13 University of North Carolina, shall evaluate and develop enhanced requirements for continuing
14 certification. The new requirements shall reflect more rigorous standards for continuing
15 certification and to the extent possible shall be aligned with quality professional development
16 programs that reflect State priorities for improving student achievement.

17 The State Board of Education, in consultation with local boards of education and the Board
18 of Governors of The University of North Carolina, shall reevaluate and enhance the
19 requirements for renewal of teacher certificates. The State Board shall consider modifications
20 in the certificate renewal achievement and to make it a mechanism for teachers to renew
21 continually their knowledge and professional skills. The State Board shall adopt new standards
22 for the renewal of teacher certificates by May 15, 1998.

23 The standards for approval of institutions of teacher education shall require that teacher
24 education programs for all students include demonstrated competencies in (i) the identification
25 and education of children with disabilities and (ii) positive management of student behavior
26 and effective communication techniques for defusing and deescalating disruptive or dangerous
27 behavior. The State Board of Education shall incorporate the criteria developed in accordance
28 with G.S. 116-74.21 for assessing proposals under the School Administrator Training Program
29 into its school administrator program approval standards.

30 All North Carolina institutions of higher education that offer teacher education programs,
31 masters degree programs in education, or masters degree programs in school administration
32 shall provide performance reports to the State Board of Education. The performance reports
33 shall follow a common format, shall be submitted according to a plan developed by the State
34 Board, and shall include the information required under the plan developed by the State Board.

35 ...

36 (c1) The State Board of Community Colleges may provide a program of study for lateral
37 entry teachers to complete the coursework necessary to earn a teaching license. To this end, the
38 State Board of Education, in consultation with the State Board of Community Colleges, shall
39 establish a competency-based program of study for lateral entry teachers to be implemented
40 within the Community College System no later than May 1, 2006. This program must meet
41 standards set by the State Board of Education. To ensure that programs of study for lateral
42 entry remain current and reflect a rigorous course of study that is aligned to State and national
43 standards, the State Board of Education shall ensure that (i) adequate coursework in the
44 teaching of reading and mathematics is available for lateral entry teachers seeking certification
45 in elementary education; (ii) lateral entry teachers are assessed prior to certification to
46 determine that they possess the requisite knowledge in scientifically based reading and
47 mathematics instruction that is aligned with the State Board's expectations; and (iii) all lateral
48 entry teachers continue to receive preparation in applying formative and summative
49 assessments within the school and classroom setting through technology-based assessment
50 systems available in North Carolina schools that measure and predict expected student
51 improvement.

1 The State Board of Community Colleges and the State Board of Education shall jointly
2 identify the community college courses and the teacher education program courses that are
3 necessary and appropriate for inclusion in the community college program of study for lateral
4 entry teachers. To the extent possible, any courses that must be completed through an approved
5 teacher education program shall be taught on a community college campus or shall be available
6 through distance learning.

7 In order to participate in the community college program of study for lateral entry teachers,
8 an individual must hold at least a bachelors degree from a regionally accredited institution of
9 higher education.

10 An individual who successfully completes this program of study and meets all other
11 requirements of licensure set by the State Board of Education shall be recommended for a
12 North Carolina teaching license.

13"
14

15 ENHANCE USE OF EVAAS

16 **SECTION 2.** G.S. 115C-105.27(a) reads as rewritten:

17 "(a) In order to improve student performance, each school shall develop a school
18 improvement plan that takes into consideration the annual performance goal for that school that
19 is set by the State Board under G.S. 115C-105.35 and the goals set out in the mission statement
20 for the public schools adopted by the State Board of Education. The principal of each school,
21 representatives of the assistant principals, instructional personnel, instructional support
22 personnel, and teacher assistants assigned to the school building, and parents of children
23 enrolled in the school shall constitute a school improvement team to develop a school
24 improvement plan to improve student performance. Representatives of the assistant principals,
25 instructional personnel, instructional support personnel, and teacher assistants shall be elected
26 by their respective groups by secret ballot. Unless the local board of education has adopted an
27 election policy, parents shall be elected by parents of children enrolled in the school in an
28 election conducted by the parent and teacher organization of the school or, if none exists, by the
29 largest organization of parents formed for this purpose. Parents serving on school improvement
30 teams shall reflect the racial and socioeconomic composition of the students enrolled in that
31 school and shall not be members of the building-level staff. Parental involvement is a critical
32 component of school success and positive student achievement; therefore, it is the intent of the
33 General Assembly that parents, along with teachers, have a substantial role in developing
34 school improvement plans. To this end, school improvement team meetings shall be held at a
35 convenient time to assure substantial parent participation.

36 All school improvement plans shall be, to the greatest extent possible, data-driven. School
37 improvement teams shall use the Education Value Added Assessment System (EVAAS) or a
38 compatible and comparable system approved by the State Board of Education, to analyze
39 student data to identify root causes for ~~problems and problems~~, to determine actions to address
40 ~~them~~ them, and to appropriately place students in courses such as Algebra I. School
41 improvement plans shall contain clear, unambiguous targets, explicit indicators and actual
42 measures, and expeditious time frames for meeting the measurement standards."
43

44 PRESCHOOL PROGRAMS FOR AT-RISK CHILDREN

45 **SECTION 3.** It is a goal of the General Assembly to provide preschool programs
46 to all at-risk children.
47

48 TRANSITION TEAMS FOR AT-RISK CHILDREN

49 **SECTION 4.** G.S. 115C-105.41 reads as rewritten:

50 "**§ 115C-105.41. Students who have been placed at risk of academic failure; personal**
51 **education ~~plans~~ plans; transition teams and transition plans.**

1 (a) Local school administrative units shall identify students who are at risk for
2 academic failure and who are not successfully progressing toward grade promotion and
3 graduation, beginning no later than the fourth grade. Identification shall occur as early as can
4 reasonably be done and can be based on grades, observations, State assessments, and other
5 factors, including reading on grade level, that impact student performance that teachers and
6 administrators consider appropriate, without having to await the results of end-of-grade or
7 end-of-course tests. No later than the end of the first quarter, or after a teacher has had up to
8 nine weeks of instructional time with a student, a personal education plan for academic
9 improvement with focused intervention and performance benchmarks shall be developed or
10 updated for any student at risk of academic failure who is not performing at least at grade level,
11 as identified by the State end-of-grade test and other factors noted above. Focused intervention
12 and accelerated activities should include research-based best practices that meet the needs of
13 students and may include coaching, mentoring, tutoring, summer school, Saturday school, and
14 extended days. Local school administrative units shall provide these activities free of charge to
15 students. Local school administrative units shall also provide transportation free of charge to all
16 students for whom transportation is necessary for participation in these activities.

17 Local school administrative units shall give notice of the personal education plan and a
18 copy of the personal education plan to the student's parent or guardian. Parents should be
19 included in the implementation and ongoing review of personal education plans.

20 Local school administrative units shall certify that they have complied with this section
21 annually to the State Board of Education. The State Board of Education shall periodically
22 review data on the progress of identified students and report to the Joint Legislative Education
23 Oversight Committee.

24 No cause of action for monetary damages shall arise from the failure to provide or
25 implement a personal education plan under this section.

26 (b) Local boards of education shall adopt and implement plans for the creation of
27 transition teams and transition plans for students at risk, as defined by the State Board of
28 Education, to assist them in making a successful transition between the elementary school and
29 middle school years and between the middle school and high school years."
30

31 **END SUNSET TO LEA "BASIS OF KNOWLEDGE" ABOUT A CHILD WITH A** 32 **DISABILITY**

33 **SECTION 5.** Section 5 of S.L. 2010-36 reads as rewritten:

34 "**SECTION 5.** Section 3 of this act becomes effective January 1, 2009, and expires June 1,
35 2013-2009. The remainder of this act is effective when it becomes law."
36

37 **STUDY GRADUATION REQUIREMENTS FOR STUDENTS WHO DO NOT PLAN** 38 **TO CONTINUE EDUCATION BEYOND HIGH SCHOOL**

39 **SECTION 6.** The State Board of Education shall reconsider the high school
40 graduation requirements for students who do not plan to continue education beyond high
41 school. For some of these students, a five-year program might be needed in order for them to
42 meet graduation requirements. For other students, a reassessment of existing requirements
43 might be in order to determine what, at a minimum, is needed for a sound, basic education and
44 whether the current graduation requirements are reasonable for students not planning to
45 continue education beyond high school.

46 The State Board of Education shall report the results of this study to the Joint
47 Legislative Education Oversight Committee by March 15, 2013.
48

49 **STATEWIDE EDUCATION INITIATIVES**

50 **SECTION 7.(a)** Consistent with Section 7.8 of S.L. 2010-31, to continue the
51 State's progress in increasing student achievement, graduation rates, and students' career- and

1 college-readiness, by August 31, 2014, the State Board of Education shall implement the
2 statewide education reform initiatives described in the State's successful Race to the Top
3 application. These initiatives shall include the following:

- 4 (1) Transition to new standards and assessments. – The State Board shall
5 continue to provide for professional development designed to ensure that all
6 teachers understand and are prepared to help students meet the new common
7 core and essential standards, and are able to use related summative
8 assessments effectively and appropriately to measure students' attainment of
9 those standards.
- 10 (2) Establishment of an Instructional Improvement System. – The State Board
11 shall establish a statewide Instructional Improvement System that will use
12 technology to provide portals for students, teachers, parents, and school and
13 district administrators to access data and resources to inform decision
14 making related to instruction, assessment, and career and college goals.
- 15 (3) Establishment of the North Carolina education cloud technology
16 infrastructure. – As the next wave of the successful School Connectivity
17 Initiative, the State Board shall provide statewide shared education
18 technology infrastructure, services, and tools for school districts and charter
19 schools to achieve robust, reliable service and cost-effectiveness.
- 20 (4) Full rollout and enhancement of the North Carolina Educator Evaluation
21 System. – The State Board shall continue to provide professional
22 development designed to ensure that all teachers and principals are prepared
23 to use the statewide Educator Evaluation System, which is being enhanced
24 through a collaborative, multiyear development process to include formal,
25 standard measures of the extent to which educators facilitate growth in
26 student achievement.
- 27 (5) Provision of performance incentives to teachers in the lowest-achieving
28 schools to improve recruitment and retention. – In order to improve
29 recruitment and retention of effective teachers in the lowest-achieving
30 schools, the State Board shall provide teachers in those schools opportunities
31 to earn school and/or classroom-level incentives based on student
32 performance.
- 33 (6) Establishment of regional leadership academies. – The State Board shall
34 establish three leadership academies to increase the number of principals
35 qualified to lead transformational change in lowest-achieving schools in both
36 rural and urban areas.
- 37 (7) Expansion of teacher recruitment and licensure programs to support
38 low-performing schools. – The State Board shall increase the number of
39 Teach for America teachers in lowest-achieving districts and schools;
40 establish the NC Teacher Corps, modeled after Teach for America, to further
41 increase the number of effective teachers in lowest-achieving districts and
42 schools; and establish a new Induction Support Program for New Teachers
43 that will provide comprehensive support for novice teachers in
44 low-achieving districts and schools.
- 45 (8) Provision of effective teachers for schools through virtual and blended
46 courses. – The State Board shall develop a model through which to develop
47 and deploy virtual and blended Science, Technology, Engineering, and Math
48 (STEM) courses to give students at risk of low performance in core math
49 and science subjects access to effective teachers and innovative instructional
50 approaches.

- 1 (9) Provision of aligned professional development and establishment of
2 professional development system. – The State Board shall do the following:
3 a. Create, train, and support a cadre of teacher and principal
4 professional development leaders to establish sustainable local and
5 regional professional development capacity statewide.
6 b. Develop resources (for workshops, professional learning
7 communities, virtual courses, webinars, etc.) to support effective
8 professional development activities.
9 c. Provide professional development regarding new standards and
10 assessments, teacher and principal evaluation tools, data literacy, and
11 use of any new technology tools created through the Race to the Top
12 initiatives.
13 d. Expand online professional development infrastructure to provide
14 high-quality online professional development accessible to all
15 educators statewide.
16 e. Evaluate professional development activities to determine the impact
17 on teaching practices and student achievement, and to inform
18 continuous improvement of professional development activities.
- 19 (10) Expansion of District and School Transformation work to turn around the
20 lowest-achieving schools. – The State Board shall expand its successful
21 District and School Transformation services to reach more schools and
22 districts needing intensive, multiyear support to build capacity for sustained
23 improvement.
- 24 (11) Establish STEM thematic high schools and network. – The State Board shall
25 establish four STEM anchor schools, each focused on an area of North
26 Carolina economic development, and use the anchor schools as centers for
27 professional development, curriculum development, technology use, and
28 innovation in order to support the spread of STEM focus in North Carolina
29 schools.

30 **SECTION 7.(b)** The State Board of Education shall report to the Joint Education
31 Oversight Committee by September 15, 2012, and semiannually thereafter through September
32 15, 2014, on the State Board's progress toward implementing the above initiatives.

33 **SECTION 7.(c)** This section expires July 1, 2014. The State Board of Education
34 may continue any initiatives identified in this section if it receives continued funding for the
35 initiatives.

36
37 **EFFECTIVE DATE**

38 **SECTION 8.** This act is effective when it becomes law.