

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2013

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HOUSE BILL 23*
PROPOSED COMMITTEE SUBSTITUTE H23-PCS30042-TL-3

Short Title: Digital Learning Competencies/School Emp'ees.

(Public)

Sponsors:

Referred to:

January 31, 2013

A BILL TO BE ENTITLED

AN ACT DIRECTING THE STATE BOARD OF EDUCATION TO DEVELOP AND
IMPLEMENT DIGITAL TEACHING AND LEARNING STANDARDS FOR
TEACHERS AND SCHOOL ADMINISTRATORS.

The General Assembly of North Carolina enacts:

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

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

...

(b) It is the policy of the State of North Carolina to maintain the highest quality teacher education programs and school administrator programs in order to enhance the competence of professional personnel licensed in North Carolina. To the end that teacher preparation programs are upgraded to reflect a more rigorous course of study, the State Board of Education, as lead agency in coordination and cooperation with the University Board of Governors, the Board of Community Colleges and such other public and private agencies as are necessary, shall continue to refine the several licensure requirements, standards for approval of institutions of teacher education, standards for institution-based innovative and experimental programs, standards for implementing consortium-based teacher education, and standards for improved efficiencies in the administration of the approved programs.

(1) Licensure standards. –

a. The licensure program shall provide for initial licensure after completion of preservice training, continuing licensure after three years of teaching experience, and license renewal every five years thereafter, until the retirement of the teacher. The last license renewal received prior to retirement shall remain in effect for five years after retirement. The licensure program shall also provide for lifetime licensure after 50 years of teaching.

b. The State Board of Education, in consultation with the Board of Governors of The University of North Carolina, shall evaluate and develop enhanced requirements for continuing licensure. The new requirements shall reflect more rigorous standards for continuing licensure and shall be aligned with high quality professional development programs that reflect State priorities for improving student achievement.



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1 c. The State Board of Education, in consultation with local boards of
 2 education and the Board of Governors of The University of North
 3 Carolina, shall (i) reevaluate and enhance the requirements for
 4 renewal of teacher licenses, (ii) include at least two continuing
 5 education credits in high-quality, integrated digital teaching and
 6 learning as a requirement of licensure renewal, and (iii) consider
 7 modifications in the license renewal achievement and to make it a
 8 mechanism for teachers to renew continually their knowledge and
 9 professional skills.

10 (2) Teacher education programs. –

11 a. The State Board of Education, as lead agency in coordination with
 12 the Board of Governors of The University of North Carolina, the
 13 North Carolina Independent Colleges and Universities, and any other
 14 public and private agencies as necessary, shall continue to raise
 15 standards for entry into teacher education programs.

16 b. The State Board of Education, in consultation with the Board of
 17 Governors of The University of North Carolina, shall require that all
 18 students preparing to teach demonstrate competencies in using digital
 19 and other instructional technologies to provide high-quality,
 20 integrated digital teaching and learning to all students.

21 c. To further ensure that teacher preparation programs remain current
 22 and reflect a rigorous course of study that is aligned to State and
 23 national standards, the State Board of Education, in consultation with
 24 the Board of Governors of The University of North Carolina, shall do
 25 all of the following to ensure that students preparing are prepared
 26 to teach in elementary schools schools:

27 1. ~~(i) have~~ Provide students with adequate coursework in the
 28 teaching of reading and ~~mathematics;~~ mathematics.

29 2. ~~(ii) are assessed~~ Assess students prior to ~~certification~~ licensure
 30 to determine that they possess the requisite knowledge in
 31 scientifically based reading and mathematics instruction that
 32 is aligned with the State Board's ~~expectations;~~ expectations.

33 3. ~~(iii) continue to receive~~ Continue to provide students with
 34 preparation in applying formative and summative assessments
 35 within the school and classroom setting through
 36 technology-based assessment systems available in North
 37 Carolina schools that measure and predict expected student
 38 ~~improvement;~~ and improvement.

39 4. ~~(iv) are prepared~~ Prepare students to integrate arts education
 40 across the curriculum.

41 d. The State Board of Education, in consultation with local boards of
 42 education and the Board of Governors of The University of North
 43 Carolina, shall evaluate and modify, as necessary, the academic
 44 requirements of teacher preparation programs for students preparing
 45 to teach science in middle and high schools to ensure that there is
 46 adequate preparation in issues related to science laboratory safety.

47 ~~The State Board of Education, in consultation with the Board of Governors of The~~
 48 ~~University of North Carolina, shall evaluate and develop enhanced requirements for continuing~~
 49 ~~licensure. The new requirements shall reflect more rigorous standards for continuing licensure~~
 50 ~~and to the extent possible shall be aligned with quality professional development programs that~~
 51 ~~reflect State priorities for improving student achievement.~~

1 The State Board of Education, in consultation with local boards of education and the Board
2 of Governors of The University of North Carolina, shall reevaluate and enhance the
3 requirements for renewal of teacher licenses. The State Board shall consider modifications in
4 the license renewal achievement and to make it a mechanism for teachers to renew continually
5 their knowledge and professional skills. The State Board shall adopt new standards for the
6 renewal of teacher licenses by May 15, 1998.

7 e. The standards for approval of institutions of teacher education shall
8 require that teacher education programs for all students include
9 demonstrated competencies in (i) the identification and education of
10 children with disabilities and (ii) positive management of student
11 behavior and effective communication techniques for defusing and
12 deescalating disruptive or dangerous behavior.

13 f. The State Board of Education shall incorporate the criteria developed
14 in accordance with G.S. 116-74.21 for assessing proposals under the
15 School Administrator Training Program into its school administrator
16 program approval standards.

17 g. All North Carolina institutions of higher education that offer teacher
18 education programs, masters degree programs in education, or
19 masters degree programs in school administration shall provide
20 performance reports to the State Board of Education. The
21 performance reports shall follow a common format, shall be
22 submitted according to a plan developed by the State Board, and
23 shall include the information required under the plan developed by
24 the State Board.

25 ...

26 (c1) The State Board of Community Colleges may provide a program of study for lateral
27 entry teachers to complete the coursework necessary to earn a teaching license. To this end, the
28 State Board of Education, in consultation with the State Board of Community Colleges, shall
29 establish a competency-based program of study for lateral entry teachers to be implemented
30 within the Community College System no later than May 1, 2006. This program must meet
31 standards set by the State Board of Education. To ensure that programs of study for lateral entry
32 remain current and reflect a rigorous course of study that is aligned to State and national
33 standards, the State Board of Education shall do all of the following to ensure that lateral entry
34 personnel are prepared to teach:

35 ~~(i)~~(1) Provide adequate coursework in the teaching of reading and mathematics is
36 available for lateral entry teachers seeking certification in elementary
37 ~~education;~~ education.

38 ~~(ii)~~(2) Assess lateral entry teachers ~~are assessed~~ prior to certification to determine
39 that they possess the requisite knowledge in scientifically based reading and
40 mathematics instruction that is aligned with the State Board's ~~expectations;~~
41 expectations.

42 ~~(iii)~~(3) Prepare all lateral entry teachers ~~continue to receive preparation in~~
43 ~~applying to~~ apply formative and summative assessments within the school
44 and classroom setting through technology-based assessment systems
45 available in North Carolina schools that measure and predict expected
46 student ~~improvement;~~ and improvement.

47 ~~(iv)~~(4) ~~are prepared~~ Prepare all lateral entry teachers to integrate arts education
48 across the curriculum.

49 (5) Require that lateral entry teachers demonstrate competencies in using digital
50 and other instructional technologies to provide high-quality, integrated
51 digital teaching and learning to all students.

1"

2 **SECTION 2.** G.S. 115C-284 is amended by adding a new subsection to read:

3 "(c3) The State Board of Education shall require that all students in school administrator
4 preparation programs demonstrate competencies in (i) using digital and other instructional
5 technologies and (ii) supporting teachers and other school personnel to use digital and other
6 instructional technologies to ensure provision of high-quality, integrated digital teaching and
7 learning to all students. The State Board of Education shall include continuing education in
8 high-quality, integrated digital teaching and learning as a requirement of licensure renewal."

9 **SECTION 3.** The State Board of Education shall develop digital teaching and
10 learning competencies to provide a framework for schools of education, school administrators,
11 and classroom teachers on the needed skills to provide high-quality, integrated digital teaching
12 and learning.

13 **SECTION 4.** Sections 1 and 2 of this act become effective July 1, 2017, and apply
14 beginning with the 2017-2018 school year. Section 3 is effective when this act becomes law.