

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2015

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PRINCIPAL CLERK

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SENATE DRS25034-MK-50 (01/28)

Short Title: Clinical Experience in Teacher Ed Programs. (Public)

Sponsors: Senator Robinson (Primary Sponsor).

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO REQUIRE TEACHER EDUCATION PROGRAMS TO PROVIDE HIGH
3 QUALITY SCHOOL-BASED CLINICAL EXPERIENCES THROUGH PARTNERSHIPS
4 WITH LOCAL BOARDS OF EDUCATION.

5 The General Assembly of North Carolina enacts:

6 **SECTION 1.** G.S. 115C-47(20) reads as rewritten:

7 "(20) To Provide for Training of Teachers. – Local boards of education are
8 authorized to provide for the training of teachers as provided in
9 G.S. 115C-300. A local board may enter into a partnership agreement with
10 an institution of teacher education to provide a clinical school experience
11 program for student teachers as described in G.S. 115C-296(b)(2)e1."

12 **SECTION 2.** G.S. 115C-296(b)(2) reads as rewritten:

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

23 ...

24 (2) Teacher education programs.

- 25 a. The State Board of Education, as lead agency in coordination with
26 the Board of Governors of The University of North Carolina, the
27 North Carolina Independent Colleges and Universities, and any other
28 public and private agencies as necessary, shall continue to raise
29 standards for entry into teacher education programs.
- 30 b. Reserved for future codification.
- 31 c. To further ensure that teacher preparation programs remain current
32 and reflect a rigorous course of study that is aligned to State and
33 national standards, the State Board of Education, in consultation with
34 the Board of Governors of The University of North Carolina, shall do
35 all of the following to ensure that students are prepared to teach in
36 elementary schools:



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1. Provide students with adequate coursework in the teaching of reading and mathematics.
 2. Assess students prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations.
 3. Continue to provide students with preparation in applying formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.
 4. Prepare students to integrate the arts education across the curriculum.
- d. The State Board of Education, in consultation with local boards of education and the Board of Governors of The University of North Carolina, shall evaluate and modify, as necessary, the academic requirements of teacher preparation programs for students preparing to teach science in middle and high schools to ensure that there is adequate preparation in issues related to science laboratory safety.
- e. The standards for approval of institutions of teacher education shall require that teacher education programs for all students include the following demonstrated competencies:
1. All teacher education programs. –
 - I. The identification and education of children with disabilities.
 - II. Positive management of student behavior and effective communication techniques for defusing and deescalating disruptive or dangerous behavior.
 2. Elementary and special education general curriculum teacher education programs. –
 - I. Teaching of reading, including a substantive understanding of reading as a process involving oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - II. Evidence-based assessment and diagnosis of specific areas of difficulty with reading development and of reading deficiencies.
 - III. Appropriate application of instructional supports and services and reading interventions to ensure reading proficiency for all students.
- e1. The standards for approval of institutions of teacher education shall require that teacher education for all students include clinical school experience programs for student teachers, as defined in G.S. 115C-309, established through partnerships with local boards of education that strategically support clinical and school-based training for which the institutions and the local boards share responsibility, authority, and accountability, including in program development and implementation. A clinical school experience program shall meet at least the following criteria:
1. Aligns with statewide priorities in teacher preparation and demonstrated competencies.

